

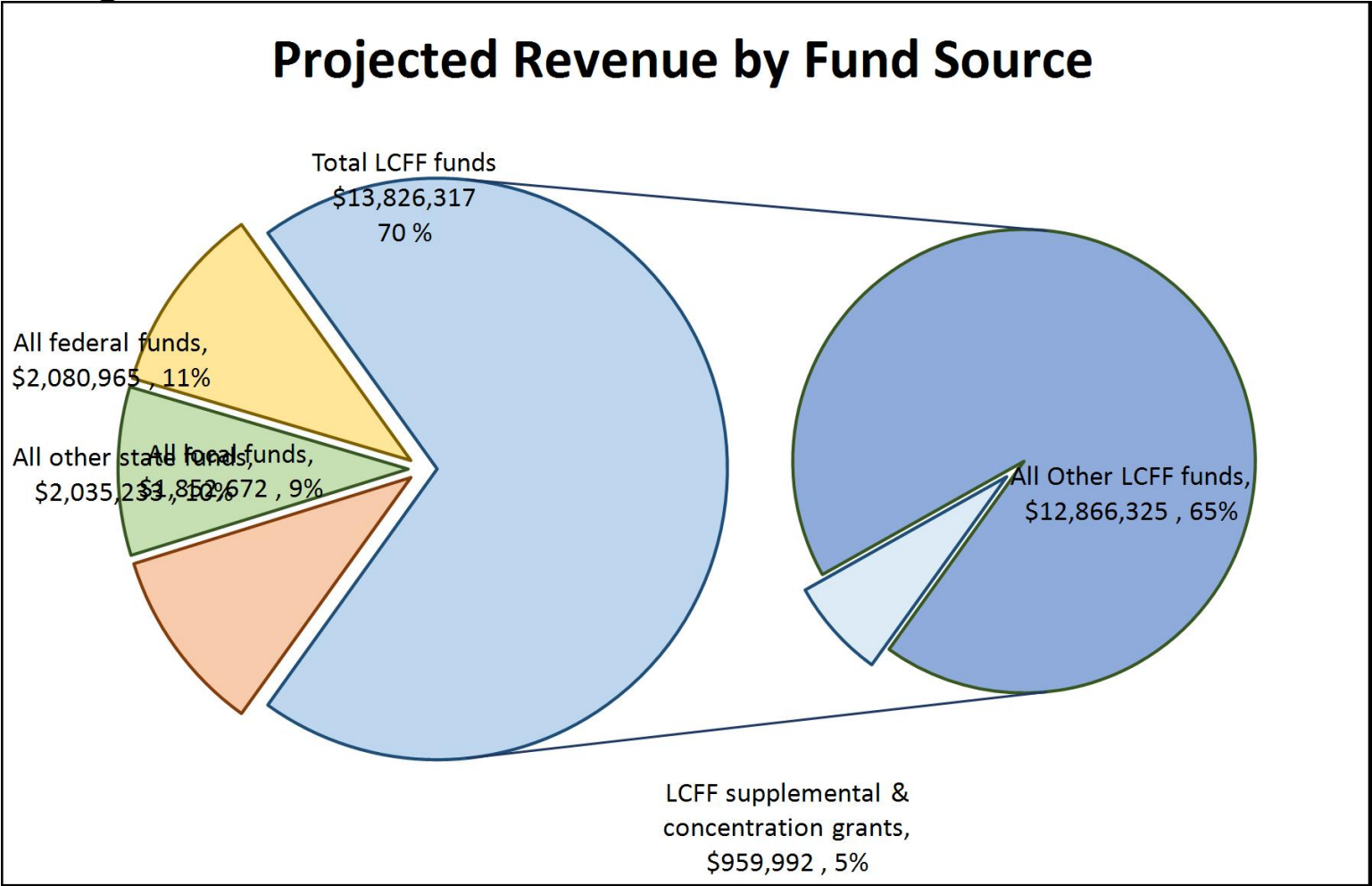


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shoreline Unified School District
CDS Code: 21 73361 0000000
School Year: 2025-26
LEA contact information:
Adam Jennings
Superintendent
adam.jennings@shorelineunified.org
(707) 878-2266

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

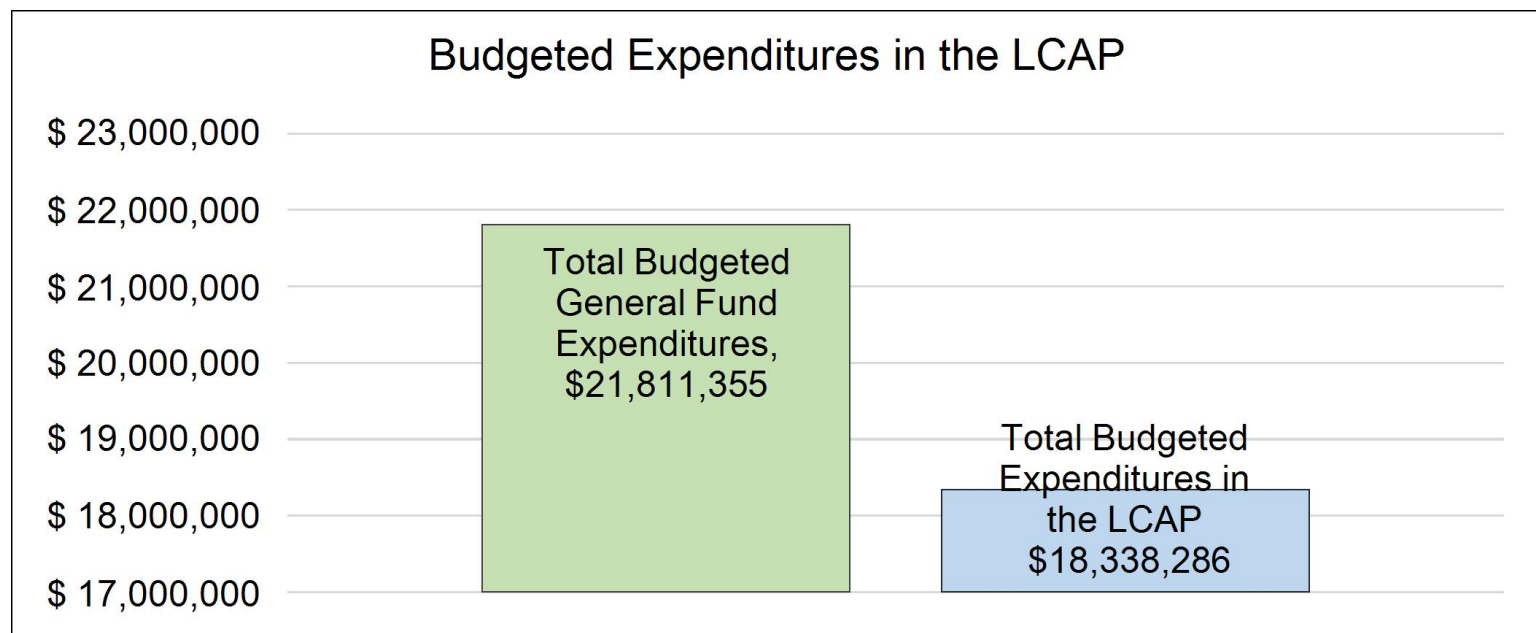


This chart shows the total general purpose revenue Shoreline Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shoreline Unified School District is \$19,795,187, of which \$13,826,317.00 is Local Control Funding Formula (LCFF), \$2,035,233.00 is other state funds, \$1,852,672.00 is local funds, and \$2,080,965.00 is federal funds. Of the \$13,826,317.00 in LCFF Funds, \$959,992.00 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 Shoreline Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shoreline Unified School District plans to spend \$21,811,355.00 for the 2025-26 school year. Of that amount, \$18,338,286.00 is tied to actions/services in the LCAP and \$3,473,069 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

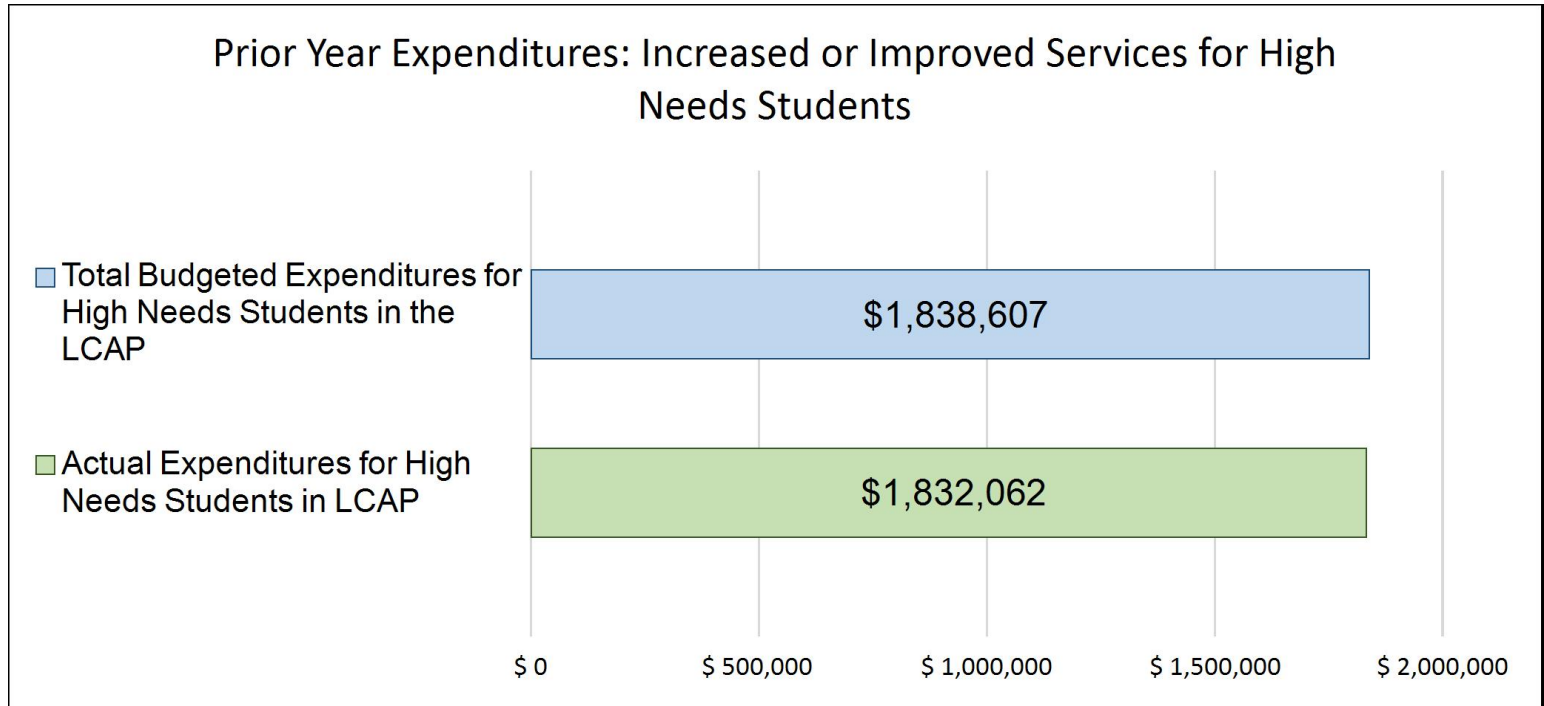
Services and operations to support continuity of student supports across the District.

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

In 2025-26, Shoreline Unified School District is projecting it will receive \$959,992.00 based on the enrollment of foster youth, English learner, and low-income students. Shoreline Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Shoreline Unified School District plans to spend \$1,775,327.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Shoreline Unified School District's LCAP budgeted \$1,838,607.00 for planned actions to increase or improve services for high needs students. Shoreline Unified School District actually spent \$1,832,062.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$6,545 had the following impact on Shoreline Unified School District's ability to increase or improve services for high needs students:

Difference between planned and expended did not have a material impact on student services.



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
Shoreline Unified School District	Adam Jennings Superintendent	adam.jennings@shorelineunified.org (707) 878-2225

Plan Summary [2025-26]

General Information

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

The Shoreline Unified School District is a unique school district serving approximately 500 students from TK-12th grade. The district spans over 450 square miles and straddles both coastal Marin and Sonoma counties. As a geographically large, rural school district we consistently focus on meeting the needs of our students despite the challenges posed by the widespread and remote nature of the communities that comprise our district. These communities are supportive of our schools, and there is no greater example of that commitment than the local scholarship program that routinely awards over \$300,000 to an average of thirty-five graduating seniors. Yet there is no central hub for the majority of these towns and villages that send their students to our schools, and often the school serves as a central meeting point for students and students and families. To this end, our district has engaged in the implementation of Community Schools strategies at all of our schools sites. In 2023-2024, Shoreline was awarded Community School Implementation Grants for Bodega Bay School, Tomales Elementary School, and West Marin School, and we have spent the past year working towards site-designated goals, and developing our School Site Councils as the shared decision-making body to evaluate progress towards those goals. While Inverness School and Tomales High School did not receive the implementation grant funding, we are working to still implement key Community Schools strategies at those sites as well, using district funds to support structures for shared decision-making, connections to greater community resources, and extended learning opportunities.

There are five schools that comprise four school areas within the Shoreline Unified School District. West Marin and Inverness Schools combine to offer a TK-8 program for all of the students in the Olema, Point Reyes, Inverness Park, Inverness, and Marshall communities. Tomales Elementary School is a PK-8 program that serves students from the Dillon Beach, Tomales, Petaluma/Bloomfield, and Valley Ford communities, as well as a few students whose families are stationed at the Two Rock coast guard base. In both schools, there are single

classrooms for each grade, and students are often promoted into high school after spending nine years together in the same class. Bodega Bay School is a three- room school that offers a preschool program, as well as multi-grade classrooms for students TK-2 and 3-5. Those students then attend TES for middle school. All students matriculate into Tomales High School, the one comprehensive high school in the district. Eighty-five percent of our students are bussed to school by our transportation program, and some students may travel as much as an hour each way to attend high school. Generally 20% of our student body attend our schools on an inter-district transfer agreement, often choosing our schools over their larger home district options.

Our student demographics include significant subgroups:

74% Socioeconomically Disadvantaged
22% Students with Disabilities
30% English Learners
31% White
64% Hispanic

The plan that follows is the result of the District Leadership Team's synthesis of educational partner input through a variety of forums, and well as our analysis of relevant student data, and the effectiveness of our 2021-2024 outgoing LCAP. In the fall of 2023, our district's Board of Trustees engaged in a meaningful process to identify the board's district priorities, which have informed and guided this plan. In the spring of 2025, we met with educational partners through a variety of forums to review the progress on this current iteration of our LCAP, which helped inform the revisions that follow. Our Leadership Team wants all readers to understand that that we view this plan as an ongoing work in progress, and that will continue to evolve as a meaningful strategic plan to guide the district as we continue to gather educational partner engagement and student data to inform our work on behalf of all students in Shoreline.

Reflections: Annual Performance

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

Shoreline has made great strides of the last few years in our coordinated efforts to support our language learners. Reflected in our greatly improved reclassification rates, as well as our Dashboard Data that shows English Learner progress increased by 24%, the data demonstrates the our increased staffing support and new systems are having a positive effect on student learning. Our EL and Literacy Coordinator, working with a Multi-Lingual Learner Team, is developing an EL Roadmap for our district. The areas of focus this year have been newcomer supports, a more coordinated reclassification process, and a more organized process for ELPAC Testing. In addition, we have offered many professional development opportunities to our instructional and support staff for integrated instructional practices that support EL students, as well as all students. The district invested in an EL management platform which holds student data, analyzes performance, and offers student reports tied to suggested instructional strategies. This platform also support progress monitoring and parent communications. All staff have been trained on this platform and have been implementing its tools since January.

Other dashboard data shows demonstrates that we need to be more focused in our goals and actions moving forward. Our ELA and Math performance data declined between 2022-2023, yet we are hoping that our efforts to implement data review cycles with fidelity since the late 2022 will begin to show some growth in student learning outcomes that will be reflected in the 2024 Dashboard data. In addition, while our graduate rate remains high, our college and career readiness metric remains low, and we have created actions within the 2024-2027 LCAP to work to improve in this area. In addition, our Students With Disabilities continue to demonstrate very little academic growth, as measure by the Dashboard, and we have also created a 24-27 action that is specific to supporting their needs, as well. Specifically, Goal 1, Action 4 is designed to support areas that were in the red for students with disabilities based on the current Dashboard.

Review of the California Healthy Kids Survey Data, specifically the Mental Health and School Climate reports, demonstrate both areas of strength and areas to focus on moving forward. Our middle school students report improvement in key mental health metrics, while are high schoolers are need more support. Both groups report low social and emotional distress and feel connected, and report caring adult relationships and that they feel held to high expectations. They report generally feeling safe at school, however chronic absenteeism remains an issue. Also, fewer than 50% report meaningful participation at school, another area that we have sought to address in our 2024-2027 LCAP actions.

Despite the continued training for students and staff on restorative practices, we continue to see rise in suspensions across our school sites. Our 2024-2027 LCAP has actions that will continue our wellness work with students, as well as help them to develop a greater sense of belonging.

As we began the implementation of our Community Schools grant, as well as continued to develop meaningful family engagement events, our parent participation has continued to grow and expand. A revitalized Harvest Festival in the fall gave the Shoreline Community an opportunity to gather at West Marin School to celebrate our local food culture and outdoor educational opportunities, kicked off a variety of creative family events across our district. Through our Community Schools implementation process, we were able to amplify our school site councils, and create new avenues for communication and decision-making. We end the year with a very positive sense of possibility for collaboration among our educational partners in the areas of school food service, experiential learning opportunities, and after school programming.

2024-2025 Update:

Shoreline continued to increase our systems of support for our language learners, which continued to impact our reclassification rates, as well as the level of parent engagement at our ELAC meetings, which was highlighted in Goal 2 Action 2 . Our Multilingual learner Masterplan expanded to include a districtwide newcomer intake process, increased integrated ELD instruction, and systems for progress monitoring for both EL and recently RFEP'd students. Unfortunately, however, Dashboard Data highlighted a regression for our English Learners making progress, which was a common theme across all student groups.

This regression in both English Language Arts and Mathematics across all subgroups has become the focus of our planning for professional development and curriculum adoption across the district. Two main themes were carried through our full day and early release professional development. We invested two full days and three Wednesday afternoons in the fall semester working with an expert on Tier 1 instruction for language learners that we hope will have an impact on our literacy performance across all grade levels and student groups. In addition, all instructional staff participated in a four part system analysis of our instructional program for our Special Education students. In addition, we

continued to train all K-5 teachers in the Orton Gillingham methodology, and by the end of the summer the entire staff will be fully trained and implement the program in their classrooms. In addition, after a series of review meetings this spring, our K-5 math teachers will pilot two new math curriculums over the course of 2025-2026, with the goal of adopting one to begin full implementation in 2026-2027.

Review of the California Healthy Kids Survey Data, specifically the Mental Health and School Climate reports, demonstrate that students are showing a higher sense of optimism (up 11%) and a significantly lower level of chronic sadness (down 28%). Students are feeling similar levels of Meaningful Participation (down 2%), giving further cause to look at how we engage them in their learning, and offer opportunities for them to give input on all aspects of the educational program. Staff (up 28%) and family (up 14%) participation increased as we focused efforts on gathering more input to support decision-making. In addition, as we continue to work to imbed Community School practices into the daily operation of the district, our school site council meeting participation increased across the district, and sites held more regular meetings this year than they have since we returned from COVID in 2021.

Reflections: Technical Assistance

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

Over the last few years, the work that we have done as a part of technical assistance has focused on a comprehensive strategic planning process. This work began with our leadership team completing an organizational self evaluation with a focus on the systems that were currently in place. From there, we develop a number strategies for gathering education partner input, including a variety of surveys, as well as community evening events to host conversations about our performance data, as well as areas of need identified by our systems self analysis. The data gathered through these surveys and events helped to inform annual updates for our 2021-2024 LCAP.

This fall, the data was also the starting point for a series of School Board of Trustee Workshops that focused on updating our District Priorities. This technical assistance work began with a process to analyze and discuss performance and feedback data, and then asked each board member to conduct empathy interviews with students to help deepen their understanding of district needs. Using the analyzed data and interview information, the Board of Trustees and the Superintendent, through the support of technical assistance, drafted and then approved a list of priorities to guide our district decision-making, moving into the future. The priorities are organized into three equally important areas, Community Engagement and Communication, Equity in Instruction, Excellence and Accountability. These priorities have have served as a basis for the development of our Goals and Actions in the 2024-2027 LCAP.

As we move into the 2024-2027 LCAP cycle, we will focus our work with technical assistance in two specific areas. We will continue our analysis of our policies to address absenteeism, with a focus on continuing to reduce Chronic Absenteeism across all grades in our district. In addition, we will work closely with the SELPA to conduct a root cause analysis of the academic achievement of our Special Education students. Our goal is to increase their academic success, particularly in the areas of Math and English, as well as support an increased sense of belonging within their general education classrooms, and schools.

UPDATE 2024-2025

Technical assistant in the 2024-2025 focused on an evaluation of our Special Education program with a focus on the academic achievement of our special education students. In a series of four workshops, district instructional staff evaluated demographic, achievement, and perception data related to our identified special education students. In addition, we analyzed the general education and special education programs and processes in place to support their academic development, and each staff member completed at least one empathy interview with a student to help further illustrate the experience of our students.

This work yielded some key findings: Students with disabilities are 99 points below standard in ELA and 176 points below standard in mathematics. Students with disabilities represent 22% of the students enrolled in SUSD, well above the state average. As a result of these two findings, the district developed a Compliance Improvement Plan with high leverage strategies and activities to implement during this LCAP cycle to support greater academic growth for our special education students, as well as intervention to help address any learning deficiencies early in the support process and decrease the number of referrals to special education.

Next steps for 2025-2026 include: provide training and coaching to Special Education Staff regarding best practices for conducting assessments, reviewing data, and determining eligibility, provide training to all staff regarding best practices to serve students with disabilities, build collaborative planning time for Special Education and General Education teachers into the Master Schedule of 2025-2026 school year, develop a district committee to create an SUSD MTSS Program with Guidelines and a Handbook, including specific definitions for Tier 1, 2, and 3 intervention, and train identified staff to provide Tier 2 intervention within identified timeframes based on clearly defined goals

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.

Bodega Bay School

Inverness School

Support for Identified Schools

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

As both schools are eligible for comprehensive support and improvement due to high rates of Chronic Absenteeism, our plans focus on increasing student attendance through a variety of strategies designed to develop stronger home to school communication, relationship building with families and students, academic support to enhance the sense of student belonging at school, transportation support to ensure that students have an equitable opportunity to attend our school programs.

In particular, the focus of our Family Advocates who support each of these schools has been to develop stronger relationships with the families of the students who attend, and offer resources, including access to a mobile medical clinic at the school site, to minimize any disruptions to student attendance. Site administrators have worked closely with family advocates to increase two-way communication opportunities for families and the schools, to ensure that there is regular contact when a student is absent from school. Furthermore, site and district administrators continue to work to develop comprehensive strategies to help hold families accountable to making sure that their students attend school regularly.

Furthermore, our Literacy and EL Coordinator has worked closely with an educational coach to offer in depth professional development to teachers to support more effective strategies for differentiated instruction. This work will continue into the 2024-2027 LCAP cycle, as research shows that when students are successful in school, they are more likely to attend. To that end, we have also invested in para professionals to support individual and small group instruction for students who may need additional support. In addition, our transportation program has expanded to support our extended learning opportunity program, which offers enrichment opportunities to students after the regular school day ends, and supports our families in avoiding disruptions to the school day that might impact student attendance.

Our plan moving forward will continue to invest in professional development for teachers related to classroom instruction, as well as training for para educators to provide appropriate support. In addition, we will continue the development of systems to not only support improved attendance, but also address absenteeism when it occurs, as well.

2024-2025 Update

We are no longer in CSI for either school site.

Monitoring and Evaluating Effectiveness

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

Key metrics to evaluate the effectiveness of our plan include:

Dashboard Chronic Absenteeism Rate
CAASPP ELA and Math Scores
ELPAC Scores
Fastbridge ELA, Math, and Social Emotional Data
California Healthy Kids Survey Data: Mental Health and School Climate reports

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
Teachers	Site Faculty Meetings, School Site Council Representatives, Participation in District Community Schools Meetings, Participation in LCAP Parent Advisory Meetings, Participation in LCAP Town Hall
Principals and Directors	District Leadership Team Meetings, Site Faculty Meetings, School Site Council Representatives, Participation in District Community Schools Meetings, Participation in LCAP Parent Advisory Meetings, Participation in LCAP Town Hall
Other school personnel	Site Faculty Meetings, School Site Council Representatives, Participation in District Community Schools Meetings, Participation in LCAP Parent Advisory Meeting, Participation in LCAP Town Hall
Parents	LCAP Parent Advisory Meeting, Participation in LCAP Town Hall, Participation in District Community Schools Meetings, Participation in school site committees such as Site Council and ELAC, Participation in DELAC
Bargaining Units	Monthly Bargaining Unit leadership meetings with District Leadership
Students	Participation in LCAP Town Hall, District Community School Meetings, Empathy Interviews with Board of Trustees, Empathy Interviews with School Staff, Student Representative to the Board of Trustees.

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

Our strategic planning process for this LCAP began in the fall, with the work of our district leaders to update the our district priorities. Our Trustees worked closely with the Superintendent, through facilitation from our county office partners, to review student achievement data and educational partner feedback from previous LCAP cycles, and identified key themes that became the seeds of our district priorities. In

addition, the Trustees worked with our middle and high school administrators to conduct empathy interview with middle and high school students, to better understand students' experiences as they relate to our previous district priorities. Using all of this data and feedback, we drafted, revised and finally adopted District Priorities in three key areas: Community Engagement and Communication, Equity in Instruction, and Excellence and Accountability. These priorities, and their descriptors, helped to guide the development of our 2024-2027 LCAP.

During the strategic planning process that led to our newly adopted priorities, we were also working with our educational partners to gather feedback on our previous LCAP, as well as give input on our updated LCAP goals and actions. As part of our Community Schools Implementation process, each school site combined their community schools planning meetings with their school site council meetings to streamline the shared planning and decision-making processes, and ensure that all partners have input in the development of site goals, and input into our district goals. Furthermore, we invested in the reinvigoration of our ELAC and DELAC committees, using the meeting time to engage families of our multi-language learners in learning more about our district goals and actions, and gather feedback that would support our plan.

Our LCAP Parent Advisory meeting in early March generated some input on our progress towards our previous goals and objectives, but perhaps the most important takeaway from those conversations was that our families and community partners felt that the forum was not approachable enough for most families to feel like they could effectively engage in feedback. Inquiring further, we learned that families wanted opportunities to give broader feedback about what was working in the district, and area for improvement, rather than discuss specific goals and actions, because they did not feel prepared to answer our questions. As a result, we retooled our LCAP "Parent Advisory Meeting" for a follow up LCAP "Town Hall", where we advertised the opportunity for parents to participate in more opened ended discussions. In particular, we worked to get a cross-section of families to represent the various student demographics within our district, including our unduplicated students and our students with disabilities. We asked about what types of supports they wanted for their students, about what might lead them to participate more in their child's school community, and where they thought we should focus to improve school culture. Their feedback to these discussions greatly informed our actions within Goal 2 of the 2024-2027 LCAP.

In addition, we consulted with the SELPA to ensure that we developed specific actions to support our students with disabilities, whose performance indicators were in the red on our most recent Dashboard. Through that consultation, we developed Goal 1, Action 4, which is designed to support a academic growth for our students with disabilities.

Staff meeting discussions with our teachers and other school personnel helped us to really streamline our actions in all three goals. The overwhelming feedback from these discussions was that our prior LCAP focused on the right goals, but that our actions were too broad to guide us to ongoing, effective growth. Teachers and staff wanted to keep going in same direction, but felt we needed a more streamlined roadmap. As a result, many of the actions in the 2024-2027 LCAP are designed to carry work forward from the 2021-2024 LCAP in a more concise and specific way.

Finally, this LCAP reflects input and feedback gathered from events that were designed to broaden our definition of School Community. As we implement the strategies that are central to community schools, we held events this year that invited the staff, families, local community members, and community-based organizations to come together to discuss how these educational partners could work together to have positive collective impact in our schools. Our Harvest Festival in the fall, and our Community Schools District Table and Encuentro meetings in the spring, were opportunities for these groups to come together, share food and conversation, and brainstorm ways to support improvement in our school programs. The Harvest Festival focused on our local food culture and how it could support our school nutrition

program. The Community Schools District Table meeting asked our community partners to evaluate our progress on the eight emerging strategies to support students that were identified in the Community Schools Planning process, and help determine the focus strategies for 2024-2025. Encuentro was an evening designed and facilitated by the West Marin School Site Council, where community members were invited to share dinner, and then engage in a "world cafe" style brainstorm about how to bring more experiential learning opportunities into the Shoreline Unified School District. Actions were developed in all three goals as a result of the feedback and ideas generated from these experiences.

2024-2025 Update

Many of our structures from the development of the LCAP carried forward in 2024-2025 to support this annual update. Building our learnings from last year, we again hosted our LCAP Parent Advisory meeting as an LCAP Town Hall, inviting staff, families, and students to participate in conversations over zoom, which has proven to be the most effective way for us to gather. In addition, we brought our "Town Hall" workshop style of discussion and feedback gathering to our spring DELAC meeting, with an effort to engage more Spanish-only families in a forum that was already familiar to them.

In addition, our District Community Table meetings each quarter included discussion topics that tied to our LCAP goals and actions, including chronic absenteeism (Goal 3, Action 6), district communication (Goal 3, Action 1), the further development of community schools (Goal 3, Action 4), and tiered parent engagement (Goal 2, Action 3).

A real success this year was the continued development of our School Site Councils as the representative body for shared decision-making among educational partners at each school site (Goal 2, Action 1). Efforts were made to increase participation and integrate strategic planning so that educational partners were able to engage at through site council structures and participate in key decisions for their school. Each site is at different place with this work, though West Marin and Inverness have fully integrated their Community Schools goals into their Single Plan For Student Achievement, and have established their Site Council as the leading organization for decision-making on site-based spending and input gathering. Their development will serve as a guide to the other programs in the district in the 2025-2026 school year.

We consulted closely with the SELPA throughout the year in the development of our Compliance Improvement Monitoring (CIM) Plan, which was developed through our work on Goal 1, Action 4 to analyze our current Special Education program. The resulting action steps, reflected in the revised Goal 1, Action 4, as well as Goal 1, Action 3, were developed to support the implementation of the CIM plan, as well as through input from parents of students with disabilities that participated in our LCAP Town Hall and DELAC LCAP Town Hall.

Finally, in connection with local community partners called the Tomales Youth Collaborative, we held a series of conversations at the Tomales Town Hall to discuss the development of more after school and enrichment programming for Tomales-based youth. These events, designed to include a meal, followed by discussion questions and activities, were a direct effort to support actions within Goal 2. The information gathered through this process has helped inform the updates to Goal 3, Action 8.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continuing 25-26 Increase student achievement with a focus on meeting the needs of all students to demonstrate consistent academic growth in all areas.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on our student achievement data, educational partner input, and an analysis of our progress on our previous LCAP, student academic achievement remains a primary focus of the Shoreline Unified School District. Our district priority for Equity in Instruction guides us to focus our actions on professional development for classroom instruction, specifically in English and Math, for all students. In addition, we have district teams that are working to continue to develop our Tier 2 intervention systems, as well as analyze and support increased academic achievement for our Special Education students. We will continue our work on developing our Multi-Lingual Learner Masterplan to support our ML students. Furthermore, we will also continue to develop programs that support relevant, experiential learning opportunities to support both student engagement across our grade levels, as well as College and Career readiness for our high school graduates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation of adopted academic content and performance standards (2)	100%	100%		100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Students have access to standards aligned materials - digital or otherwise (1)	100%	100%		100% of students 1 to 1 with district provided learning device. TK-12 standards in ELA and Math clearly articulated across grade levels	0%
1.3	ML students access to the standard and gains in academic content knowledge (2)	100%	100% are enrolled in classes that provide access to grade level standards.		100%, while in addition receiving focused EL instruction guided by ML master plan.	0%
1.4	All teachers are appropriately assigned and fully credentialed (1)	90%	95%		100% of teachers appropriately assigned and fully credentialed.	+5%
1.5	CAASPP ELA (4)	39.83% Met or Exceeded Standards	39.83% Met or exceeded standards		55% Met or Exceeded Standards	
1.6	CAASPP Math (4)	25.33% Met or Exceeded Standards	24.11% Met or exceeded standards		40% Met or Exceeded Standards	
1.7	Fastbridge ELA (4)	K-1 31% at or above grade level 2-12 43% at or above grade level	K-1: 33% at or above grade level 2-12: 41.3% at or above grade level		K-1 46% at or above grade level 2-12 58% at or above grade level	
1.8	Fastbridge Math (4)	K-1 68% at or above grade level 2-12 45% at or above grade level	K-1: 57% at or above grade level 2-12 41.3% at or above grade level		K-1 83% at or above grade level 2-12 60% at or above grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	High School Writing Benchmark (4)	75% proficient or higher			85% proficient or above	
1.10	ELPAC (4)	No baseline	34.7% of students showed individual growth		85% of students show individual growth each year	
1.11	English Learner Reclassification rate (4)	24%	6%		Increase by 5% each year.	
1.12	AP Passage Rate (3 or higher) (4)	62%	62%		75%	
1.13	% of pupils who complete course for entrance to UC or CSU or Career Tech (4)	52%	34.5%		67%	
1.14	% of students deemed Prepared by College and Career Dashboard (4)	31%	38.9%		60%	
1.15	CTE Course Enrollment (5))	39 students	54 Students		80 students	
1.16	% of students who complete CTE Sequence	10%	10%		30%	
1.17	Chronic Absenteeism Rates (5)	25.7% Chronic Absenteeism	18.6%		Under 10%	
1.18	Number of Student Internships (5)	12 students	NA		25 students	
1.19	Number of Job Shadows (5)	3 students	6 students		25 students	
1.20	All students, including our unduplicated and special education students, have access to	100%	100% of students are enrolled in courses that offer them access to a		100% Access K-12	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	a broad course of study (7)		broad course of study, as outlined by master schedules			
1.21	The means of monitoring the broad course of study - report cards, master schedule, etc. (8)	100%	100% All student receive 2 report cards per year, and up to 6 additional progress reports in grades 4-12. Masters schedules TK-12 reflect access to a broad course of study.		100%. All student receive 2 report cards per year, and up to 6 additional progress reports in grades 4-12. Masters schedules TK-12 reflect access to a broad course of study.	

Goal Analysis [2024-25]

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

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

We worked with an educational consultant for instructional professional development and coaching for all instructional staff (1.1) in the fall of 2024, but did not carry that work forward into the spring, focusing instead on in-house professional development to complete curriculum mapping for all grade levels.

While some staff participated in professional development for Math instruction (1.2), there was not a coordinated effort within the district to offer this to all staff. In the spring, however, based on analysis of achievement data and existing instructional resources, district leadership determined that the district would move forward with piloting a new Math curriculum in for grades K-5 in the 2025-2026 school year. As a result, professional development time in the spring was used to evaluation potential curriculums and select pilot materials.

Data review meetings continued to support the identification of students who need additional intervention (1.3), and our individual sites continued to develop systems for how to provide intervention utilizing existing staff. We did not, however move forward on the development of a districtwide Multitiered system of support. This will be a bigger focus area for 2025-2026.

We made great strides in our efforts to evaluate and develop our Special Education program. (1.4). We completed an assessment of the program and identified key strategies for growth in 2025-2026. In addition, we supported Special Education staff in professional development around current best practices, and began the development of a district handbook for staff. Furthermore, we held professional development

for general education staff to better understand the different tiers in a multitiered system of support, focusing on how strong tier 1 instruction can help to support all students, not just Special Education students.

Our program to support our Multilingual learners (1.5, 1.6) continued to develop as well, with continued implementation of our comprehensive reclassification processes, our newcomer intake process, and progress monitoring. Again, a system for providing intervention remains a major focus for 2025-2026.

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.

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

The actions taken to support our Special Education were effective in that the output was a clearly defined plan for moving forward to increase academic improvement and limit referrals and over identification. As implementation of that plan take place, we will be able to further evaluate the effectiveness of the activities outlined in the plan. (1.4)

In addition, the development of the ML Masterplan (1.5) has led to a much more structured system for ELPAC testing, and progress monitoring, which we anticipate will continue to move our EL students closer to reclassification.

The 23-24 CAASPP and local data are showing that are students are continuing to not progress in ELA and Math, and this has been an ongoing topic of discussion this year. As a result, we are looking to become more targeted in our actions for 1.1, 1.2, and 1.3 in 2025-2026.

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 mention above, we are going to revise our actions for 1.1, 1.2, 1.3 in the 2025-2026 school year. Specifically, we want to target professional development to support our ELA literacy block in K-5, as well as our Math curriculum pilot. Furthermore, school master schedules will reflect intervention time to support students who are falling behind, as identified in the Collaborative Student Review process.

In addition, our high school program will begin offering a CTE Farm to Table class in our new CTE kitchen classroom. (1.7). Also, our Agriculture program will again offer an introductory course for middle school students, which was very popular in its first year in 2024-2025.

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	Tier 1 ELA Instruction	Instructional Coaching and Professional Development for all Instructional Staff Update for 2025-2026 in addition, implementation of of the ELA instructional block for grades K-5,	\$7,942,275.00	No
1.2	Tier 1 Math Instruction	Instructional Coaching and Professional Development for all Instructional Staff Update for 2025-2026 in addition, pilot new math curriculum for grades K-5 *Costs associated with this action are in Goal 1, Action 1.1		No
1.3	Tier 2 Intervention	Multitiered System of Support Committee Work, Data Review Meetings Update for 2025-2026 in addition, implement Collaborative Student Review process	\$231,596.00	No
1.4	Special Education Program Review and Development	Focus on increasing academic achievement across all subject areas for special education students, work with SELPA for root cause analysis around Academic Achievement for special education students.	\$3,279,755.00	No

Action #	Title	Description	Total Funds	Contributing
		Update for 2025-2026 in addition, continue to implement CIM plan developed in 2024-2025		
1.5	Multilingual Learner Instruction	Continue the develop of the ML Masterplan, Implementation of the newcomer intake process, integrated ELD	\$217,881.00	Yes
1.6	Multilingual Learner Supports	Train staff to provide targeted ELD support to designated students as needed.	\$610,774.00	Yes
1.7	Develop relevant, curriculum embedded learning experiences at all grade levels	CTE Farm to School Program, Develop K-12 Experiential Learning Framework, Increase Job Shadow and Internship Opportunities Update for 2025-2026 in addition, implement the first year of the Farm to Table class in the CTE kitchen for 9-12 students.	\$70,371.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continuing 25-26 Develop systems and structures to engage all educational partners to be involved in the district community and have opportunities to participate in district decision-making.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a result of analysis of district data related to chronic absenteeism, student mental health, and school climate, as well as information gathered through engagement with our educational partners in a variety of mediums, this goal has been developed with focused actions designed to enhance community engagement in a variety of ways, as well as great structures for the ongoing collection of student input. By amplifying our existing communities, though educating community partners about their roles within these committees, we will develop processes for more effective shared decision-making. In addition, by offering families multiple ways to participate in their child's school community, we will create opportunities for family engagement that meet the varied needs of our families. Finally, with organized structures for students to share feedback about their experiences, and representation in decision-making structures, we will increase student sense of voice and belonging in their school communities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Site Council Agenda and Minutes (3)	4 Site Council Meetings a Year	6 Site Council Meetings at two sites, 4 at two sites		All School Site Councils will hold 8 meetings a year.	
2.2	Single Plan For Student Achievement (3)	All Site Councils Update Each Year	All SPSAs updated and adopted		All Site Councils Update SPSA each year	
2.3	ELAC Agenda and Minutes (3)	4 ELAC Meetings a Year	4 ELAC Meetings		6 ELAC Meetings a Year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	DELAC Agenda and Minutes (3)	3 DELAC Meetings	2 DELAC Meetings		4 DELAC Meetings per Year	
2.5	Attendance Rate (5)	Excused absences: 71.7% Unexcused absences: 28.3%	Excused absences: 62.5% Unexcused absences: 34.4%		Excused absences: 71.7% Unexcused absences: 28.3%	
2.6	Middle School Dropout Rate (5)	0	0		0	
2.7	High School Dropout Rate (5)	0	1		0	
2.8	High School Graduation Rate (5)	93.2%	100%		100%	
2.9	Suspension Rates (5)	32 suspensions	15		No more than 10 suspensions per year	
2.10	Expulsion Rate (5)	2	0		0	
2.11	California Healthy Kids Survey School Climate Report (6)	35% reporting Meaningful Participation	33% reporting Meaningful Participation		60% reporting Meaningful Participation	
2.12	Fastbridge SEL (6)	No baseline	74%		100% Participation	

Goal Analysis [2024-25]

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

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

The continued development of how we are implementing our community schools program has a significant impact on our efforts to engage more families and students in shared decision-making for their school sites, as well as the district. We have developed a successful model for how to imbed community schools thinking in our school site council process, with our West Marin and Inverness combined Site Council, and will continue to work to replicate that model across the district. The logic that amplifying our existing committees, by more effectively training committee members and aligning strategic planning remains sound, and has proven effective this year.

The level of engagement from educational partners remains a key to the success of our shared decision-making models. In addition, continuing to unpack the barriers to participation with our families, through discussion and surveys, has provided useful information to

support structures allow for greater presentation. Offering hybrid meetings, providing food and child care for evening meeting, continues to support great engagement. In addition, understanding the unique nature of each school community, while trying to establish districtwide standards, remains a balancing act. Depending of the size of the school, and the proximity of family residences to the school site, has a direct impact on the level of participation in regular committee meetings. Site principals, family advocates, and school district staff will continue to work together to use the information we have gathered to drive more interest and participation at all three tiers of potential engagement.

In addition, we did make great strides to gather student voice in 2024-2025. The implementation of the Student Board Representative, the use of empathy interviews to gather student perception data, the development of a Student Voice Committee at Tomales High School are all examples of new initiatives introduced this 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.

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

Our efforts to develop more robust school site councils was generally effective across all school sites, with some sites ending the year further along than others. The infusion of community schools grant money into participating school site budgets, and the support of community school coordination for the meetings, led our school site council meetings to feel more structured and purposeful throughout the year. West Marin and Inverness Schools combined site council held robust monthly meetings, divided members into committees based on their goals, and adopted a Single Plan for Student Achievement that combined LCAP goals, school site goals, and community schools goals into one coherent plan. This will be model that we will use to help develop the site councils for our other three schools. Goal 2, Action 1 (2.1).

While our ELAC committees continued to work to build a more robust membership, we used our DELAC meetings to help to educate our participating ELAC parents on our MLL program, as well as the role of ELAC and DELAC in giving parents a voice to discuss our district program. We continue to struggle to get consistent membership and participation in both committees, however we see opportunities to continue to build on the work from 2024-2025 in 2025-2026. (2.2)

Again, training for parent participation in site-based committees was a major focus of the year, and yielded success in making many of our committees more stable, surveys to families and staff have evidenced a need to find more ways to get parents volunteering on school campuses. There is an identified interest in this "tier" of family engagement, and school staffs will look for ways to grow opportunities in this tier for 2025-2026 (2.3)

In the fall of 2024, we developed a student board member position and hired a student to serve in this role. She participated in the spring 2025 board meetings, offered her input into important matters relevant to students, and casting a preferential votes when appropriate. (2.4)

All instructional staff were trained to engage students in empathy interviews, and used the process to collect data during the analysis of our Special Education program. (2.5)

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.

While the goal and action will stay the same, a major focus of 2.1 in 2025-2026 is to develop Single Plans for Student Achievement that align LCAP, SPSA, and Community Schools goals. Again, we will use the West Marin and Inverness combined plan as a model for other sites to learn from.

In addition, district and high school staff will continue to work with our Student Board Representative to ensure that this position is as effective as possible in representing the student perspective to the Board of Trustees and the community. (2.4)

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	Develop robust School Site Councils	Develop structures for shared decision-making among educational partners through the development of our Site Councils	\$70,371.00	No
2.2	Develop robust ELACs & DELAC	Develop structures for shared learning and decision-making with the parents of our Language Learners.	\$262,500.00	Yes
2.3	Create a tiered system for Family Engagement	Offer opportunities and support for families to be involved in their school community at three different commitment levels: training to be a member of a school committee or council, providing opportunities to participate as school volunteer, hosting family engagements events at each school site.	\$318,880.00	No
2.4	Develop a Student Board Representative Position	Develop a meaningful student board representative position that includes the following: Job Description, Application Process, Selection Process, Compensation.	\$15,070.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Adopt Empathy Interviews as a strategy to collect Student Voice	Train staff on the use of empathy interviews to engage student and gather input that supports decision-making.	\$15,070.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a culture of excellence and accountability among educational partners that focuses on meeting student's academic and social emotional needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A main district priority is to focus on developing a culture of excellence and accountability. This goal is developed a vehicle to address this priority, with actions designed to enhance areas of our program that is include our basic services, student engagement efforts, and our school climates. Based on the analysis of student performance and survey data, as well as input gathered while engaging education partners, we have focused each action below on moving our district forward in these important areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Site FIT Reports (1)	All schools average "Good" conditions	All schools average "Good" conditions		Maintain "Good" average for conditions at all schools.	
3.2	Deferred Maintenance (1)	Deferred Maintenance recommendations from Summer 2024	Bodega Bay Roof and Window modernization, TES roof work, TES wiring project		A long term facility maintenance plan that prioritizes upgrades and has a dedicated budget.	
3.3	California Healthy Kids Parent Survey Data (6)	No Baseline	34% of families completed the survey		45% of Parents will complete the CHKS Parent Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	California Healthy Kids Survey Mental Health Report (6)	44% of high school students reports a sense of optimism 40% of high school students report chronic sadness	55% of high school students report a sense of optimism 12% of high school students report chronic sadness		60% of high school students reports a sense of optimism 20% of high school students report chronic sadness	
3.5	Community Schools Annual Update	No Baseline	Annual reporting shared ongoing development of Community Schools		Annual reporting will share the ongoing development of Community Schools	
3.6	Annual Transportation Report	No Baseline	Transportation report April 2025		Transportation Report will show that increasingly shorter bus routes, all students being served	
3.7	California Healthy Kids Survey School Climate Report (6)	35% reporting Meaningful Participation	33% report Meaningful Participation		60% reporting Meaningful Participation	
3.8	Chronic Absenteeism Rates (5)	25.7% Chronic Absenteeism	18.6%		Under 10%	
3.9	Fastbridge SEL (6)	No baseline	74% participation		100% participation	
3.10	California Healthy Kids Survey for Parents, including participation from parents of unduplicated and special education students (6)	20% participation	34% of families participated		60% participation	
3.11	California Healthy Kids Survey for teachers and staff (6)	60% participation	88% of staff participated		90% participation	

Goal Analysis [2024-25]

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

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

The focus of this goal has been to continue to develop and improve many of the basic services and programs that have an impact of student engagement and our school climates. Some of this work we were able to push forward, while other aspects of it will need more focus next year and in the coming years.

We continued to move forward planned as well as unplanned maintenance projects, as well as implement security upgrades, and invested time and energy into improved training for all staff on emergency responses.

In addition, we secured grant funding to support the hiring of a regional food services director, who will work closing with our existing staff to implement our school nutrition-focused goals, as well as look to leverage our buying power with other local, small school districts.

Staffing in certain areas proved to be a challenge this year, particularly impacting our transportation program and nutrition program, but a recently settle contract with our classified union should support hiring from both of those programs, as well as our new Expanded Learning Opportunity Program.

An analysis of the cost and effectiveness of our Expanded Learning Opportunity Program resulted in the Board of Trustees approving district staff to develop our own program, rather than contracting with outside agencies. In addition, a collaboration of education partners serving the Tomales area conducted a local needs assessment with Tomales students and families, and identified high-interest activities to could be added to district programs, or offered by outside agencies. Through this process, we have been able to partner with the Tomales Town Hall, as well, to offer afterschool activities two days a week that cater to the interests of secondary students.

Finally, our continued work to implement Community Schools programming over the course of the year has led us to rethinking how the core components of the community schools framework are implemented at participating school sites. Through the process of working with educational partners and school sights, it has become clear that community schools-related initiatives should not be viewed as adjacent to other school initiatives, but rather as an additional driver to the core activities of each school program. The concepts that are central to the community school framework: integrated student supports, family engagement, shared leadership, and expanded learning are already core to the site and district work that existed before we received the grant. Moving forward, our focus with community schools resources will be to enhance the programs that already exist, rather than creating new initiatives or redundancies. A focus of the messaging related to this will be to help our educational partners understand that we are already "community schools" and that these resources will be directed at helping us to become more effective.

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.

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

Our district communication methods are primarily Parent Square, social media, and our website. The community has come to rely on these modes. As leadership evolves, the district will consider what other methods could be effective forms of communication, as well. (Goal 3, Action 1; 3.1)

The Shoreline Wellness team has evaluated the Social Emotional Learning Curriculum and will be looking to pilot a program call Toolbox in 2025-2026 (3.3).

As discussed above: our continued work to implement Community Schools programming over the course of the year has led us to rethinking how the core components of the community schools framework are implemented at participating school sites. Through the process of working with educational partners and school sights, it has become clear that community schools-related initiatives should not be viewed as adjacent to other school initiatives, but rather as an additional driver to the core activities of each school program. The concepts that are central to the community school framework: integrated student supports, family engagement, shared leadership, and expanded learning are already core to the site and district work that existed before we received the grant. Moving forward, our focus with community schools resources will be to enhance the programs that already exist, rather than creating new initiatives or redundancies. A focus of the messaging related to this will be to help our educational partners understand that we are already "community schools" and that these resources will be directed at helping us to become more effective. (3.4)

Our shared Food Service Director is working closely with our business office to set up our kitchens and staffing pattern to support our goals for the School Nutrition Program. (3.5)

We have determined that we believe we can offer a more cost effective and higher quality ELOP program run by district staff, rather than contracting with outside providers. This will be a major focus area in for this goal in 2025-2026. (3.8)

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.

Goal 3, Action 4 will be updated to reflect our efforts to imbed community school resources with existing site and district initiatives

Goal 3, Action 5 will be updated to include the work of our Food Service Director to refine our kitchen practices and staffing patterns to be support the existing action.

Goal 3, Action 8 will be updated to reflect the district's development of a district run summer and afterschool program.

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	Implement a District Communication Plan	Communications plan will focus on four main areas: Ongoing Information/Events and Accomplishment/Emergency Notifications/Student+District Performance	\$306,943.00	No
3.2	Support clean, healthy, and safe schools through on going maintenance and upgrades	Deferred Maintenance Plan, Security Upgrades, Ongoing Maintenance of School and District Sites	\$2,080,319.00	No
3.3	Continue the development and implementation of the District Wellness Program	Restorative Practices, Trauma Informed Practices, Peer to Peer Social Emotional Learning, Adopting a Social Emotional Learning Curriculum	\$12,540.00	No
3.4	Continue the implementation of Community Schools	<p>Development of the focus goals for three participation sites: Tomales Elementary, Bodega Bay School, and West Marin School.</p> <p>Revised for 2025-2026</p> <p>Imbed community school resources with existing site and district initiatives. Implementation of the community schools grant will not be a separate program for each participating site, but rather the resources will be used to meet existing (or expanding) school site initiatives that reflect the community schools framework.</p>	\$516,262.00	No
3.5	Increase the number of meals that are scratch cooked with	<p>Focus on procurement, menu development and preparation</p> <p>Updated for 2025-2026</p>	\$336,878.00	No

Action #	Title	Description	Total Funds	Contributing
	local ingredients within our School Nutrition Program	Our Food Service Director will work with our Business Office and existing staff to refine our kitchen practices and staffing patterns to be support the existing action.		
3.6	Continue to Develop Consistence Practices to Address Chronic Absenteeism	Policies, Procedures, Student and Family Connection	\$355,738.00	No
3.7	Home-to-school transportation	Continue to provide access to reliable home-to-school transportation	\$1,115,221.00	Yes
3.8	Continuing to Develop High Quality Extended Learning Opportunities	<p>Focus areas will include the continue development of after school and intersession programs, the development of Tomales Youth Center, and increased partnerships for enrichment activities and tutoring.</p> <p>Update for 2025-2026</p> <p>The district will develop its own summer and afterschool program, led by the Director of Expanded Learning Opportunities. This will include the development of additional FTE to support the program, as well.</p>	\$579,842.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Increase academic achievement while decreasing chronic absenteeism for all students at Bodega Bay School</p> <p>Update for 2025-2026</p> <p>As we will not receive Equity Multiplier Funding for 2025-2026, the district will be pausing this goal.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As Bodega Bay School qualifies for Equity Multiplier Funding, this goal is developed to address the specific needs of the students at Bodega Bay School, in relation to both their academic achievement as well as their chronic absenteeism. As the district's only school with multiage classrooms, Bodega Bay staff will have the opportunity to engage in professional development that is specific to supporting educators in multiage classrooms. In addition, as a site with limited administrative office support, another actions will utilize equity multiplier funds to offer increased administrative office support to communicate with families to ensure greater consistency in attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fastbridge ELA (4)	K-1 31% at or above grade level 2-5 43% at or above grade level	NA		K-1 46% at or above grade level 2-5 58% at or above grade level	
4.2	Fastbridge Math (4)	K-1 68% at or above grade level	NA		K-1 80% at or above grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2-5 45% at or above grade level			2-5 60% at or above grade level	
4.3	Chronic Absenteeism Rates (5)	17%	48%		Under 10%	
4.4	Fastbridge SEL (6)	No baseline	74% participation		100% participation	

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.

Bodega Bay continued to work on outreach to families to support more consistent attendance, however Chronic Absenteeism rates once again rose for the school. Staff continued to work to develop effective strategies for adapting curriculum and instructional practices to support multiage classrooms. Our contracted instructional coach spent some focused time working with the Bodega Bay instructional staff for professional development.

Through discussion with school educational partners the district determined that staffing the program with a teacher/principal was effective in meeting the administrative needs of the site, but a times impacted classroom instruction. As a result, the district will be hiring a full time teacher for the 3-5 grade classroom, and hiring a part time principal to handle the administrative needs for the site.

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.

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

Based on the rise in chronic absenteeism this year, it appears that efforts to add staff time to support developing more connection with families has not been effective. (Goal 4, Action 2). As addressing Chronic Absenteeism remains a district wide focus area (Goal 3, Action 6)

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 mention above, Shoreline will not be receiving Equity Multiplier Funding for Bodega Bay School next year, and as a result, this goal will be put on pause.

That said, other actions in the LCAP will continue to support the growth areas identified by this goal, for all schools in the district. Actions in Goal 1 (1.1,1.2) will support the instructional and curriculum needs of the teachers, and actions in Goal 3 (3.6) will support addressing Chronic Absenteeism.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Multiage Classroom Instructional Support	Instructional Coaching and Professional Development for all Instructional Staff, with a focus on Multi-age classrooms.		No
4.2	Increase Home to School Connections	Staffing to support the development of more home to school connections, as well as access to services to support more regular attendance.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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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.

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.

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

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.

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
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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
\$959,992	\$92,971

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
19.816%	0.000%	\$0.00	19.816%

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
3.7	<p>Action: Home-to-school transportation</p> <p>Need: Home-to-school transportation gives low-income students access to reliable transportation to and from school.</p> <p>Scope:</p>	<p>Desired outcomes support the Districts diverse student population:</p> <ul style="list-style-type: none"> • Reduce chronic absenteeism • Increase on-time arrival to schools • Increase access to school intervention programs 	Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<ul style="list-style-type: none"> Increase attendance by giving students without transportation the ability to attend school regularly 	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Multilingual Learner Instruction</p> <p>Need: Based on data reviewed, as well as feedback gathered from engaging educational partners, including input from our ELAC and DELAC committees, our ML students need additional support with reading and writing.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	We will continue to develop an ML Masterplan, focusing on the coaching related to integrated ELD instruction, progress monitoring, and specific support for our newcomer students and families.	CAASPP ELA Scores, ELPAC Scores, High School Writing Benchmark Assessment.
1.6	<p>Action: Multilingual Learner Supports</p> <p>Need: Based on data reviewed, as well as feedback gathered from engaging educational partners, including input from our ELAC and DELAC committees, certain ML students will need</p>	Continuing to train our para educator staff to grow their capacity to support ML students with the support they need across all school sites.	CAASPP ELA Scores, ELPAC Scores, High School Writing Benchmark Assessment.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>more targeted support in individual and small group settings.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.2	<p>Action: Develop robust ELACs & DELAC</p> <p>Need: Based on feedback gathered during our engagement with our education partners, in particular the families of our Multilingual Learner students, there is a need for more robust ELAC and DELAC committees to help empower parents to support their students academic success</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The development of more robust ELAC and DELAC committees will expand opportunities for families of MLL students to learn about our school system and feel empowered to participate in shared decision-making related to our systems and programs. It will also help them to feel more equipped to support their child's learning.	Meeting attendance logs, agendas, and minutes. Student attendance rates.

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.

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.

Our additional staffing at our schools with a high concentration of Unduplicated Pupils will focus on three key areas for supporting our students. To begin, this additional staff will support in providing additional, targeted, individual and small group instructional support for students who are identified through our data review processes. In addition, decreasing the student to staff ratios at these schools will help

with relationship building for our students, working to support a greater sense of belonging within classrooms and school programs. Finally, this funding helps to ensure that we can offer a more comprehensive selection of program options for our students, with art, physical education, and Spanish programs at our primary schools, and career technical education electives for our secondary programs.

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		10:1
Staff-to-student ratio of certificated staff providing direct services to students		9:1

2025-26 Total 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	4,844,567	959,992	19.816%	0.000%	19.816%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$14,392,895.00	\$2,836,242.00	\$1,001,963.00	\$107,186.00	\$18,338,286.00	\$14,627,151.00	\$3,711,135.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Tier 1 ELA Instruction	All	No			All Schools		\$7,808,336.00	\$133,939.00	\$5,760,947.00	\$1,305,251.00	\$876,077.00		\$7,942,275.00	
1	1.2	Tier 1 Math Instruction	All	No			All Schools									
1	1.3	Tier 2 Intervention	All	No			All Schools		\$231,596.00	\$0.00	\$231,596.00				\$231,596.00	
1	1.4	Special Education Program Review and Development	Students with Disabilities	No			All Schools		\$1,578,128.00	\$1,701,627.00	\$2,975,312.00	\$304,443.00			\$3,279,755.00	
1	1.5	Multilingual Learner Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$217,881.00	\$0.00	\$156,849.00	\$45,774.00	\$15,258.00		\$217,881.00	
1	1.6	Multilingual Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$610,774.00	\$0.00	\$261,101.00	\$152,697.00	\$94,876.00	\$102,100.00	\$610,774.00	
1	1.7	Develop relevant, curriculum embedded learning experiences at all grade levels	All	No			All Schools		\$70,371.00	\$0.00	\$70,371.00				\$70,371.00	
2	2.1	Develop robust School Site Councils	All	No			All Schools		\$70,371.00	\$0.00	\$70,371.00				\$70,371.00	
2	2.2	Develop robust ELACs & DELAC	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools		\$262,500.00	\$0.00	\$242,156.00	\$15,258.00		\$5,086.00	\$262,500.00	

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
					Group(s)											
2	2.3	Create a tiered system for Family Engagement	All	No			All Schools		\$318,880.00	\$0.00	\$318,880.00				\$318,880.00	
2	2.4	Develop a Student Board Representative Position	All	No			All Schools		\$15,070.00	\$0.00	\$15,070.00				\$15,070.00	
2	2.5	Adopt Empathy Interviews as a strategy to collect Student Voice	All	No			All Schools		\$15,070.00	\$0.00	\$15,070.00				\$15,070.00	
3	3.1	Implement a District Communication Plan	All	No			All Schools		\$278,083.00	\$28,860.00	\$306,943.00				\$306,943.00	
3	3.2	Support clean, healthy, and safe schools through on going maintenance and upgrades	All	No			All Schools		\$1,087,661.00	\$992,658.00	\$2,080,319.00				\$2,080,319.00	
3	3.3	Continue the development and implementation of the District Wellness Program	All	No			All Schools		\$0.00	\$12,540.00		\$12,540.00			\$12,540.00	
3	3.4	Continue the implementation of Community Schools	All	No			Specific Schools: Tomales Elementary, Bodega Bay School, West Marin School.		\$289,328.00	\$226,934.00		\$516,262.00			\$516,262.00	
3	3.5	Increase the number of meals that are scratch cooked with local ingredients within our School Nutrition Program	All	No			All Schools		\$38,447.00	\$298,431.00	\$336,878.00				\$336,878.00	
3	3.6	Continue to Develop Consistence Practices to Address Chronic Absenteeism	All	No			All Schools		\$355,738.00	\$0.00	\$355,738.00				\$355,738.00	
3	3.7	Home-to-school transportation	Low Income	Yes	LEA-wide	Low Income	All Schools		\$846,827.00	\$268,394.00	\$1,115,221.00				\$1,115,221.00	
3	3.8	Continuing to Develop High Quality Extended Learning Opportunities	All	No			All Schools		\$532,090.00	\$47,752.00	\$80,073.00	\$484,017.00	\$15,752.00		\$579,842.00	
4	4.1	Multiage Classroom Instructional Support	All	No			Specific Schools:									

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
							Bodega Bay School TK-5th grade									
4	4.2	Increase Home to School Connections	All	No			Specific Schools: Bodega Bay School PK-5th grade									

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
4,844,567	959,992	19.816%	0.000%	19.816%	\$1,775,327.00	0.000%	36.646 %	Total:	\$1,775,327.00
								LEA-wide Total:	\$1,115,221.00
								Limited Total:	\$660,106.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Multilingual Learner Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$156,849.00	
1	1.6	Multilingual Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$261,101.00	
2	2.2	Develop robust ELACs & DELAC	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$242,156.00	
3	3.7	Home-to-school transportation	Yes	LEA-wide	Low Income	All Schools	\$1,115,221.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$14,880,788.22	\$16,618,997.84

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	Tier 1 ELA Instruction	No	\$6,005,306.63	\$8,098,998.84
1	1.2	Tier 1 Math Instruction	No		
1	1.3	Tier 2 Intervention	No	\$213,142.21	\$255,002.00
1	1.4	Special Education Program Review and Development	No	\$2,448,642.06	\$2,957,662.00
1	1.5	Multilingual Learner Instruction	Yes	\$190,374.82	\$222,448.00
1	1.6	Multilingual Learner Supports	Yes	\$859,589.78	\$633,102.00
1	1.7	Develop relevant, curriculum embedded learning experiences at all grade levels	No	\$67,619.08	\$84,673.00
2	2.1	Develop robust School Site Councils	No	\$67,619.08	\$84,673.00
2	2.2	Develop robust ELACs & DELAC	Yes	\$150,471.82	\$210,278.00
2	2.3	Create a tiered system for Family Engagement	No	\$295,506.97	\$316,534.00
2	2.4	Develop a Student Board Representative Position	No	\$11,493.15	\$13,600.00

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)
2	2.5	Adopt Empathy Interviews as a strategy to collect Student Voice	No	\$11,493.15	\$13,600.00
3	3.1	Implement a District Communication Plan	No	\$282,864.47	\$322,486.00
3	3.2	Support clean, healthy, and safe schools through on going maintenance and upgrades	No	\$1,305,757.00	\$1,111,160.00
3	3.3	Continue the development and implementation of the District Wellness Program	No	\$16,730.00	\$12,540.00
3	3.4	Continue the implementation of Community Schools	No	\$438,947.00	\$284,892.00
3	3.5	Increase the number of meals that are scratch cooked with local ingredients within our School Nutrition Program	No	\$337,481.68	\$272,256.00
3	3.6	Continue to Develop Consistence Practices to Address Chronic Absenteeism	No	\$346,618.32	\$268,772.00
3	3.7	Home-to-school transportation	Yes	\$1,416,981.00	\$922,593.00
3	3.8	Continuing to Develop High Quality Extended Learning Opportunities	No	\$364,150.00	\$516,443.00
4	4.1	Multiage Classroom Instructional Support	No	\$35,000.00	\$2,835.00
4	4.2	Increase Home to School Connections	No	\$15,000.00	\$14,450.00

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)
995,437	\$1,838,607.36	\$1,832,062.00	\$6,545.36	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	1.5	Multilingual Learner Instruction	Yes	\$136,998.17	\$186,989.00		
1	1.6	Multilingual Learner Supports	Yes	\$477,949.64	\$512,202.00		
2	2.2	Develop robust ELACs & DELAC	Yes	\$106,739.55	\$210,278.00		
3	3.7	Home-to-school transportation	Yes	\$1,116,920.00	\$922,593.00		

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)
877,629	995,437	0	113.423%	\$1,832,062.00	0.000%	208.751%	\$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, Statutes 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 #
<ul style="list-style-type: none">• 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:

- 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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