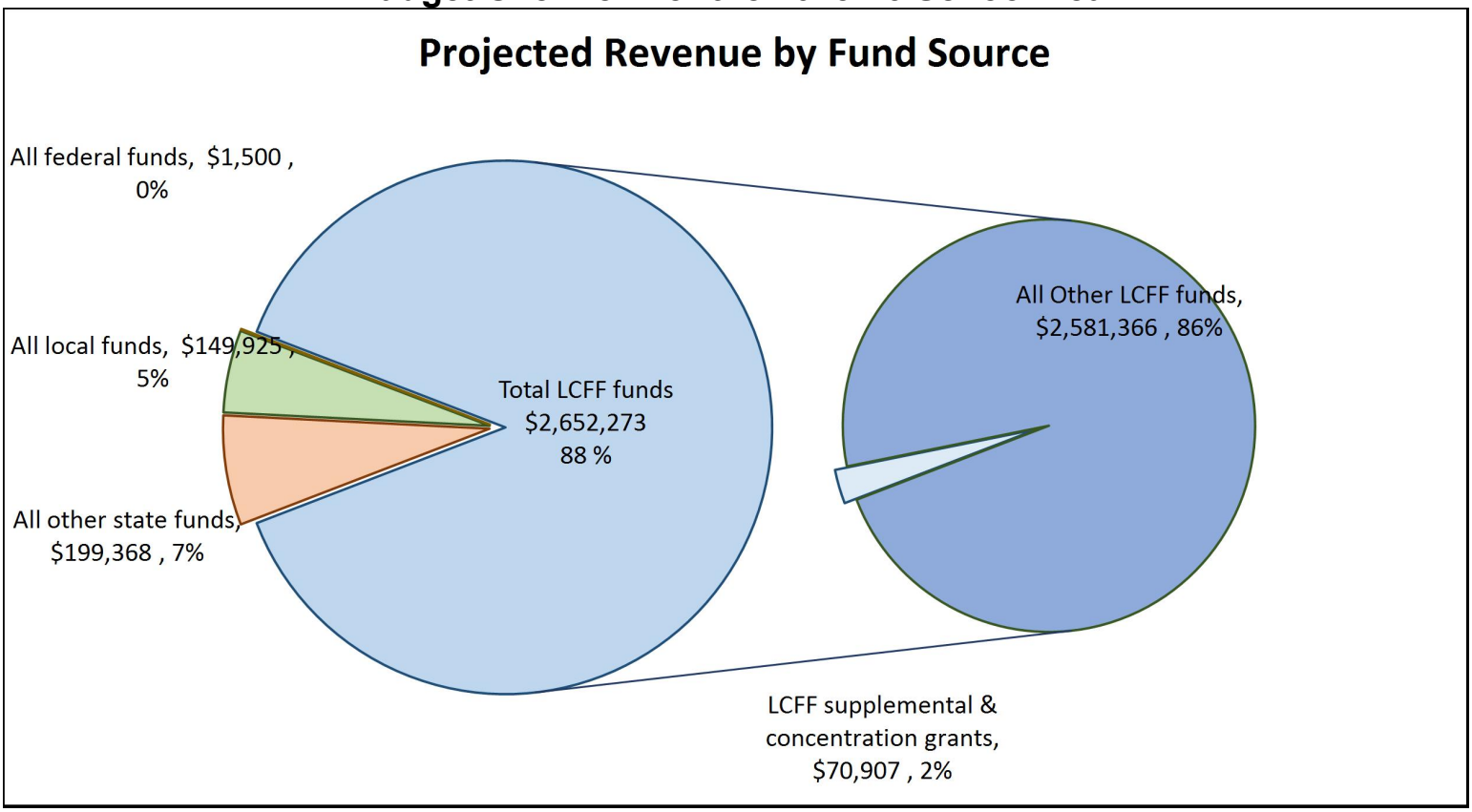
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Olivos Elementary School District
CDS Code: 42692456045710
School Year: 2025-26
LEA contact information:
Ray Vazquez
Superintendent/Principal
rvazquez@losolivosschool.org
8056884025

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

Budget Overview for the 2025-26 School Year

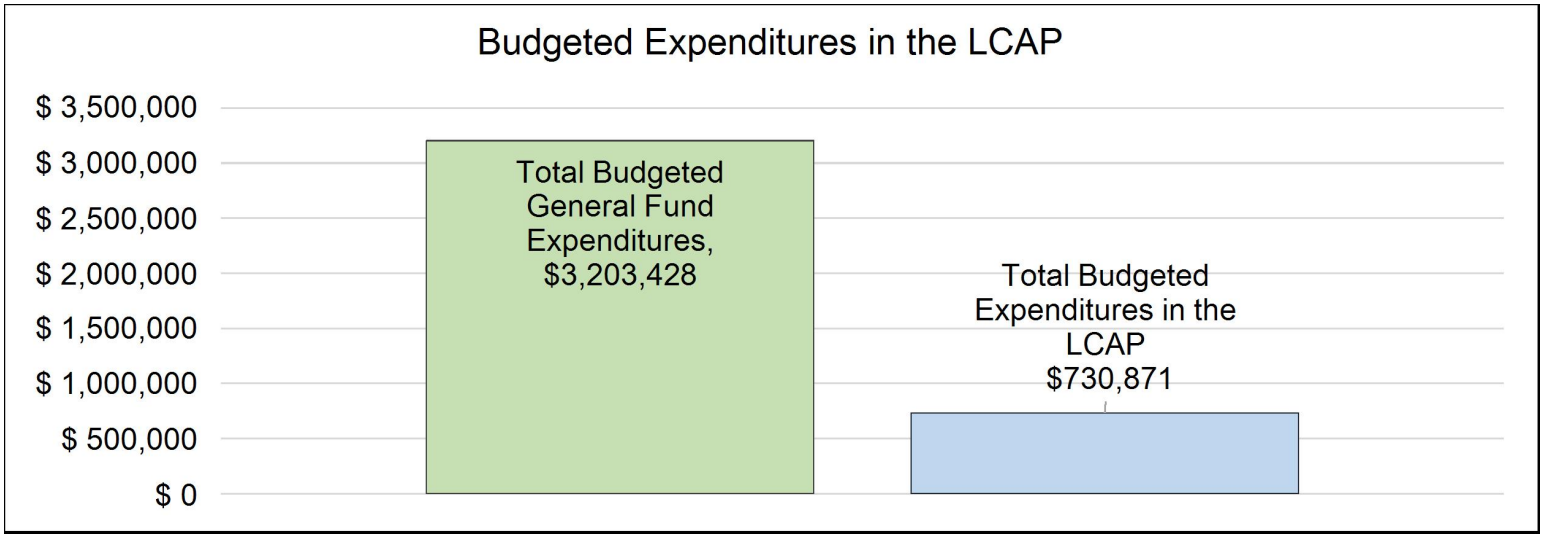


This chart shows the total general purpose revenue Los Olivos Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Olivos Elementary School District is $3,003,066, of which $2,652,273.00 is Local Control Funding Formula (LCFF), $199,368.00 is other state funds, $149,925.00 is local funds, and $1,500.00 is federal funds. Of the $2,652,273.00 in LCFF Funds, $70,907.00 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 Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Los Olivos 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 of the above chart is as follows: Los Olivos Elementary School District plans to spend $3,203,428.00 for the 2025-26 school year. Of that amount, $730,871.00 is tied to actions/services in the LCAP and $2,472,557 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

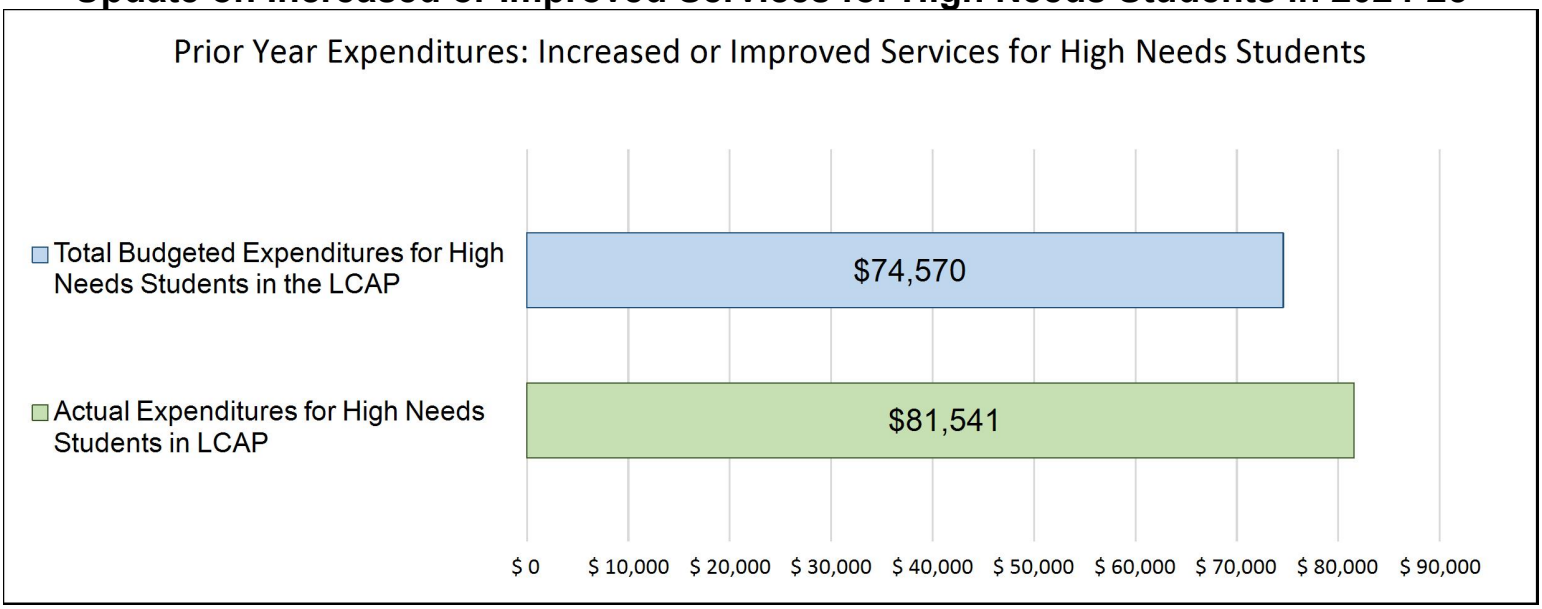
While the Local Control and Accountability Plan (LCAP) captures key investments aligned to our goals and student outcomes, there are several General Fund expenditures that fall outside of the LCAP's scope. These include: Routine maintenance and operations, including utilities, custodial supplies, and facilities upkeep. Administrative costs such as, legal services, and general office supplies.
District-wide insurance premiums, including liability and property coverage.These expenditures are essential to the day-to-day operations of the district and ensure that the basic functions of the school continue to run smoothly, even though they are not specifically included in the LCAP.

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

In 2025-26, Los Olivos Elementary School District is projecting it will receive $70,907.00 based on the enrollment of foster youth, English learner, and low-income students. Los Olivos Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Olivos Elementary School District plans to spend $117,195 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 Los Olivos 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 Los Olivos 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, Los Olivos Elementary School District's LCAP budgeted $74,570.00 for planned actions to increase or improve services for high needs students. Los Olivos Elementary School District actually spent $81,541.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Olivos Elementary School District	Ray Vazquez Superintendent/Principal	rvazquez@losolivosschool.org 8056884025

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Los Olivos Elementary School is home of the Spartans and a five-time California Distinguished School and a 2016 National Blue Ribbon School recipient. Los Olivos Elementary School is located in Los Olivos, California, a picturesque small town in the Santa Ynez Valley. We are a semirural, basic-aid single school district serving approximately 154 students in grades transitional kindergarten through eighth grade. The school is dedicated to providing comprehensive educational programs and services to a diverse student population. Demographically, 6.25% of our students are designated as English Learners and 18.13% are designated as economically disadvantaged. The Los Olivos School District is a dedicated partnership of students, staff, parents and the community that creates a safe and positive learning environment. This partnership strives to develop the full potential of all students, and promotes their well-being which enables them to be prepared for the challenges of our ever-changing world. The Los Olivos School Governance Board has set the following vision for our school. We believe: Every student can learn and be successful; every student can benefit from participating in a balanced curriculum; education is a shared responsibility requiring the active collaboration of all educational partners; a successful learning environment is dependent upon respect, integrity and equity; a safe and clean environment is essential for effective learning, and continuous fiscal solvency is critical to the success of the district. Los Olivos faculty and staff also created a vision statement, this is our vision statement, this shared vision will serve as our compass when stress at school arises. We will follow a “why” not a “who”. Los Olivos is a community where everyone feels welcomed and supported, and where we value respect and inclusion. We believe in creating supportive teaching environments where students feel loved, seen, and heard. We prepare students through rigorous hands-on learning opportunities that promote critical thinking, collaboration, adaptability, and creative problem-solving skills for students to achieve academic, social, and emotional successes for life. These guiding principles set the direction of the district and are the foundation for student success. All educational partners provide valuable input for the Local Control Accountability Plan (LCAP) which outlines our school's initiatives. Los Olivos' staff believes that we are a welcoming, small

town community of creative and hardworking educators who encourage each other to be positive, exploratory risk-takers who embrace our differences. We believe every experience is an opportunity for growth and a path towards success. The Los Olivos Spartan Alliance and Los Olivos School Foundation, are parent led organizations that support academic and enrichment programs such as visual and performing arts, music, technology, science, and gardening. The involvement of our parents makes an impact on the school culture and the success of our students. The efforts of all of our educational partners are what contributes to the success of Los Olivos Elementary School. The commitment of all educational partners to provide the best educational experience for our students is the key ingredient to the overall academic, social and fiscal health of our school.

Reflections: Annual Performance

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

Last school year 2022-2023, our chronic absenteeism rate was 17.1% for the district which increased 9.1% from the previous year. In 2024, our chronic absenteeism for all students has dropped from 17.1% to 7.1%. The District notified families through ParentSquare immediately if their child was absent or tardy, and this message, which reachers 100% of our families, is in both in English and Spanish. Hispanics at 22.6% and our SED at 29.5% were our two highest sub categories. In 2024, these subgroups have improved drastically from 22.6% to 8.8% for Hispanics, and from 29.5 for SED's to 11.6% in 2024. The principal has the discretion to not mark our rodeo children as unexcused absences when they are participating in Rodeo. Teachers are asked to sign rodeo documents which include grades and citizenship to participate. We were able to reclassify 33% of our English language learners to reclassifed fluent english proficient (RFEP). Los Olivos CAASPP ELA scores are 12.8 points above standard whereas state ELA averages are 13.6 points below standard. Los Olivos CAASPP Math scores are 38.2 points below standard, compared to state averages which are 49.1 points below.

Reflections: Technical Assistance

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

Los Olivos was identifed as eligible for differentiated assistance as a result of earning a performance level of NOT MET for 2 or more years on the Local Indicator associated with priority #1 Basics: Teachers, Instructional Materials,and Facilities. SBCOE provided me with a slide deck for guidance pertaining to differentiated assistance. I received regular meetings with SBCOE as well as reminders, specific to deadlines for reporting on the local indicators and presentation to the governing board.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Spartan Alliance	The principal maintains regular communication with the Spartan Alliance during drop-off and pick-up times, as well as through email. On Thursday, August 15, 2024, the Spartan Alliance hosted a “Coffee with the Principal” event. During this gathering, the principal discussed the school’s LCAP (Local Control and Accountability Plan) goals, shared the school’s vision, and invited feedback from attendees. The event also served as an opportunity to explain the roles and purposes of both the Los Olivos Foundation and the Spartan Alliance, and to encourage family members to become involved. The feedback collected during this event contributed directly to the development of the current LCAP.
Los Olivos Foundation	The principal maintains regular communication with the Foundation president through informal communications at drop-off and pick-up as well as by email. Our conversations stem from what are our needs and how do those needs apply to the LCAP. This information/feedback was used to develop the current LCAP. The LO Foundation is the parent ran fundraising arm of the school, the money they raise goes directly to student programs and supports. This past year we purchased Promethen Boards (smart boards for every classroom), paid for on-line world languages for middle school, paid for a portion of our RTI's teacher salary with these funds and allocated some funds for campus improvements and principal discretionary funds.
Parents	Parents were asked to take the LCAP survey through SurveyMonkey on Thursday March 13, 2025, and the California Healthy Kids Survey

Educational Partner(s)	Process for Engagement
	(CHKS) for parents through ParentSquare on Monday November 18, 2024. The Principal has an open door policy, communicates weekly through a parentsquare post, and coffee with the Principal on Thursday August 15, 2024. This information/feedback was used to develop the current LCAP.
Students	Morning meetings where teachers find out how their students are doing, feeling. Principal has been in classrooms over 400 times this school year. Our 5th and 7th graders surveyed through the CHKS on Monday, December 2, 2024. This information/feedback was used to develop the current LCAP.
Teachers/CBA	The principal meets with teachers every Thursday on early release days. During these early release days teachers share informstion and input as to the development of the LCAP. This fosters strong relationships and open communication. The principal also maintains regular dialogue with the Los Olivos teacher who serves as the union representative. A negotiation meeting was held on Wednesday, March 19, 2025, during which the union presented a proposal for a 7% salary increase and an additional $3,000 contribution toward benefits. A follow-up meeting took place on Monday, May 19, 2025. By that time, the Los Olivos School Board had authorized the principal to offer a 5% salary increase and to match the $3,000 contribution toward benefits. The Board also empowered the principal to pursue a three-year agreement, with salary increases for the second and third years tied to property tax revenue: If property tax growth is below 4%, teachers would receive a 2% salary increase. If property tax growth is between 4% and 7%, the increase would be 3%. If property tax growth exceeds 7%, teachers would receive a 4% increase. The California Teachers Association (CTA) agreed to these terms on the same day.
SELPA- Ray Avila	Principal sent the Los Olivos LCAP to Ray Avila SELPA Director on Friday 6.6.2025 for his review.

Educational Partner(s)	Process for Engagement
Classified staff	This year, we established a leadership team to support communication efforts and effectively disseminate information across the school community. The team includes the school secretary, HR representative, fiscal specialist, one elementary school teacher, one middle school teacher, and the principal. Through this collaborative group, we have engaged in challenging but productive conversations that are contributing to improved outcomes schoolwide, as well as focusing on current LCAP goals.

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

The principal meets with faculty and staff every Thursday for weekly faculty meetings, Professional Learning Communities (PLCs), and professional development sessions. These meetings are used to discuss our LCAP (Local Control and Accountability Plan) goals and the actions we are taking to achieve them. In addition, an LCAP survey is distributed to parents via SurveyMonkey to gather feedback and assess progress. The principal also meets regularly with the presidents of the Spartan Alliance and the Los Olivos Foundation—both of which are parent-driven organizations that provide essential support to the school. Their contributions include funding for electives, technology, RTI teacher salaries, and world languages offered through Edmentum. In August 2025, we hosted a “Coffee with the Principal” event, which provided an informal opportunity to connect with families and build relationships within our school community.
Based on responses to the LCAP survey, when asked whether Los Olivos provides quality counseling or other ways to support students’ social and emotional needs, 75% of families strongly agreed or agreed, 20% were unsure, and 2% disagreed. Additionally, 72% of respondents strongly agreed or agreed that the school provides parents with advice and resources to support their child's social and emotional well-being.
To address and support student wellness, we offer daily morning meetings that foster connection and emotional awareness. We also utilize Care Solace, an online mental health care coordination platform that connects individuals with appropriate mental health and substance use treatment providers. Care Solace is advertised weekly in our "Friday at Five" newsletter by Brie, ensuring families are continually aware of this valuable resource. Furthermore, we are fortunate to have a licensed Marriage and Family Therapist (LMFT) on campus one day per week to serve our general education students, as well as a school psychologist who works closely with our SPED (Special Education) students. We will continue our partnership with Care Solace to ensure wraparound support is available for every student, staff member, and family in the Los Olivos community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Promote and celebrate a culture of academic excellence through teacher quality, evaluation, curriculum, instruction, and student assessment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Los Olivos has a long history of academic success. The goal is to maintain all conditions of learning, and to improve CAASPP scores, so we increased duration and frequency of RTI grades TK-5. Through targeted intervention and support we will specifically target these gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Act Reports	100% of teachers are fully accreddited and appropriately assigned per the Williams Act school year 2023-2024.	100% of teachers are fully accreddited and appropriately assigned per the Williams Act school year 2024-2025.		Maintain 100% of teachers are fully accreddited and appropriately assigned per the Williams Act school year 2026-2027.	We have maintained 100% of teachers are fully credentialed. There is no difference.
1.2	Access to standards through aligned materials and instruction	100% of students have access to state aligned materials per Williams Act.	100% of students have access to state aligned materials per Williams Act.		Maintain 100% of students have access to state aligned materials per Williams Act.	We have maintained 100% of students have access to state aligned materials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of teachers are trained in CA standards as related to their subject matter area school year 2023-2024.	100% of teachers are trained in CA standards as related to their subject matter area school year 2024-2025		100% of teachers are trained in CA standards as related to their subject matter area. school year 2026-2027.	per Williams Act. There is no difference
1.3	Professional Learning Communities (PLC).	Currently 25% of professional development during our Thursday early release days will be dedicated to student data analysis, interventions and supports through PLCs school year 2023-2024.	Currently 25% of professional development during our Thursday early release days will be dedicated to student data analysis, interventions and supports through PLCs school year 2024-2025.		50% of professional development will be dedicated to student data analysis, interventions and supports through PLC's school year 2026-2027.	We are on track to get to 50% professional development by year 3.
1.4	Parent Engagement	100% of parents attended SST meetings in 2024. 100% parent involvement at reclassification meeting school year 2023-2024.	100% of parents attended SST meetings in 2025. 100% parent involvement at reclassification meeting school year 2024-2025.		Maintain 100% of parents attended SST meetings in 2024. 100% parent involvement at reclassification meetings school year 2026-2027.	We have maintained 100% of parents attended SST meetings in 2024. There is no difference.
1.5	CAASPP ELA scores	The most current, reliable and valid data indicate that our ELA CAASPP test scores for grades 3-8 are 12.8 points above state	The most current, reliable and valid data indicate that our ELA CAASPP test scores for grades 3-8 are		Maintain or improve performance for the all student group, and improve ELA	Our ELA CAASPP test scores are trending up as we saw an increase of 4.16 points above standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard school year 2022-2023. Socioeconomically disadvantaged students were 56 points below state standards.	16.96 points above standard school year 2023-2024. Socioeconomically disadvantaged students were 74.3 points below state standard.		academic performance for (SED) by 10 points each year by school year 2025-2026.	Socioeconomically disadvantaged students declined by 18.3 points below standard.
1.6	CAASPP Math scores	The most current, reliable and valid data indicate that our MATH CAASPP test scores for grades 3-8 are 5.38 points above state standard school year 2022-2023. Socioeconomically disadvantaged students scored 95.7 points below state standard.	The most current, reliable and valid data indicate that our MATH CAASPP test scores for grades 3-8 are 16.46 points above state standard school year 2023-2024. Socioeconomocially disadvantaged students scored 112 points below state standard.		Maintain or improve performance for the all student group and improve Math academic performance for SED's by 15 points by the end of the 3rd year.	Our Math CAASPP test scores are trending up as we saw an increase of 11.08 points above standard. SED's decreased by 16.3 points belwo state standards
1.7	Broad course of study	100% of all students are enrolled in basic courses (ELA/ELD Math, Social Studies, Science and the Arts.) school year 2023-2024.	100% of all students are enrolled in basic courses (ELA/ELD Math, Social Studies, Science and the Arts.) school year 2024-2025.		To maintain 100% of all students enrolled in basic courses (ELA/ELD Math, Social Studies, Science and the Arts.) school year 2026-2027.	We have maintained 100% of all students enrolled in basic courses (ELA/ELD, Math, Social Studies Science and the Arts.) There is no difference
1.8	Intervention Services	100% of identifed students by benchmark assessments to receive Math and ELA	100% of identifed students by benchmark assessments to		To maintain 100% of identifed students receive Math and ELA RTI	We have maintained 100% of identifed students receive

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Response to Intervention) RTI support in grades TK-5 school year 2023-2024.	receive ELA Response to Intervention) RTI support in grades TK-5 school year 2024-2025.		support in grades TK-5 school year 2026-2027.	Math and ELA RTI support in grades TK-5. There is no difference
1.9	Reclassification rates for EL's	33% of our English Language Learners reclassified to fluent english proficient) RFEP in school year 2023-2024	20% of our English Language Learners reclassified to fluent english proficient) RFEP in school year 2024-2025		To maintain or improve our 33% reclassification rate in school year 2026-2027.	We have not maintained 33% reclassification rates in 2024-2025. It is down to 20%.
1.10	Physical Fitness Test	100% of middle school students will particpate in the physical fitness test in 2023-2024. The main goal of the test is to help students in starting life-long habits of regular physical activity.	100% of middle school students particpated in the physical fitness test in 2024-2025. The main goal of the test is to help students in starting life-long habits of regular physical activity.		To maintain 100% participation in the physcial fitness test in 2026-2027.	We have maintained 100% participation in the physcial fitness test. There is no difference

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

Our goal for the 2023–2024 school year was to ensure that 100% of students identified through benchmark assessments received Response to Intervention (RTI) support in Math and English Language Arts (ELA) in grades TK–5. While we successfully provided RTI support in ELA four times per week, implementation of Math RTI faced some challenges.

We were unable to hire a dedicated RTI Math teacher as initially planned. As a result, Math support for identified students was provided through our after-school Spartan Support Program, which operated twice a week. While this intervention offered some level of assistance, it

was not as comprehensive or consistent as the in-school RTI model used for ELA, resulting in a disparity in the level of support provided between the two subjects.

Despite this challenge, we are pleased to report that we have identified a solution for the upcoming school year. One of our current middle school teachers, who is trained in RTI Math, has been hired to lead the Math RTI program for 2025–2026. This internal hire ensures familiarity with our students and school culture, and positions us to provide more robust and equitable intervention services moving forward.

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

Action item 1.4, we had budgeted $11,800.00, but we overspent in the amount of $29768.00. The reasons for overspending were that we hired a new RTI person who worked more days/hours than the past person, she also received training from the previous RTI teacher, and she required more materials and educational subscriptions.
Action 1.5, we had hoped to hire a Math RTI person, and we budgeted $11,800.00, we spent 0 dollars because we were unable to fill the position.
Action 1.7, we had hoped to offer after school enrichment opportunities to our Middle School 6-8 focusing on our socioeconomically disadvantaged students, and we budgeted $8000.00 towards this, of this $8000.00 dollars we spent $385.00. Our Science teacher offered a 3 hour gardening enrichment opportunity in April, 2025.
Action 1.10 we had planned on spending 21,470.00 and we actually spent 37,410.00. The reason for this increase was that there was a salary increase for the librarian as well as more hours.
Action 1.11 We had planned on spending $440.00 dollars and actually spent $2188.00. The reason for the increase was that we purchased IXL for a couple of classrooms, but when we saw student improvement we purchased it for all grade levels 3-8.

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

We only reclassified 25% of our students that took the ELPAC, we will supplement our core ELA curriculum with targeted English Language Development materials that mirror the ELPAC domains. Our teachers are properly credentialed, and all of our students have access to textbooks and instructional materials. Our teachers effectively use their PLC time and our RTI English teacher has agreed to work five days a week next year rather than four, this will signifcantly impact student success.

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

As I mentioned, we have now hired a dedicated and qualified person to teach Math RTI to grades TK-5. This will supplant our Spartan Support and give our identified students what they need to be successful. We have added our SED's students as a subgroup to measure and monitor accordingly, and we have amended our target outcomes for our SED students to focus on closing the gap from the all student group to our SED group.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialing	Administrator will ensure that all teachers are fully credentialed and appropriately assigned. Williams report.	$0.00	No
1.2	Standards-all students have access to standard aligned textbooks.	Administrator will report Williams annually. This is to ensure that all California public school students have textbooks and instructional materials and that their schools are clean, safe, and functional. It also took steps toward assuring all students have qualified teachers.	$0.00	No
1.3	PLC's	Teachers will use early release Thursdays will be dedicated to collaboration, student data analysis, interventions and supports through PLC's.	$0.00	No
1.4	English RTI	Our English Intervention teacher will administer benchmark assessments to determine and support our English Learners and low Income children in grades TK-5 through targeted Tier 2 instrution to improve English achievement.	$48,600.00	Yes
1.5	Math RTI	Our Math Intervention teacher will administer benchmark assessments to determine and support our English Learners and low Income children in grades TK-5 through targeted Tier 2 instrution to improve Math achievement.	$22,069.00	Yes
1.6	Parent Engagement	Communicate to parents via ParentSquare, Website, Surveys. Engage parents in the SST process, as well as the IEP process, and celebrate the reclassification of our students. Coffee with the Principal, Trimester Awards, Open House, Back to School Night, Spring and Winter Sing, and parent-teacher conferences are also ways our parents remain engaged.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	After school enrichment	Offer after-school hands-on courses (6-8) specifically targeted for our unduplicated students to connect them to school, and improve chronic absenteeism.	$8,000.00	Yes
1.8	Intervention-Teacher coaching and mentoring.	Our current Reading Specialist will coach our TK-2 teachers and consult with our 3-5 teachers for the 2024-2025 school year. This is based on benchmark assessments to improve our supports and services for our English Learners and socioeconomically disadvantaged in both Math and English.	$12,000.00	Yes
1.9	Spanish offered to the Middle School grades 6-8	The Spanish teacher will provide instruction weekly to 6th - 8th grade students. This will help prepare all of our children for High School Spanish.	$18,000.00	No
1.10	Library Media Services to support student literacy	This action is principally directed towards meeting the needs of unduplicated students with a focus on English learners, and students of poverty, as well as our GATE students. Our Librarian will specifically work with RTI students, who's scores are below standard, students who are unduplicated by hosting Book clubs and after hours library time. Evidence from multiple library impact studies concluded that many unduplicated students have limited access to reading materials. Research has shown that students that live in poverty perform poorly on reading tests because they have little access to books at home and in their communities. Having access to reading materials provides a path toward greater academic achievement. In order to support student literacy, students' access to library books and materials that are aligned to the grade level curriculum, as well as Williams Act compliance, the District will provide, as funding allows: One part-time librarian to assist students in learning basic informational skills and locating and selecting appropriate materials to enhance their learning, integrate curriculum, and host/support instructional programming and after hours library time.	$27,526.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Math Assessment tool for elementary grades.	Los Olivos is purchasing IXL assessment tool for Math to serve as a roadmap in terms of benchmarks.	$440.00	No
1.12	English Language Development	Teachers will use state standards and ELD standards to support ELs, in their English language development.	$0.00	No
1.13	Special Education Support	Special education students have access to the curriculum and teachers are supporting students with IEP's by meeting their IEP minutes to support their learning and their IEP goals.	$408,563.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To promote a culture of community and a culture of service through service projects at every grade level as well as morning meetings which service as a social and emotional check-in for our students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Los Olivos School District understands that we need community support to be successful. Successful students will one day return and contribute to the well being of their community. Los Olivos Elementary School is a small school that is very fortunate to have such a caring community. It is our mission to promote a culture of service which requires consistent effort and genuine commitment from everyone involved. By creating meaningful service opportunities and fostering an environment where service is valued, Los Olivos Elementary School can become a place where students develop a lifelong appreciation for giving back to their community. Familes are highly involved in our two parent run organizations; Spartan Alliance and the Los Olivos Foundation. 31 families completed this years LCAP survey, and 92.4% surveyed said their families are satisifed or very satisfied with the communication at Los Olivos School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Engagement	64 families participated in the 2023-2024 LCAP survey (55%). 92% of families that took the LCAP survey said that their level of satisfaction is satisfied or very satisfied with communication at Los Olivos School in school year 2023-2024.	31 families participated in the 2024-2025 LCAP survey (39%). 97% of families that took the LCAP survey said that their level of satisfaction is satisfied or very satisfied with		Maintain (55%) of our families participating in the LCAP survey 2026-2027. Maintain 92% of families that said that their level of satisfaction is satisfied or very satisfied with	We dropped in families participation and percentage in the LCAP survey. We have maintained 92% or more of families that said that their level of satisfaction is satisfied or very

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of families have access to and are enrolled in Parent Square notifications in school year 2023-2024.	communication at Los Olivos School in school year 2024-2025. 100% of families have access to and are enrolled in Parent Square notifications in school year 2024-2025.		communication at Los Olivos School in 2026-2027. 100% of familes have access to and are enrolled in Parent Square notifications in 2026-2027.	satisfied with communication at Los Olivos School. 100% of familes have access to and are enrolled in Parent Square notifications
2.2	Student Engagement	90% of students took the CHKS in 2023-2024, the other 10%, opted out of testing. CHKS for MS students, 80% strongly agree, or agree that they are a part of this school, 16% neither disagree or agree.	84% of students took the CHKS in 2024-2025, the other 16%, opted out of testing. CHKS for MS students, 89% strongly agree, or agree that they are a part of this school, 10% neither disagree or agree.		Maintain 90% of students that take the CHKS in 2026-2027. Maintain 80% strongly agree, or agree that they are a part of this school.	We dropped in percentage from 90% to 84% of students taking the CHKS with 16% opting out. We exceeded the 80% goal of strongly agree, or agree that they are a part of this school by 9% to an 89%.
2.3	Teacher Engagement	100% of teachers took the CHKS in 2023-2024. CHKS taken by staff, 100% strongly agree, or agree that this school is a supportive and inviting place for students to learn. Also, 100% strongly agree, or agree that this school	100% of teachers took the CHKS in 2024-2025. CHKS taken by staff, 100% strongly agree, or agree that this school is a supportive and inviting place for students to learn.		Maintain 100% of teachers took the CHKS in 2026-2027. Maintain100% strongly agree, or agree that this school promotes personnel participation in	We maintained 100% of teachers took the CHKS. 100% strongly agree, or agree that this school is a supportive and inviting place for students to learn.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		promotes personnel participation in decision-making that affects school practcies and policies.	89% strongly agree, or agree that this school promotes personnel participation in decision-making that affects school practices and policies. 11% disagree.		decision-making that affects school practcies and policies.	We dropped from 100% to 89% strongly agree, or agree that this school promotes personnel participation in decision-making that affects school practices and policies.
2.4	Student Attendance	Los Olivos has 95% attendance rate in school year 2023-2024.	Los Olivos has 94.13% attendance rate in school year 2024-2025.		Maintain 95% attendance rate or higher in 2026-2027.	There was a slight drop from 95% attendance rate in 23-24 to 94.13% in 24-25.
2.5	Suspension Rates	Suspension rate of 2.6% in 2023-2024	Suspension rate of 2.6% in 2024-2025		Maintain a low suspension rate of 0-2.6% in 2026-2027	We maintained a low suspension rate of 0-2.6%
2.6	Expulsion Rates	0% expulsion rates in 2023-2024	0% expulsion rate in 2024-2025.		Maintain 0% expulsion rates in 2026-2027.	We maintained 0% expulsion rate.
2.7	Student-led service projects. This could be as simple as classroom clean-ups or as complex as organizing a school-wide charity event.	100% of Students participate in one or more service projects on campus in school year 2023-2024.	100% of Students participate in one or more service projects on campus in school year 2024-2025.		Maintain 100% in one or more service projects on campus or in the community in 2026-2027.	We mainained 100% in one or more service projects on campus or in the community
2.8	Morning meetings at every grade level. This is an opportunity for teachers to check-in	100% of grade levels and middle school homerooms offer morning meetings every	100% of grade levels and middle school homerooms offer morning		Maintain 100% of grade level and middle school homeroom	We maintained 100% of grade level and middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	daily with our students and see how they are doing socially and emotionally.	day in school year 2023-2024.	meetings every day in school year 2024-2025.		morning meetings in 2026-2027.	school homeroom morning meetings.
2.9	Middle School drop-out rates.	0% student drop-out rate in 2023-2024.	0% student drop-out rate in 2024-2025.		Maintain 0% of student drop-out rate in 2026-2027.	We maintained 0% of student drop-out rate.
2.10	Chronic absenteeism for all students	17.1% CA for all students in 2023	7.1% CA for all students in 2024		To improve CA for all students in 2026-2027 to 7%.	We improved CA for all students by 10%.
2.11	Chronic absenteesim for Hispanic students.	19.4% CA for Hispanic students in 2023	8.8% CA for Hispanics in 2024		To improve CA for our Hispanic students in 2026-2027 to 9.4%.	We improved CA for our Hispanic students by 10.6%.
2.12	Chronic absenteeism for Socioeconomically disadvantaged	27.3% CA for SED's in 2023	11.6% CA for SED's in 2024		To improve CA for our SED's in 2026-2027 to 17%.	We improved CA for our SED's by 15.7%.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

Action item 2.1- We utilized feedback from our annual LCAP survey (via SurveyMonkey) to inform planning and decision-making. The insights gathered directly influenced the development of our LCAP goals and action items, ensuring alignment with student, staff, and family needs.
Action item 2.2- We achieved significant progress in reducing chronic absenteeism across the school.
Overall school rate decreased from 17.1% to 7.1%
Hispanic subgroup improved from 19.4% to 8.8%
Socioeconomically Disadvantaged students saw a drop from 27.3% to 11.6%.
These reductions reflect the effectiveness of targeted outreach, improved attendance tracking, and schoolwide efforts to promote the importance of daily attendance.
Action item 2.5- We successfully reached 100% of our families through consistent communication on ParentSquare, ensuring that all households were informed, engaged, and connected to school activities, announcements, and resources.

Action item 2.6- Each year, we conduct a thorough evaluation of our Middle School programs and electives to assess student engagement, efficiency, and alignment with academic and social-emotional goals. This continuous review allows us to make informed decisions about which offerings to continue, modify, or add in the upcoming school year.

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

Action item 2.1 parent and student input, we budgeted $1390.00 and our actual expenditures for SurveyMonkey was $900.00.
Action item 2.4 student engagement opportunities, we budgeted $86,481.00 and our estimated actual expenditures are $84,177.00. This money comes directly from the Spartan Alliance (our PTA), and the Los Olivos Foundation (fundraising arm of the school) for electives, technology, campus beautifcation, principals discretionary funds and garden expenses, both of these organizations are parent-led.
Action item 2.5 systemic out-reach to parents we budgeted $5750.00, but actual expenditures were $6500.00 as we added a few features to ParentSquare.
Action item 2.7 we budgeted $147,289.00 to support student wellness and academic readiness, as we piloted an in-house breakfast and lunch program for the first time this year. actual expenditures were $88,905.00. The original plan included hiring a dedicated food service manager to oversee operations. However, due to hiring challenges, we were unable to fill that position. In response, we made a strategic shift. Our school secretary, who has a background in restaurant management, stepped in to lead the program. She took full ownership, bringing creativity, efficiency, and a deep commitment to student nutrition. In recognition of her leadership and expanded responsibilities, she was compensated with a stipend. Thankfully, she will continue in this role for the 2025-2026 school year.
Under her guidance, the program has grown and become highly successful, both in terms of participation and quality. Notably, we were able to operate the program well under the originally budgeted cost, demonstrating a strong return on investment and effective use of resources. Moving forward, we will continue to refine and expand this program, building on this year's successes while ensuring long-term sustainability and continued high standards for student nutrition.

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

Action item 2.4- This year, we provided our middle school students with access to world language instruction through Edmentum, this was made possible by generous funding from the Los Olivos Foundation. The program was designed to offer live, one-on-one teaching and office hours. Unfortunately, both were conducted on Eastern Time schedules and were supposed to be adjusted for our students—but ultimately were not. As a result, the program was not as successful or accessible for all of our students as we had hoped.
Looking ahead, we've taken steps to improve world language instruction by posting a position on EdJoin for a part-time Spanish teacher for the 2025–2026 school year. I am hopeful that we will attract several strong candidates to provide more consistent and responsive instruction.

Additionally, through targeted attendance monitoring (aligned with LCAP Goal 2.2) and enhanced communication efforts via ParentSquare (aligned with Goal 2.5), we've seen a significant reduction in chronic absenteeism across all key student groups.. Through targeted attendance monitoring (aligned to LCAP Goal 2.2) and increased communication efforts via ParentSquare (Goal 2.5), we have significantly reduced chronic absenteeism across all key student groups: the entire student population, Hispanic students, and socioeconomically disadvantaged students.

Our ParentSquare outreach included consistent messaging about the importance of regular school attendance, with posts aimed at educating families on how attendance impacts academic success and student well-being. These proactive strategies, paired with timely follow-up on absences and personalized support for families, contributed to this improvement.
The results demonstrate that clear communication, data-driven monitoring, and relationship-building with families can have a powerful impact on student attendance and engagement.

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

In regards to Action item 2.7, In 2024-2025, we piloted an in-house breakfast and lunch program for the first time. The original plan included hiring a dedicated food service manager to oversee operations. However, due to hiring challenges, we were unable to fill that position. In response, we made a strategic shift, our school secretary, who has a background in restaurant management, stepped in to lead the program. She took full ownership, bringing creativity, efficiency, and a deep commitment to student nutrition. In recognition of her leadership and expanded responsibilities, she was compensated with a stipend. Thankfully, she will continue in this role for the 2025-2026 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent and Student input.	The Principal will utilize SurveyMonkey software to seek parent input to inform decision making, through the CHKS, & LCAP survey results. This will further determine the needs and necessary services of our English Learners and Low Income students.	$900.00	No
2.2	Student attendance monitoring rates.	School secretary to monitor attendance rates and inform the principal on a monthly basis. This action item is directed towards socioeconomically disadvantaged students and our Hispanic students to reduce chronic absenteeism.	$0.00	No
2.3	SARB process, send out attendance letters to support students	School secretary will monitor attendance rates and collaborate with the principal and SARB representatives to keep families informed of their students attendance.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	who are chronically absent.			
2.4	Student engagement opportunities	Principal, Spartan Alliance, and Los Olivos Foundation presidents will collaborate to discuss funding electives, field trips, assemblies and our school garden, to enhance the learning environment by engaging all students.	$80,450.00	No
2.5	Systemic out-reach to parents.	Los Olivos will continue using ParentSquare to communicate with educational partners.	$6,500.00	No
2.6	Evaluate Middle School programs	Principal and MS Team will review STEM program and electives to ensure student engagement.	$0.00	No
2.7	Nutritious breakfast and lunch program.	Los Olivos is looking to run their own kitchen to serve our students breakfast and lunch. This action is principally directed for our SED students and it will ensure that they are receiving two healthy meals a day, which will also benefit all students.	$92,743.00	No
2.8	Service projects	Develop and highlight internal and external service projects.	$0.00	No
2.9	Morning meetings and referrals	Our morning meeting data leads to referrals to our licensed Marriage and Family Therapist.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain the District plan, which provides for the long term financial health of the school district.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Los Olivos Elementary School, is a one school district. We are a small TK-8 school of 159 students. The financial goal is to remain in the black, and we currently have very healthy reserves of 47% which are critical to keeping the school in good repair, hiring and keeping qualified personnel, and also maintaining strong programs. Our Fiscal Specialist is in her 7th year and she is exceptional at knowing and understanding our budget. She works closely with the Santa Barbara County Office of Education to ask questions to maintain a positive budget. The Los Olivos school board is very conscientious of being good stewards of taxpayer dollars in order to keep the school in good operating order.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Budget certifications	100% certification. The district is projected to be able to meet its financial obligations all three years.	100% certification. The district is projected to be able to meet its financial obligations.		Maintain 100% certification 2026-2027.	We maintained a 100% certification.
3.2	Facility Inspection Tool (FIT)	100% EXEMPLARY mark of FIT observations.	100% EXEMPLARY mark of FIT observations on June 6, 2025		Maintain an EXEMPLARY mark witrh a 100% of FIT observations 2026-2027	We maintained EXEMPLARY mark witrh a 100% of FIT observations.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

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

Overall, we were able to implement the majority of our planned action items effectively and with fidelity. The initiatives outlined in our plan were carried out as intended, contributing positively to our school goals and student outcomes.
Action item 3.2-One notable exception was Action Item 3.2: Brown Act Training for the Board of Trustees. While it was scheduled for implementation during the school year, the training did not occur. This was due in part to the addition of two new board members within the past four months, which shifted priorities and created the need for a more comprehensive and inclusive training opportunity. This gap highlights a critical need for formal Brown Act training in the upcoming 2025–2026 school year to ensure that all board members, especially our newest additions, are equipped with the knowledge and skills necessary for effective and compliant governance.

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

Action item 3.2 Brown Act training for Board members $1580.00 was budgeted but actual expenditures was 0 dollars because we weren't able to set a time for this professional development as board memebrship was influx. Action item 3.4 Professional development and consultation with Scott Siegel, we had budgeted $3,500 for this purpose, but actual expenditures were $1350.00 specifically to support regular meetings between the Principal/Superintendent. This difference reflects a cost savings while still achieving the intended outcomes of the service: strengthening the Principal/Superintendent’s capacity to manage the district’s fiscal responsibilities effectively.

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

Action Item 3.1- The Principal/Superintendent regularly updated the Board on budget matters and ensured ongoing transparency throughout the year. This action was effective in keeping the Board well-informed and engaged in financial decision-making, contributing to shared accountability and fiscal awareness.
Action Item 3.3- The Principal/Superintendent met or communicated monthly with the school custodian to address campus needs. This consistent collaboration supported timely maintenance, improved campus conditions, and ensured that facility concerns were addressed proactively. The regular communication contributed positively to the overall learning environment and operational efficiency.
Action Item 3.4- The Principal/Superintendent held monthly meetings with Scott Siegel, a retired superintendent, to review the Los Olivos budget, analyze fiscal trends, and prepare for negotiations. These meetings were highly effective in building leadership capacity, ensuring fiscal solvency, and contributing to successful negotiations with the teaching staff. Collectively, these action items were extremely effective in strengthening communication, promoting transparency, and supporting sound financial management across the district.

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.

Based on our reflections and implementation review from the previous year, the only change made to the planned goals, metrics, target outcomes, or actions for the coming year is the inclusion of a scheduled Brown Act training for the Los Olivos Board of Trustees early in the 2025–2026 school year. This adjustment addresses the missed implementation of Action Item 3.2 and reflects our commitment to ensuring all board members—particularly new appointees—receive timely and comprehensive governance training. No other substantive changes to goals, metrics, or action plans were deemed necessary at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Fiscally sound budget, including analyzing allocations and interim budget checks.	Principal, Fiscal Specialist and Governing Board will receive a monthly budget update to maintain transparency and keep all informed of the current state of the budget.	$0.00	No
3.2	Brown Act professional development.	Principal and Governing board members to participate in Brown Act training from Lozano Smith.	$1,580.00	No
3.3	Campus grounds including play areas, equipment, and facilities.	Principal and lead custodian meet monthly to discuss school campus needs in order to maintain the quality of the campus.	$0.00	No
3.4	Professional development and consultation with Leaders 4ward.	The Principal meets monthly with Scott Siegel retired Superintendent to understand our budget, trends, and determine if we are fiscally sound.	$3,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$70,907	$$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.691%	0.000%	$0.00	3.691%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** English RTI **Need:** Our CAASPP English scores are only 16.96 above the standard, and our socioeconomically disadvantaged sub group is 56 points below standard in 2022-2023, In 2023-2024 socioeconomically disadvantaged sub group is 38.89 points below standard. 2023-2024. Although this is a schoolwide	English RTI will be used as a safety net to find strugglng students much earlier in the process and catch them up to speed for their next grade level, as well as state testing.The Dibels benchmark assessment and STAR testing benchmarks at the beginning of the year will lead to earlier diagnosing of struggling students, specifically, our EL and SED students. Los Olivos is providing this action schoolwide to effectively target and to address the diverse academic needs of all of our students.	Dibels benchmarks, STAR testing benchmarks, formative and summative assessments in the classroom and CAASPP testing.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	action, it is principally directed towards our EL's and SED's. **Scope:** Schoolwide		
1.5	**Action:** Math RTI **Need:** Our CAASPP Math scores are 16.46 points above the standard, and our socioeconomically disadvantaged sub group is 95.7 points below standard in 2022-2023, In 2023-2024 socioeconomically disadvantaged sub group is 38.1 points below standard. Although this is a schoolwide action, it is principally directed towards our EL's and SED's. **Scope:** Schoolwide	Math RTI will be used as a safety net to find strugglng students much earlier in the process and catch them up to grade level, as well as to improve state testing. We have purchased IXL for the 2024-2025 school year grades 1-5 for benchmark assessing. and we will continue with it in 2025-2026. IXL's benchmark assessment at the beginning of the school year will lead to earlier diagnosing of struggling students, specifically, our EL and SED students. Los Olivos is providing this action schoolwide to effectively target and to address the diverse academic needs of all of our students.	IXL benchmarks, formative and summative assessments in the classroom and CAASPP testing.
1.7	**Action:** After school enrichment **Need:** After school enrichment is specifically directed towards our Hispanic students who were chronically absent 8.8%, this is a decrease from 19.4% in 2023-2024. Also, our SED's who were chronically absent 11.6% this is a decrease from 27.3% in 2023-2024	Los Olivos will provide enrichment which is student interest driven to increase engagement and improve chronic absenteeism. Equitable access to all subject matter including Art, Music, and Spanish and CTE courses for our Middle school students. This access serves to engage our EL's and SED students at higher levels as well as introducing them to career pathways. Los Olivos is providing this action to address, engage, students and reduce our chronic absenteeism rates. Although the entichment is specifically directs towards our Hispanic and SED students with CA,	Parent, student, and faculty surveys, as well as teacher feedback, course enrollment and student attendance.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	Los Olivos is also providing this action schoolwide to effectively target and to address the diverse academic needs of all of our students.	
1.8	**Action:** Intervention-Teacher coaching and mentoring. **Need:** Intervention, teacher coaching and mentoring will principally support our English learners and our low income students that make up our RTI program. Seven out of our ten teachers have been at Los Olivos for four or less years. Coaching and mentoring will offer them support as well as retention of new teachers. Our RTI program this past year showed that our English learners and low income students improved from their first benchmark assessment to the last by 41.8%. Lastly our CAASPP Math scores are 38 points below standard and our English CAASPP scores are only 12.8 points above CAASPP information is form 2023-2024. **Scope:** Schoolwide	To help our English learners and our low income students, specifically focusing on tier 1 whole classroom and tier 2 small group interventions because the two sub group students mentioned are below grade level. We have a strong RTI program because our teachers receive coaching and mentoring from a local Reading Specialist. This focused approach will serve as a support for not only our English learners and our low income students, but also our highly skilled teachers. Los Olivos is providing this action to identify and address learning gaps early-on to help close the achievement gap for our students. Also, providing this action schoolwide to effectively target and to address the diverse academic needs of all of our students.	Math and English benchmarks, teacher evaluations, and CAASPP test scores.
1.10	**Action:** Library Media Services to support student literacy **Need:** In order to address our chronic absenteeism rates which are much improved from 2023-	This action will provide before and after school access to all of our students, with a librarian there to support them, but specifically our EL and SED children who dont have access to books at home. It also serves as a resource for our students who have projects due as grades TK-5 have library time built into their weekly schedule. Also, some of	Daily attendance taken by the libriarian to see if the provided service is being used, and by whom. Also, we will look at AR' data to see where students are in their reading levels, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024, our Hispanic students CA improved from 19.4% to 8.8%.Our socioeconomically disadvantaged students CA also improved from 27.3% to 11.6%, our white students at 6.4%, and schoolwide at 7.1%. We are providing a safe space before and after school to support all of our students to improve chronic absenteeism. **Scope:** Schoolwide	our EL and SED students families have to drop off their students early to get to their jobs, or they are not able to pick-up their child in the middle of the day at 2:45, and often they lack the financial means to pay for after school care. This action targets the above mentioned, and will provide additional instructional support. Los Olivos is providing this schoolwide action to address, engage students, and reduce our chronic absenteeism rates.	well as referalls to the SST team.

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,920,949	$70,907	3.691%	0.000%	3.691%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$573,781.00	$43,440.00	$99,650.00	$14,000.00	$730,871.00	$178,947.50	$551,923.50

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialing	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Standards-all students have access to standard aligned textbooks.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	PLC's	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	English RTI	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	ongoing	$48,600.00	$0.00	$48,600.00	$0.00	$0.00	$0.00	$48,600.00	
1	1.5	Math RTI	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	ongoing	$22,069.00	$0.00	$22,069.00	$0.00	$0.00	$0.00	$22,069.00	
1	1.6	Parent Engagement	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	After school enrichment	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	ongoing	$8,000.00	$0.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	
1	1.8	Intervention-Teacher coaching and mentoring.	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	ongoing	$0.00	$12,000.00	$12,000.00	$0.00	$0.00	$0.00	$12,000.00	
1	1.9	Spanish offered to the Middle School grades 6-8	All	No			All Schools	ongoing	$12,144.50	$5,855.50	$0.00	$0.00	$18,000.00	$0.00	$18,000.00	
1	1.10	Library Media Services to support student literacy	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	ongoing	$26,104.00	$1,422.00	$26,526.00	$0.00	$1,000.00	$0.00	$27,526.00	
1	1.11	Math Assessment tool for elementary grades.	All	No			All Schools	ongoing	$0.00	$440.00	$0.00	$440.00	$0.00	$0.00	$440.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	English Language Development	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.13	Special Education Support	All	No			All Schools	ongoing	$0.00	$408,563.00	$408,563.00	$0.00	$0.00	$0.00	$408,563.00	
2	2.1	Parent and Student input.	All	No			All Schools	ongoing	$0.00	$900.00	$900.00	$0.00	$0.00	$0.00	$900.00	
2	2.2	Student attendance monitoring rates.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	SARB process, send out attendance letters to support students who are chronically absent.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.4	Student engagement opportunities	All	No			All Schools	ongoing	$0.00	$80,450.00	$0.00	$0.00	$80,450.00	$0.00	$80,450.00	
2	2.5	Systemic out-reach to parents.	All	No			All Schools	ongoing	$0.00	$6,500.00	$6,500.00	$0.00	$0.00	$0.00	$6,500.00	
2	2.6	Evaluate Middle School programs	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.7	Nutritious breakfast and lunch program.	All	No			All Schools	ongoing	$62,030.00	$30,713.00	$35,543.00	$43,000.00	$200.00	$14,000.00	$92,743.00	
2	2.8	Service projects	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.9	Morning meetings and referrals	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Fiscally sound budget, including analyzing allocations and interim budget checks.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Brown Act professional development.	All	No			All Schools	ongoing	$0.00	$1,580.00	$1,580.00	$0.00	$0.00	$0.00	$1,580.00	
3	3.3	Campus grounds including play areas, equipment, and facilities.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	Professional development and consultation with Leaders 4ward.	All	No			All Schools	1 year	$0.00	$3,500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,920,949	$70,907	3.691%	0.000%	3.691%	$117,195.00	0.000%	6.101 %	**Total:**	$117,195.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$117,195.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	English RTI	Yes	Schoolwide	English Learners Low Income	All Schools	$48,600.00	
1	**1.5**	Math RTI	Yes	Schoolwide	English Learners Low Income	All Schools	$22,069.00	
1	**1.7**	After school enrichment	Yes	Schoolwide	English Learners Low Income	All Schools	$8,000.00	
1	**1.8**	Intervention-Teacher coaching and mentoring.	Yes	Schoolwide	English Learners Low Income	All Schools	$12,000.00	
1	**1.10**	Library Media Services to support student literacy	Yes	Schoolwide	English Learners Low Income	All Schools	$26,526.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$811,370.00	$683,098.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Credentialing	No	$0.00	$0.00
1	**1.2**	Standards-all students have access to standard aligned textbooks.	No	$0.00	$0.00
1	**1.3**	PLC's	No	$0.00	$0.00
1	**1.4**	English RTI	Yes	$11,800.00	$31,099
1	**1.5**	Math RTI	Yes	$11,800.00	$0.00
1	**1.6**	Parent Engagement	No	$0.00	$0.00
1	**1.7**	After school enrichment	Yes	$8,000.00	$385.00
1	**1.8**	Intervention-Teacher coaching and mentoring.	Yes	$22,500.00	$15,590.00
1	**1.9**	Spanish offered to the Middle School grades 6-8	No	$18,000.00	$15,600.00
1	**1.10**	Library Media Services to support student literacy	Yes	$21,470.00	$37,410.00
1	**1.11**	Math Assessment tool for elementary grades.	No	$440.00	$2,188.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	English Language Development	No	$0.00	$0.00
1	1.13	Special Education Support	No	$471,370.00	$398,994.00
2	2.1	Parent and Student input.	No	$1,390.00	$900.00
2	2.2	Student attendance monitoring rates.	No	$0.00	$0.00
2	2.3	SARB process, send out attendance letters to support students who are chronically absent.	No	$0.00	$0.00
2	2.4	Student engagement opportunities	No	$86,481.00	$84,177.00
2	2.5	Systemic out-reach to parents.	No	$5,750.00	$6,500.00
2	2.6	Evaluate Middle School programs	No	$0.00	$0.00
2	2.7	Nutritious breakfast and lunch program.	No	$147,289.00	$88,905.00
2	2.8	Service projects	No	$0.00	$0.00
2	2.9	Morning meetings and referrals	No	$0.00	$0.00
3	3.1	Fiscally sound budget, including analyzing allocations and interim budget checks.	No	$0.00	$0.00
3	3.2	Brown Act professional development.	No	$1,580.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Campus grounds including play areas, equipment, and facilities.	No	$0.00	$0.00
3	**3.4**	Professional development and consultation with Leaders 4ward.	No	$3,500.00	$1,350.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$76,610.00	$74,570.00	$81,541.00	($6,971.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	English RTI	Yes	$11,800.00	$31,099		
1	1.5	Math RTI	Yes	$11,800.00	$0.00		
1	1.7	After school enrichment	Yes	$8,000.00	$196.00		
1	1.8	Intervention-Teacher coaching and mentoring.	Yes	$22,500.00	$13,903		
1	1.10	Library Media Services to support student literacy	Yes	$20,470.00	$36,343		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,896,955	$76,610.00	0.050	4.089%	$81,541.00	0.000%	4.299%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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