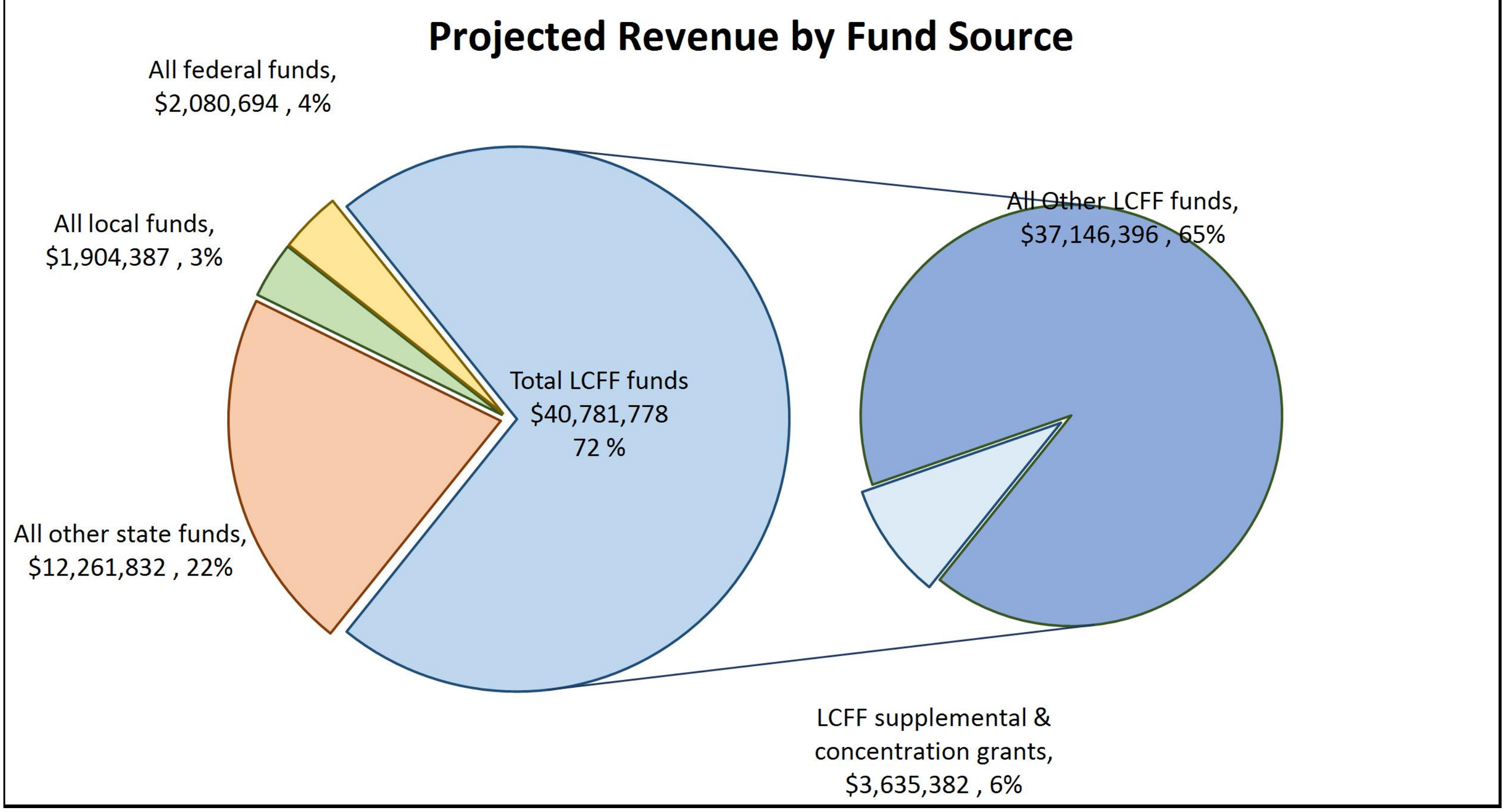
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cypress School District
CDS Code: 30-66480-0000000
School Year: 2026-27
LEA contact information:

Timothy McLellan, Ed.D.
Interim Superintendent
tmclellan@cypsd.org
(714) 220-6910

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 2026-27 School Year

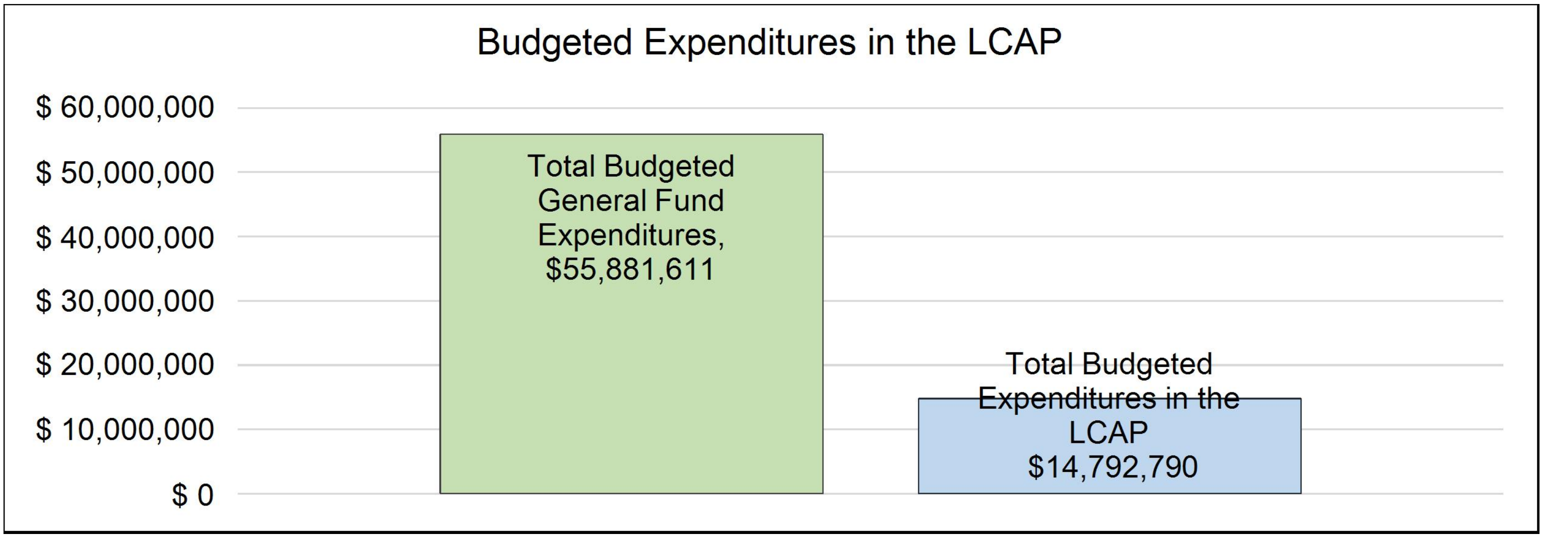


This chart shows the total general purpose revenue Cypress School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cypress School District is $57,028,691, of which $40,781,778 is Local Control Funding Formula (LCFF), $12,261,832 is other state funds, $1,904,387 is local funds, and $2,080,694 is federal funds. Of the $40,781,778 in LCFF Funds, $3,635,382 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 Cypress School District plans to spend for 2026-27. 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: Cypress School District plans to spend $55,881,611 for the 2026-27 school year. Of that amount, $14,792,790 is tied to actions/services in the LCAP and $41,088,821 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

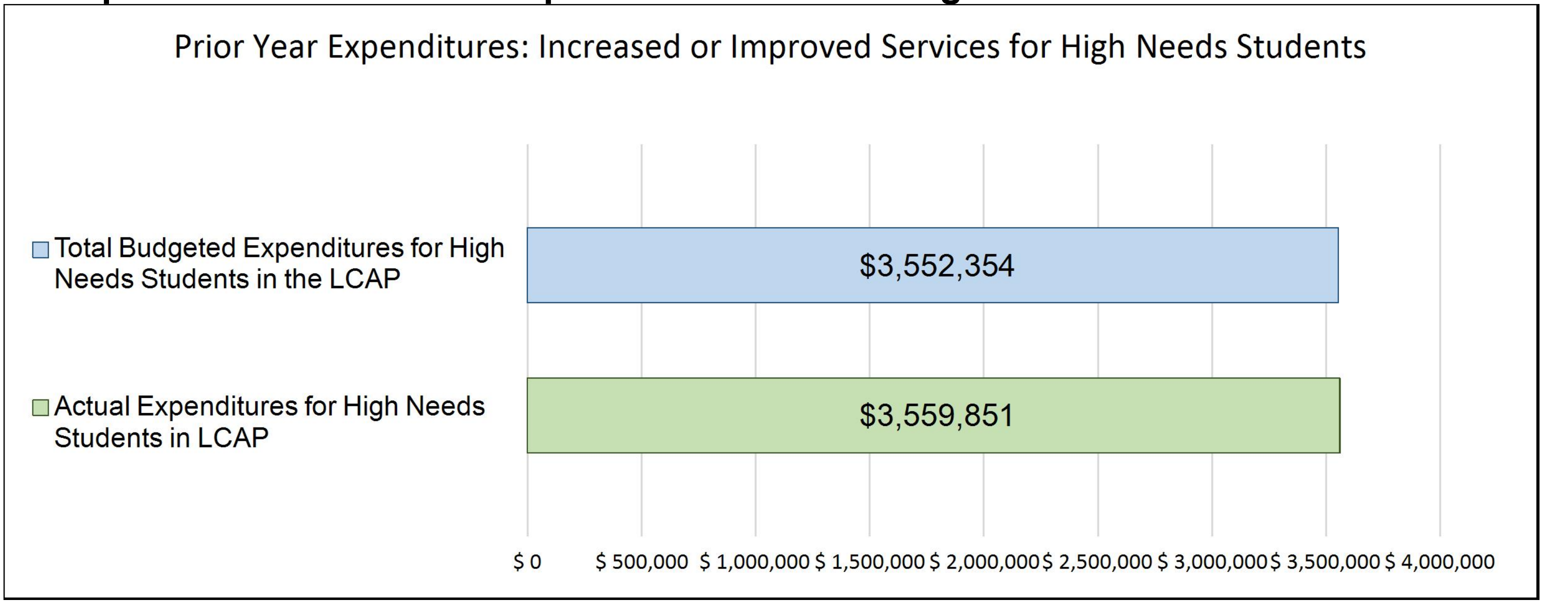
The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund salaries, utilities, operating costs, and associated costs. The LCAP covers a very small portion of the overall budget. To find more information about the base educational programs provided by the Cypress School District, district plans can be found on the district's website at www.cypsd.org under the Educational Services department. Additionally, you can find information about the district's budget on the Business Services department page.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Cypress School District is projecting it will receive $3,635,382 based on the enrollment of Foster Youth, English learner, and low-income students. Cypress School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cypress School District plans to spend $3,878,211 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 2025-26



This chart compares what Cypress 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 Cypress 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 2025-26, Cypress School District's LCAP budgeted $3,552,354 for planned actions to increase or improve services for high needs students. Cypress School District actually spent $3,559,851 for actions to increase or improve services for high needs students in 2025-26.

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
Cypress School District	Timothy McLellan, Ed.D. Interim Superintendent	tmclellan@cypsd.org (714) 220-6910

Plan Summary [2026-27]

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 Cypress School District, nestled within a suburban area of North Orange County, operates six elementary schools serving a dynamic and diverse student body. We are committed to the education and growth of approximately 3,167 student. The Cypress School District continues to experience declining enrollment. The 2025/26 school year saw a decrease of 133 students from the prior year. While our demographic includes a significant portion of underserved communities, there was a decrease in number of socioeconomically disadvantaged families, students identified as English learners, and a slight increase of student receiving special education services.
~Enrollment decreased to 3,167
~Percent of socioeconomically disadvantaged families decreased by 1% to 45.69%
~Percent of English learners decreased by 1% to 11.4%
~Percent of students with disabilities increased by 0.3% to 16%
~Percent of unduplicated students decreased by 1.5% to 49.83%

In alignment with the Cypress School District's mission, vision, and core values, we have collaboratively developed the Local Control and Accountability Plan (LCAP) alongside our dedicated staff, parents, and broader community members. This plan serves as a comprehensive guide aimed at delivering a high-quality, holistic curriculum designed to foster academic excellence. The LCAP emphasizes the importance of maintaining open, transparent communication channels and cultivating stimulating learning environments that cater to the needs of our students. Furthermore, our plan is intricately designed to synchronize with various other plans at the federal, state, and local levels, ensuring a cohesive approach to educational development and student success.

Reflections: Annual Performance

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

In developing the Local Control and Accountability Plan (LCAP), Cypress School District engaged in a comprehensive review of student performance data, educational partner feedback, and program effectiveness to evaluate progress toward the district's three primary goals: providing high-quality and rigorous educational experiences, strengthening family and community engagement, and maintaining safe, supportive, and inclusive learning environments for all students. This review process highlighted areas of success, emerging needs, and opportunities for continued growth as the district remains committed to continuous improvement and equitable outcomes for all students.

Cypress School District serves approximately 3,200 students in grades TK–6. The district's student population includes 45.69% socioeconomically disadvantaged students, 11.4% English learners, and less than 1% foster youth. Over the past five years, the district has experienced significant demographic and programmatic shifts that continue to influence instructional priorities, student supports, and resource allocation decisions.

While overall enrollment has declined by approximately 400 students since 2020, the needs of the student population have become increasingly complex. The percentage of students identified as socioeconomically disadvantaged increased significantly over the five-year period, reflecting broader economic challenges impacting families and reinforcing the importance of equitable access to academic, behavioral, and social-emotional supports. Although there has been a slight decline in the socioeconomically disadvantaged population for 2025–2026, data suggests the district's unduplicated pupil population may be beginning to stabilize.

During the same period, the district's English learner population has gradually declined by approximately 5%. This trend may reflect successful language acquisition and reclassification efforts, as well as changing community demographics. As the English learner population becomes smaller and more dispersed across school sites, the district remains committed to ensuring multilingual learners continue to receive targeted instructional support and equitable access to educational opportunities.

The district has also experienced substantial growth in the number of students receiving special education services, increasing from 8.9% in 2020–2021 to 16.7% in 2025–2026. This increase underscores the growing need for inclusive practices, specialized instructional supports, expanded intervention services, and ongoing professional learning to effectively meet the diverse academic, behavioral, communication, and social-emotional needs of students with disabilities.

Although the foster youth population remains small, the district recognizes the importance of maintaining systems of support that promote school connectedness, stability, and access to services for these students.

These demographic changes reflect broader social, economic, and educational trends and emphasize the need for a responsive educational system that continuously adapts to the evolving needs of students and families. As Cypress School District moves forward, the district remains focused on refining instructional practices, strengthening intervention systems, expanding inclusive opportunities, and strategically allocating resources to support student success.

The California School Dashboard continues to serve as an important tool for monitoring district and student group performance across multiple state indicators and guiding continuous improvement efforts aligned to district priorities.

On 2023 California dashboard the areas of need identified identified in the red performance indicator for the baseline for goal and actions for identified subgroups the district and site level as follows:
District Foster, Chronic Absenteeism and English Learner, English Language Progress
Arnold: Students with Disabilities in Chronic Absenteeism,
King: Students with Disabilities in ELA and Math, Students 2 or more races in Chronic Absenteeism

The following baseline data as reflected in the adopted three year plan for the 2024/25-2026-27 school years and inserted based on plan requirements :
Cypress Elementary, serving grades TK-6, has an enrollment of 3,300 students. The student population includes 44.7% low-income, 14.0% English learners, and less than 1% foster youth.
The 2023 California Dashboard report for Cypress Elementary provides a comprehensive overview of the district's performance across various indicators within California's Accountability System. English Learner Progress
The district has been scored green, and 57.5% of English learners are making progress, slightly declining by 0.9%. Academic Performance English Language Arts (ELA): The district has been scored green, 37.8 points above the standard, though there was a 5 point decline. An area of need is students with disabilities, with performance gaps at Arnold, King, Luther and Vessels Elementaries. It was noted that King had declined significantly and had the greatest performance gap.
Mathematics: The district has been scored green, 26.2 points above standard, essentially maintained with a minor 0.1 point decline.
Chronic Absenteeism
The district has been scored yellow, with 12.2% of students being chronically absent, showing a decline of 2.9%. Foster youth is an area of need, with an increase of 2.8% for the 18 students served in this data collection period. Additionally, students with disabilities at Arnold Elementary and students identified with two or more races saw an increase in their chronic absenteeism as indicated on the 2023 California Dashboard.
Suspension Rate
The district has achieved a blue rating with a 0.2% suspension rate, which has been maintained.

2025/26 Progress Monitoring from the baseline as indicated on the 2023 California Dashboard as areas of need, indicated as red
English Learner Progress
The district has been scored blue and increased by 16.7%, with 59.6% making progress We saw an increase of students who progressed on English Language Development Level in a year.

Academic Performance
English Language Arts (ELA): The district has been scored blue, 48 points above the standard, a 8.1 point increase. An area of need is students with disabilities (SWD) was indicated by the 2023 data, with performance gaps at Arnold, King, Luther, and Vessels Elementaries. It was noted that King and Vessels SED students continue to decline scoring red on the California Dashboard. ELA performance for SWD in 2025 at King declining 8.2 points and at Vessels by 29.9 points. Luther SWD population showed growth by improving 15 points and moving into yellow.

Mathematics: The district has been scored green, 31 points above standard, a 505 point increase over the 2024/25 school year. An area of need is students with disabilities at King, with performance continuing to be in red on the 2025 California Dashboard, declining 6 points.

Chronic Absenteeism
The district has continued to score yellow, with a slight improvement of .03% 8.1% essentially maintaining the 2024/25 progress. Foster youth was identified as an area of need in 2023. This subgroup saw an increase by of chronic absenteeism 5% for the 16 students served in this data collection period. This year, we saw an increase of 4.6% for the district's homeless population In addition to foster youth and student identified as homeless. At the school site King had no student population in red, seeing a strong improvement to students with disabilities moving from yellow to red. Students with disabilities at Arnold students chronic absenteeism slightly increased 1.5% moving to the orange band and students with two or more races chronically absent increasing by 5.5%. At King students chronic absenteeism declined by 14.1% moving into the green band.

Suspension Rate
The district has achieved a blue rating with a 0.1% suspension rate, which has been maintained.

Local Indicators
The district met standards across all local indicators, including the implementation of academic standards, parent and family engagement, access to a broad course of study, and conditions related to teachers, instructional materials, and facilities.

Goal 1: Comprehensive, Well-rounded, and Rigorous Educational Experiences
Our district takes pride in offering a robust and diversified educational program aligned with the California State Standards. The dedication of our Teachers on Special Assignment (TOSAs), Instructional Coaches, and the emphasis on professional development have significantly bolstered the quality of instruction and student achievement. Adopting state-approved curricula and integrating advanced educational technologies, including applications such as Renaissance Learning and Lexia, have greatly enhanced student learning experiences across grades.

We have successfully implemented programs emphasizing STEM, social-emotional learning (SEL), and small group instruction, ensuring a comprehensive education that addresses academic and social-emotional needs. The effectiveness of our Tier 1 and Tier 2 interventions and the provision of specialized programs for students with special needs demonstrate our district's commitment to inclusivity and high standards for all learners.

Goal 2: Parent/Guardian and Community Involvement
Our district values the partnership between schools, families, and the broader community in fostering an environment conducive to learning and student success. Through communication like school newsletters, Peachjar, and Seesaw, we have established efficient communication channels that ensure parents and guardians are well-informed and actively engaged in their children's education. Our diverse family engagement opportunities, including PTA events, food pantries, and literacy nights, showcase our commitment to building a strong, supportive community around our students.

The use of technology to facilitate parent communication and the proactive efforts of our school administration in keeping parents informed exemplify our approach to transparent and inclusive communication. These efforts strengthen the home-school connection and encourage a collaborative approach to education that values the input and participation of every family.

Goal 3: Engaging, Safe, and Secure Learning Environments
Ensuring the safety and well-being of our students is paramount. Implementing Positive Behavioral Interventions and Supports (PBIS) and comprehensive social-emotional learning (SEL) programs across the district has created a positive and nurturing school culture that supports students' emotional and behavioral needs. Our rigorous safety measures, including a closed campus policy, the Raptor system, and regular emergency preparedness drills, reflect our unwavering commitment to providing a secure learning environment.

Our district's focus on technology and professional development in safety protocols ensures that our staff is well-equipped to maintain a safe and responsive learning environment. The active supervision during recess and lunch times, coupled with effective emergency preparedness training, underscores our dedication to student safety and well-being. We are actively engaged in reducing screen time to purposeful learning targets to support a child's educational experience.

The Equity Report indicates varying performance levels across different student groups, with some areas showing more groups in the green and blue tiers, representing positive outcomes, and others indicating needs for improvement in areas like chronic absenteeism. As indicated on the CA Dashboard, English Learning proficiency was an area in 2024, progress has improved moving from the red band to the blue with a 16.7% increase.

The Learning Recovery Emergency Block Grant (LREBG) funds have been spent in support of district goals. As part of our LCAP, the Learning Recovery Emergency Block Grant funds were used to support Goal 1 and 3. All funds were not expensed and will continue to be reflected appropriate goals and actions.

Cypress School District’s LCAP directly addresses the needs of our lowest-performing student groups by aligning resources and strategies to support equity and improvement. With 46.5% of students identified as socioeconomically disadvantaged and a sharp increase in students with disabilities (from 8.9% to 15.7%), we have prioritized targeted interventions, inclusive practices, and access to well-trained staff. Data from the California Dashboard highlights areas of need, particularly for students with disabilities at King and Arnold and for English learners, whose proficiency has declined.

In the 2026/27 school year, the Learning Recovery Emergency Block Grant funds will be targeted to LCAP Goal 3.1 to address attendance and safe, engaging learning environments. Our prior investments, including Learning Recovery Emergency Block Grant funds, were aligned to LCAP Goals 1.1, 1.4, and 3.1 in 2025/26 to strengthen academic supports, improve attendance, and ensure safe, engaging learning environments. Notable improvements in chronic absenteeism but still continue to have student groups in the red band. We see that the effectiveness of focused efforts and are looking to offer an independent study option to support when school has been missed.. Programs such as Lexia, Renaissance Learning, and social-emotional supports enhance learning and student well-being.

This LCAP reflects our commitment to equity, continuous improvement, and ensuring all students—especially those most in need—receive the support necessary to succeed. This snapshot underscores the district's commitment to providing a supportive and effective educational environment, highlighted by strong academic engagement and a focus on creating a healthy, safe, and welcoming school climate.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

NA

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
Educational Partners Overview	The Local Control and Accountability Plan (LCAP) development process for the Cypress School District was collaborative, involving a wide range of educational partners to ensure a comprehensive and inclusive approach. Input and feedback were systematically solicited through structured committees, regular meetings, and surveys, facilitating a multi-dimensional perspective on the district’s priorities and strategies. The district made concerted efforts to include educational partners, families, and community members through school site leadership teams and LCAP surveys. Engagement and participation were facilitated through meetings scheduled across day and evening hours and comprehensive classroom visits, where students’ perceptions of the learning environment and safety were also considered. This inclusive and systematic engagement process underscored the district's commitment to creating a responsive and comprehensive LCAP, reflecting all educational partners' collective input and insights in the educational ecosystem. This included interpretation, translation, and accommodations for individuals and families. Below is a timeline overview of the LCAP preparation: October

Educational Partner(s)	Process for Engagement
	• The first Wednesday in October each year is California Basic Educational Data System (CBEDS) day, the annual data collection day for districts November • Uncertified district data becomes available for review November to December • LCAP surveys are opened for Educational Partners, Staff, and Students to complete January to February • Educational Services will analyze LCAP survey data • Gather educational partner small group input March to May • Educational Services uses all the information collected to create a draft LCAP April-June • Educational Services shares and reviews draft LCAP June • Hold a public hearing to solicit comments from members of the community • As needed, revise the draft LCAP • One week after the public hearing, the final draft is presented to the Board of Trustees for approval
District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC)	District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) provided valuable feedback, input, and consultation, ensuring that the needs of English learners and broader district priorities were addressed through regularly scheduled meetings.
Greater Anaheim Special Education Local Plan Area (SELPA)	An administrator of the Greater Anaheim Special Education Local Plan Area (SELPA) partnered with the district, enriching the LCAP with diverse insights and feedback from the special education

Educational Partner(s)	Process for Engagement
	community. Public input was provided through a meeting and consultation with the SELPA administrator.
Association of Cypress Teachers (ACT) and California School Employees Association, Chapter 325 (CSEA)	Association of Cypress Teachers (ACT) and California School Employees Association, Chapter 325 (CSEA) leadership engaged in monthly discussions with the Superintendent and Executive Director of Human Resources, offering suggestions and recommendations to continuously influence the LCAP's direction.
Certificated and Classified Staff	Certificated and classified staff contributed through various channels, including district and school committees, leadership teams, surveys, and informal meetings, ensuring that the insights from those directly involved in day-to-day educational activities were captured.
Specialized Groups	Specialized groups, such as Specialized Academic Instructors (SAIs), School Psychologists, and Speech and Language Pathologists (SLPs), focused on progress and program improvement for students with exceptional needs, leveraging data and assessments to inform discussions and strategies.
Administrators	Administrators, including principals, played a pivotal role by sharing district and school data, offering additional venues for input, and ensuring that the school-level perspective was integrated into the LCAP.
Families	Families and communities have various opportunities to share family and community perspectives through their school site leadership teams, parent meetings, and LCAP surveys.
Students	TK-grade 6 students have an opportunity to share their perspectives through the student LCAP survey. Students were asked questions regarding their perception of the learning environment and safety. Families with young children are also a voice for their children.
Community Groups & Civic Rights Organizations	As a district, we considered the perspective and insights of community members with a lens of civic right organizations to the extent possible, in identifying the unique need of the district with cultural and linguistic sensitivity when developing the plan.
Tribal Groups	No tribal groups are actively served within the LEA.

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

In developing our Local Control and Accountability Plan (LCAP), we have identified key areas for improvement across our primary goals, guided by valuable feedback from our school communities. We are committed to providing a safe, engaging, and nurturing environment for every student, fostering both their academic achievements and personal growth. We are committed to addressing these suggestions for improvement, underscoring our dedication to enhancing educational outcomes, community involvement, and the safety and well-being of our students.

Data reviewed included:

- State and district assessments
- Standards-based grades
- Formal and informal observations
- Interviews
- Educational partner input and surveys
- Attendance rates
- Suspensions and expulsions

Educational partners reviewed and discussed the district's effectiveness in implementing the identified actions and services aligned to each goal and associated metrics. Educational partners recognized the Cypress School District's long history of meeting and exceeding state performance averages.

While educational partners affirmed the value and effectiveness of the original actions and services, the district has experienced continued declining enrollment and corresponding reductions in state funding. As a result, the Board of Education approved approximately $3.5 million in districtwide budget reductions, requiring the elimination, reduction, or restructuring of select positions, staffing allocations, materials, and services across multiple departments. Although adjustments were necessary, the district remains committed to maintaining the core intent of each goal and prioritizing direct services and supports for students.

Goal 1: Comprehensive, Well-rounded, and Rigorous Educational Experiences
Due to fiscal constraints and declining enrollment, reductions were made to staffing, instructional support positions, professional development capacity, and supplemental materials/resources originally identified within Goal 1 actions and services. This included reductions in personnel and support structures connected to coaching, intervention support, and curriculum implementation. The district prioritized maintaining core instructional programs, targeted supports for unduplicated pupils, and essential academic interventions through existing staff and available resources. Efforts continue to focus on sustaining the district's Multi-Tiered System of Support (MTSS), standards-aligned instruction, and equitable access to instructional materials and supports for students most at risk of underperformance.

Goal 2: Parent/Guardian and Community Involvement
Budget reductions impacted some family engagement activities, outreach opportunities, translation supports, and supplemental community engagement services identified within Goal 2 actions and services. While staffing and resources supporting parent engagement were reduced, the district continues to prioritize meaningful communication with families through existing systems, school sites, advisory committees, digital communication platforms, and community partnerships. The district remains committed to maintaining accessible communication and opportunities for educational partner input within available fiscal resources.

Goal 3: Engaging, Safe, and Secure Learning Environments
Fiscal reductions resulted in adjustments to staffing and services supporting student well-being, intervention systems, training opportunities, and supplemental supports connected to Goal 3 actions and services. Despite these reductions, the district continues to prioritize student safety, social-emotional supports, attendance monitoring, PBIS implementation, and school-site intervention systems. Existing resources have been strategically aligned to maintain safe and supportive learning environments, with continued attention to the needs of foster youth, students with disabilities, English learners, and other student groups requiring additional support. LRBG funds will augment 3.1 for attendance and safe and engaging environments

The district will continue to monitor implementation of the revised actions and services, evaluate effectiveness, and make adjustments as fiscal conditions and student needs evolve.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to California State Standards.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal reflects a strategic effort to enhance educational quality and ensure all students are equipped with the necessary skills and knowledge to succeed.

1. Educational Quality and Standards Alignment: The district's adoption of a state-approved curriculum and integration of various educational technologies, such as the Freckle and other Renaissance applications, indicate a commitment to maintaining high standards and providing a rich learning environment.

2. Diverse Educational Needs: The district's dedication to implementing effective Tier 1 and Tier 2 interventions and specialized programs, including the needs of English learners and students with special needs, demonstrates its recognition of the diverse educational requirements of its student population.

3. Educational Partner Input: Teachers on Special Assignment (TOSAs) and professional development have been crucial in raising instructional quality. Continuous feedback from staff and other groups through surveys, committees, the DELAC, and the DAC has been integral in shaping a responsive educational framework. Principals have shared crucial data, which has provided further depth to understanding student performance and needs and directly influenced the strategic priorities set within the LCAP.

4. Student Performance Data: The California Dashboard data and local data show variability across different academic subjects, such as in English language arts, amongst differed student subgroups, underscoring the necessity for a well-rounded and rigorous approach to curriculum that can cater to the broad spectrum of student abilities and backgrounds.

5. Community and Educator Engagement: Extensive involvement from the community, including feedback from school site leadership teams and parents through LCAP surveys and classroom engagements, has highlighted the community’s perspective on educational priorities, further informing the development of Goal 1. Regular meetings between district leadership and employee associations, such as the

Association of Cypress Teachers (ACT) and the California School Employees Association (CSEA), have facilitated an ongoing dialogue about educational strategies and resource needs, reinforcing the importance of a well-rounded curriculum. Through these inputs and reflections on existing data, it is evident that Goal 1 was crafted to elevate educational standards, address the diverse needs of all student groups, and harness the insights and recommendations from a wide array of district educational partners. This goal embodies the district's proactive approach to fostering an educational environment that is not only rigorous and standards-aligned but also inclusive and responsive to the changing dynamics of its student population.

Data used for the LCAP baseline is from 2023.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers will be appropriately assigned and fully credentialed in the subject area and for the students they are teaching (Priority 1)	As reported in the California Statewide Assignment Accountability System (CalSAAS) in 2023 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching 100% of English learners are taught by teachers having the appropriate English learner authorization	As reported in the California Statewide Assignment Accountability System (CalSAAS) in 2024 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching 100% of English learners are taught by teachers having the appropriate English learner authorization	As reported in the California Statewide Assignment Accountability System (CalSAAS) in 2025 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching 100% of English learners are taught by teachers having the appropriate English learner authorization	100% of teachers will be appropriately assigned and fully credentialed in the subject area and for the students they are teaching 100% of English learners will be taught by teachers having the appropriate English learner authorization	The district has met this goal. Maintained at 100%.
1.2	Percent of students who will have access to the standards-aligned instructional materials	As measured by the Sufficiency of Instructional Materials	As measured by the Sufficiency of Instructional Materials and	As measured by the Sufficiency of Instructional Materials and	100% of the students in the school district will have sufficient	The district has met this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 1)	and quarterly William's reports in 2023 100% of the students in the school district have sufficient access to the standards-aligned instructional materials 100% of English learners have sufficient access to the standards-aligned instructional materials	quarterly William's reports in 2024 100% of the students in the school district have sufficient access to the standards-aligned instructional materials 100% of English learners have sufficient access to the standards-aligned instructional materials	quarterly William's reports in 2025 100% of the students in the school district have sufficient access to the standards-aligned instructional materials 100% of English learners have sufficient access to the standards-aligned instructional materials	access to the standards-aligned instructional materials 100% of English learners will have sufficient access to the standards-aligned instructional materials	Maintained at 100%.
1.3	Students, including English learners, receive instruction aligned to California State Standards (Priority 2)	As measured by local data (see metrics 1.9 and 1.10) and publish on the 2023 California Dashboard 100% of students, including English learners, receive instruction aligned to state standards	As measured by local data (see metrics 1.9 and 1.10) publish on the 2024 California Dashboard 100% of students, including English learners, receive instruction aligned to state standards	As measured by local data (see metrics 1.9 and 1.10) 2025 as published on the 2025 California Dashboard 100% of students, including English learners, receive instruction aligned to state standards	100% of students, including English learners, receive instruction aligned to state standards	The district has met this goal. Maintained at 100%. 100% of students, including English learners, receive instruction aligned to state standards
1.4	ELA (Priority 4)	As reported on the 2023 CA Dashboard the Cypress School District had was indicated in the green band with no	As reported on the 2024 CA Dashboard the Cypress School District was	As reported on the 2025 CA Dashboard the Cypress School District was	67% meet or exceed CAASPP ELA standard	The districtwide the district has partially met this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		subgroups in red. King Elementary's Students with Disability subgroup was indicated in the red performance band. 2022/23 district demographic CASPP performance data: data for CAASPP 65.54% met or exceeded the CAASPP ELA standard 51.98% SED met or exceeded the CAASPP standard 27.13% English Learners met or exceeded the CAASPP standard Less than 11 Foster Youth students, no data published 27.73% SWD districtwide met CAASPP ELA standard 25% SWD at King Elementary met or exceeded CAASPP ELA standard .	reported in the green band with no subgroups in red. King Elementary's Students with Disability subgroup was indicated in the red performance band. 2023/24 district demographic CASPP performance data: 67.76% met or exceeded the CAASPP ELA standard 57% SED met or exceeded the CAASPP standard 27.71% English Learners met or exceeded the CAASPP standard Less than 11 Foster Youth students, no data published 31.68% SWD districtwide met	reported in the green band with no subgroups in red. King Elementary's Students with Disability subgroup was indicated in the red performance band. 2024/2025 district demographic CASPP performance data: 68.65% meet or exceed CAASPP ELA standard 55.27 % SED met of exceeded the CAASPP standard 28.32% English Learners met of exceeded the CAASPP standard Less than 11 Foster Youth students, no data published 30.34% SWD districtwide met	53% SED will meet or exceeded the CAASPP standard 29% English Learners will meet or exceeded the CAASPP standard Less than 11 Foster Youth students, baseline not available to set growth target 27% SWD at King Elementary met or exceeded CAASPP ELA standard 30% SWD districtwide will met or exceeded CAASPP ELA standard 27% SWD at King will meet or exceed CAASPP ELA standard	Districtwide has met this goal King Elementary has not met this goal 2% increased in students who met or exceeded the CAASPP ELA standard districtwide- met goal 3.29% SED performance increased in students who met or exceeded the CAASPP ELA standard 8.89% English Learners performance increased in students who met or exceeded the CAASPP ELA standard Less than 11 Foster Youth students, data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CAASPP ELA standard 22.22% SWD at King met CAASPP ELA standard	CAASPP ELA standard 10.52% SWD at King met CAASPP ELA standard		2.61% SWE performance increased in students who met or exceeded the CAASPP ELA standard 14.48% SWD performance decreased in students who met or exceeded the CAASPP ELA standard at King Elementary
1.5	Math (Priority 4)	As reported on the 2023 CA Dashboard the Cypress School District had was indicated in the green band with no subgroups in red. 2022/23 district demographic CASPP performance data: data for CAASPP 63.08% met or exceeded the CAASPP math standard 51.98% SED met or exceeded the CAASPP math standard	As reported on the 2024 California Dashboard with no subgroups in red 2023/24 district demographic CASPP performance data: 62.2% met or exceeded the CAASPP math standard 51.77% SED met or exceeded the CAASPP math standard	As reported on the 2024 California Dashboard with no subgroups in red 2024/25 district demographic CASPP performance data: 64.28% meet or exceed CAASPP math standard 50.59 % SED met or exceeded the CAASPP standard 35.52% English Learners met or exceeded the	65% meet or exceed CAASPP math standard 54% SED will meet or exceeded the CAASPP standard 29% English Learners will meet or exceeded the CAASPP standard Less than 11 Foster Youth students, baseline not available to set growth target	The district has partially met this goal. 2% Districtwide students increased in students who met or exceeded the CAASPP ELA standard 1.39% SED performance decreased in students who met or exceeded the CAASPP ELA standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		27.13% English Learners met of exceeded the math CAASPP standard Less than 11 Foster Youth students, no data published	31.43 % English Learners met or exceeded the CAASPP math standard Less than 11 Foster Youth students, no data published	CAASPP math standard Less than 11 Foster Youth students, no data published		8.39% English Learners performance increased in students who met or exceeded the CAASPP ELA standard Less than 11 Foster Youth students, no data published
1.6	Percentage of English learners who made progress toward English proficiency (Priority 4)	57.5% of English learners are making progress toward English language proficiency according to California Dashboard data	42.8% of English learners are making progress toward English language proficiency according to California Dashboard data	59.6% of English learners are making progress toward English language proficiency according to California Dashboard data	58% of English learners will make progress toward English language proficiency	The district has met this goal. 2.1% English learners performance in making progress toward proficiency.
1.7	Reclassification rate (Priority 4)	As measured by local data and CALPADS 2023 report data, 21% of identified English learners were reclassified (100% of EL students eligible to reclassify)	As measured by local data and CALPADS 2024 report data,12.89% of identified English learners were reclassified (100% of EL students eligible to reclassify)	100% of EL eligible student will be reclassified per Education Code requirements. As measured by local data and 2025 CALPADS report data,18.63% of identified English learners were reclassified	100% of EL eligible student will be reclassified per Education Code requirements. Maintain 21% English learner reclassification rate	The district has not met all outcomes. 100% of EL eligible students were reclassified per Education Code requirements. 0% increase in English Learners who were reclassified.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	English learners will be enrolled in an EL instruction program (Priority7/8)	As measured by local data and CALPADS 2023 report data, 100% of English learners will be enrolled in an EL instruction program	As measured by local data and CALPADS 2024 report data, 100% of English learners will be enrolled in an EL instruction program	As measured by local data and CALPADS 2025 report data , 100% of English learners were enrolled in an EL instruction program	100% of English learners will be enrolled in an EL instruction program	The district has met this goal. Maintained at 100%.
1.9	Classroom Observations (Priority 1, 2, 4, 7, 8) Metric discontinued as of 2026/27	100% of classrooms where socioeconomically disadvantaged students, foster youth, and English learners are taught were visited to monitor the implementation of approved curriculum, district initiatives, and state standards	100% of classrooms where socioeconomically disadvantaged students, foster youth, and English learners are taught were visited to monitor the implementation of approved curriculum, district initiatives, and state standards	100% of classrooms where socioeconomically disadvantaged students, foster youth, and English learners are taught will be visited to monitor the implementation of approved curriculum, district initiatives, and state standards. Metric discontinued as of 2026/27.	100% of classrooms where socioeconomically disadvantaged students, foster youth, and English learners are taught will be visited to monitor the implementation of approved curriculum, district initiatives, and state standards	The district has met this goal. Maintained at 100%.
1.10	Formal and Informal Feedback (Priority 1, 2, 4, 7, 8)	2 Principal data chat meetings 3 Site intervention meetings 100% of staff had access to the TOSA ticket	2 Principal data chat meetings 3 Site intervention meetings 100% of staff had access to the TOSA ticket	2 Principal data chat meetings 3 Site intervention meetings 100% of staff had access to the TOSA ticket	Maintain 2 Principal data chat meetings 3 Site intervention meetings 100% of staff will have access to the TOSA ticket	The district has met this goal. Maintained at 100%. Maintained at 100%. Maintained at 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of district committees had a school site representative 100% of committees provided minutes for publication	100% of district committees had a school site representative 100% of committees provided minutes for publication	100% of district committees had a school site representative 100% of committees provided minutes for publication	100% of district committees will have a school site representative 100% of committees will provide minutes for publication	Maintained at 100%. Maintained at 100%.
1.11	Unduplicated students enrolled in tier interventions (eduCLIMBER)	New metric effective 2026/27.	N/A. New metric 2026/27.	N/A. New metric 2026/27.	Target will be set by October 2026.	N/A. New metric 2026/27.
1.12	STAR Benchmark Assessment data	New metric effective 2026/27.	N/A. New metric 2026/27.	N/A. New metric 2026/27.	Target will be set by October 2026.	N/A. New metric 2026/27.
1.13	DRDP Benchmark Assessment data	New metric effective 2026/27.	N/A. New metric 2026/27.	N/A. New metric 2026/27.	Target will be set by October 2026.	N/A. New metric 2026/27.

Goal Analysis [2025-26]

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.

There were no substantive differences in planned actions and actual implementation of these actions. Overall there were not significant challenges with implementing these actions

1.1 Multi-Tiered System of Support (MTSS)
The district continued implementation of a comprehensive Multi-Tiered System of Support (MTSS) framework to provide equitable access to rigorous, standards-aligned instruction and supports for all students. Through ongoing monitoring of instruction, data-driven decision-making, and targeted academic, behavioral, and social-emotional interventions, the district addressed the diverse needs of students, including English learners, foster youth, socioeconomically disadvantaged students, and students requiring additional support. As a result of these efforts, the district is on track to met all district academic metric targets, with 67% of students meeting or exceeding standards in English Language Arts and 64% meeting or exceeding standards in mathematics on the CAASPP. The continued implementation of MTSS strengthened instructional responsiveness, student engagement, and access to interventions, supporting improved student outcomes aligned to district goals and California State Standards.

1.2 & 1.6 Enhanced English Learner Support
Districtwide, 68.65% of students met or exceeded standards on the CAASPP ELA assessment, reflecting continued progress in English language arts achievement. English learners are performing in the Blue performance level on the California Dashboard, indicating strong progress toward English language proficiency. Currently, 59.6% of English learners are making progress toward proficiency, representing a 1.6% increase from the prior year. The district continues to prioritize targeted supports for English learners through designated and integrated English Language Development (ELD), aligned instructional practices, and tiered supports within the MTSS framework. Ongoing efforts focus on strengthening access to grade-level content, accelerating language development, and sustaining positive outcomes for English learners. By combining best practices in ELD with innovative tools and professional learning, we are fostering an inclusive and supportive learning environment where English learners thrive both linguistically and academically. Our district used data-driven practices to support student achievement and close learning gaps. We effectively monitored and assessed student progress through ongoing formal intervention processes, including scheduled Student Study Team (SST) meetings for at-risk students. These collaborative meetings allowed staff to review individual student needs, identify barriers to learning, and develop tailored support plans.

1.3 Monitoring & Assessing Student Progress
The district implements data-driven systems, including SST processes and multiple measures (formative, benchmark, and summative data), to monitor student progress and provide targeted interventions .Multiple data sources—including formative and summative assessments, benchmark data, and classroom performance—were used to track student progress and guide instructional decision-making. This comprehensive approach enabled educators to identify areas of need early and adjust instruction to better support student learning. Timely, targeted interventions were implemented as a result of these monitoring systems, ensuring that students received the support they needed when they needed it. These efforts have been instrumental in addressing achievement gaps and promoting academic success for all learners. The district met its ELA goal, with 68.65% of students meeting or exceeding CAASPP standards, an increase from 64.28% (+2%). The district did not meet its mathematics goal, with a 0.72% decline in students meeting or exceeding CAASPP standards from baseline. Outcomes for students with disabilities (SWD) were mixed. Districtwide, the percentage of students identified as “Not Met” decreased by 9.43%; however, at King Elementary, “Not Met” increased by 8.66%, with 63.16% not meeting ELA standards compared to 41.57% districtwide. The district will continue to use data-driven practices to refine supports and address identified areas of need.

1.4 Strengthened Instructional Support

The district maintained instructional support staff and continued implementation of the same actions and services to ensure equitable access to high-quality instruction for all students, including English learners, foster youth, low-income students, students with disabilities, and students requiring additional academic or social-emotional support. Non-classroom instructional staff continued to support curriculum implementation, instructional practices, technology integration, and district initiatives aligned to MTSS. Students, including those with IEPs, continued to receive access to tiered academic and social-emotional supports, while inclusive practices were supported through preschool and learning center models designed to promote early intervention and access. Professional learning opportunities remained focused on coaching, demonstration lessons, and individualized teacher support through TOSA ticket requests, strengthening instructional capacity and responsiveness to student needs.

1.5 Expanded Professional Development Opportunities

The district expanded professional learning opportunities for certificated and classified staff to strengthen instructional practice, student engagement, and equity-focused instruction.

Professional development was aligned to district priorities and included training on mathematics instruction and discourse, small group instruction, writing (Write from the Beginning and Beyond), STEM, and Thinking Maps. Additional training supported social-emotional learning (SEL), including Conscious Discipline and contractor-led sessions. Professional development incorporated culturally Targeted professional learning was provided to support English learners, foster youth, socioeconomically disadvantaged students, and students with disabilities, with an emphasis on differentiated instruction, culturally responsive practices, and inclusive learning environments. Specialized trainings were also provided for TK teachers (play-based instruction), new teachers, and special education staff, including IEP development, behavior supports (CPI), assessment processes, and compliance updates. Ongoing coaching and job-embedded support were provided through Instructional Learning Coaches (ILCs), TOSAs, site administrators, and external partners (e.g., OCDE, SELPA). Teachers also engaged in self-selected professional learning to address individual instructional needs.

1.7 Intensive Supports
The district ensures access to a continuum of services and tiered supports for students with exceptional needs, aligned to principles of inclusion, individualized support, and compliance with IDEA requirements, including FAPE and least restrictive environment (LRE). Systems and processes for Tier 3 behavioral supports were reviewed and refined, including collaboration with site administrators, special education teams, and SELPA partners. Updates included clarified referral processes, alignment of district protocols, and implementation of an equitable rotation of behavioral support services across school sites. The district maintained service delivery options, including collaborative preschool, Learning Center (Preschool–Grade 6), and special day class programs, to meet diverse student needs and ensure alignment with IEP goals. Data indicates continued performance gaps for students with disabilities in ELA and mathematics. Targeted supports are being prioritized, including focused implementation at King Elementary to address identified ELA needs.

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.

Material differences between budgeted and estimated actual expenditures were primarily associated with Goal 1.4, where less was spent than anticipated due to fewer staff being assigned to implement this goal than what was anticipated at the time of LCAP adoption. Additionally, there were material differences in Goal 1.7, where expenditures were higher than planned due to the need to provide increased supports for students with disabilities above what was known at the time of LCAP adoption.

All other actions and services were implemented substantially as planned, with no significant material differences between budgeted and estimated actual expenditures. These adjustments did not significantly impact the district’s ability to implement planned actions and services or provide increased or improved services for unduplicated pupils, including English learners, foster youth, and low-income students.

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

The actions implemented under Goal 1 have continued to demonstrate overall effectiveness in expanding access to standards-aligned instruction, strengthening instructional practices, and improving outcomes in English Language Arts (ELA). Districtwide ELA performance increased, with 68.65% of students meeting or exceeding standards (+2%). English learners also demonstrated continued progress, performing at the Blue level on the California Dashboard, with 59.6% making progress toward English language proficiency (+1.6%).

Key strategies, including the implementation of Multi-Tiered System of Support (MTSS), expanded professional learning, and enhanced instructional supports, contributed to greater consistency in instruction, more effective use of data to guide decision-making, and increasingly targeted interventions for student groups such as English learners, foster youth, and socioeconomically disadvantaged students. Ongoing monitoring systems, including SST processes and the use of multiple data measures, supported earlier identification of student needs and more timely interventions.

At the same time, results indicate areas requiring continued focus. Mathematics outcomes declined slightly, with a 0.72% decrease in students meeting or exceeding standards. Additionally, while there have been improvements for students with disabilities, performance gaps persist, particularly at specific sites, highlighting the need for more targeted, site-based supports.

Professional learning and instructional support efforts have strengthened staff capacity; however, ensuring consistent implementation across all classrooms remains a priority. Overall, these actions have led to measurable progress in ELA and English learner outcomes, while reinforcing the need to strengthen mathematics instruction and intensify supports for students with disabilities and identified student groups.

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

Metrics and actions have been revise as follows:

For clarity baseline data year was indicated CAASPP data for ELA and math were updated to include unduplicated count student performance with expected outcomes
Metric 1.9 discontinued effective 2026/27 due to inability to disaggregate the data.
Metrics 1.11, 1.12, and 1.13 were added in 2026/27 to produce disaggregated data.

Due to ongoing budgetary constraints as a result, several actions have been updated, reduced, or eliminated, while maintaining a focus on core instructional priorities.

Action 1.1 the budgeted amount will be reduced

Actions 1.2 and 1.6, which funded ELD aide positions and ELD professional development, will be reduced reflect the staffing change; however, integrated and designated English Language Development will continue to be delivered by classroom teachers through differentiated instruction and targeted supports and supplemental resources will be funded by Title III. Professional development is now addressed in 1.5 as well as 1.6 with support provided by the Coordinator, Instructional Services in action 1.4

Action 1.3 reflects a reduction in personnel funding for the Intervention Teachers and support staff return to classroom role or reduction in force. The associated programs will be maintained through site-based implementation and strategic use of existing staff.

Action 1.4 reflects a reduction in personnel funding for the Instructional Learning Coaches and STEM TOSAs and instructional support staff return to classroom roles or reduction in force. The Coordinator, Instructional Services to provide coaching, support for district initiatives including by not limited to the support of district implementation of MTSS supports for the districts identified supplemental curriculum and web based applications including Heggerty, Thinking Maps, Write from the Beginning Clever, Renaissance Learning and Seesaw.

Action 1.5 will be updated to increase investment in professional development to fund 3 teacher release days, ensuring staff capacity to meet diverse student needs remains strong. The coordinator will Coordinator, Instructional Services will oversee implementation of professional develop for certificated and classified staff to address the needs of student groups, SED, EL and Foster Youth

Actions to be added:
1.8 Full-Day TK/Kindergarten, provide additional instructional minutes beyond the required half day program
1.9 K–3 Class Size Reduction-supplement the class size reduction fund with supplemental LCFF to maintain the 1:24 ratio
1.10 School Libraries- provide access to books by funding library clerks

Action descriptions for 1.1 through 1.7 were edited for clarity.

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	Multi-Tiered System of Support	Provide a rigorous, high-quality, standards-based instructional program in English language arts, including English language development, mathematics, science, history/social science, visual and performing arts, and physical education aligned to the adopted California state standards. As part of a comprehensive multi-tiered system of support, whole group and targeted instruction for socioeconomically disadvantaged students, foster youth, and English learners will be provided through tiered support to address learning gaps. Supplemental resources and materials will be utilized to meet the learning needs of our diverse learning population, including print and electronic resources. While this serves students districtwide, we expect the impact on academic measures of socioeconomically disadvantaged students, foster youth, and English learners to increase significantly more than the average of all other students.	$382,024.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	English Learner Instructional Support	The instructional program for English learner (EL) students will be designed and implemented to ensure they meet English language development (ELD) standards for their respective grade levels. This action is principally directed toward English learners to provide targeted and designated ELD based on the language needs. This action will also focus on the specific needs of long-term English learners. The district will provide small-group instruction and targeted interventions.	$10,000.00	Yes
1.3	Monitoring & Assessing Student Progress	Monitor and assess the progress of English learner, foster youth, and socioeconomically disadvantaged students' growth toward expected outcomes.	$36,000.00	Yes
1.4	Instructional Support	Provide school sites with highly qualified staff who will assist in implementing and monitoring district initiatives, curriculum development, and the integration of technology into the classroom, with a focus on unduplicated pupils. Providing our schools with highly qualified staff support ensures that our educational initiatives are implemented effectively, are inclusive, and are adaptable to the needs of our English learners, foster youth, and economically disadvantaged students, who face the greatest challenges.	$135,000.00	Yes
1.5	Professional Development	All certificated and classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and support staff will be trained to implement adopted programs and strategies to provide a comprehensive, well-rounded, and rigorous educational experience. Professional development will be of sufficient intensity and duration to positively impact teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Enhancing educational quality through professional development and collaboration among all certificated and classified staff will directly impact unduplicated pupils (those who are English learners, socioeconomically disadvantaged, or foster youth).	$542,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	English Learner Supports	Increase instructional capacity of teachers to address the needs of English learners with a particular emphasis on the needs of long-term English learners. The district will implement a professional development program that uses a research-based model that teaches educators how to integrate language acquisition with academic content.	$27,500.00	Yes
1.7	Intensive Supports	Provide equitable access for students with exceptional needs to the full array of services and tiered supports based on need and the student's individual educational plan (IEP).	$10,478,938.00	No
1.8	Full Day Transitional Kindergarten and Kindergarten	Provide a full day program for children enrolled in Transitional Kindergarten and Kindergarten. Since early learning experience plays a critical role in addressing disparities in achievement among students, full-day transitional kindergarten and kindergarten provide increased instructional time, opportunities for early identification of learning needs, and access to integrated supports including English Language Development. These programs are particularly impactful to English learners, foster youth and low income students, who benefit from structured environments that build foundational skills, support language acquisition, and promote consistent engagement.	$1,117,167.00	Yes
1.9	Class Size Reduction	Provide a a student-to-teacher ratio of 24:1 in grades K-3. While the district has made progress in its academic achievement, gaps still exist in English Language Arts and mathematics for unduplicated pupils, including English learners, foster youth, and low-income students. Since early elementary grades are critical for building foundational literacy, numeracy, and language skills. Reduced class sizes provide increased access to targeted instruction, more frequent student-teacher interaction, and stronger progress monitoring. This is especially important for English learners, who benefit from increased opportunities for language development, and for foster youth and low-income students, who may benefit from consistent adult support and structured learning environments.	$1,010,481.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	School Libraries	Provide access to a school library with staffed personnel. Staff school libraries provide students with access to books and literacy materials that support reading development, language acquisition, and student engagement in learning. Access to a wide variety of reading materials is especially important for English learners, foster youth, and low-income students who may have limited access to books outside of school.	$180,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a wide variety of parent/guardian and community involvement opportunities with open and transparent communication to assure accurate, timely information.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Local Control and Accountability Plan (LCAP) for the Cypress School District aims to provide a wide variety of parent/guardian and community involvement opportunities, coupled with open and transparent communication, as a fundamental strategy to enhance educational outcomes and community trust. This goal is critical for several reasons.

Building Community Trust and Engagement

- Enhanced Engagement: Actively engaging parents and the community in the educational process is key to creating a supportive environment for students. When parents/guardians are involved, they can better support their children's learning and development at home, complementing the school's efforts.
- Informed Community: Open and transparent communication ensures that all educational partners can access accurate and timely information about school policies, programs, and their child's progress. This helps build trust and allows parents/guardians and community members to make informed decisions and provide meaningful feedback.

Strengthening Educational Outcomes

- Collaborative Support: Research consistently shows that when parents/guardians are involved in their child's education, students are likely to perform better academically and socially. The school can leverage this collaborative effort to boost student achievement by opening more avenues for involvement.
- Diverse Perspectives: Involving a broad spectrum of the community, including families from diverse backgrounds, enriches the educational environment by bringing in various perspectives and resources that can enhance learning and cultural competence across the student body.

Aligning with Educational Standards and Accountability

- Accountability to Educational Partners: Open communication channels are essential for accountability. They allow the school district to report back to the community about how well it is meeting educational goals and using public resources.
- Alignment with State Priorities: The LCAP is designed to align with state educational priorities, including key components of parent/guardian and community involvement. This alignment fulfills regulatory requirements and promotes a holistic approach to education that includes all educational partners.

Promoting Long-term Sustainability

- Sustainable Support Networks: Building strong relationships with parents/guardians and the community creates an ongoing support network to sustain and enhance educational initiatives.
- Feedback Mechanisms: Continuous feedback from parents/guardians and the community helps the district refine and improve its educational strategies and responses to student needs, ensuring that the education provided remains relevant and effective.

This goal addresses the critical need for parent/guardian and community involvement in the educational process. The Cypress School District aims to enhance educational outcomes, ensure accountability, and build a supportive and engaging community by fostering an inclusive atmosphere of collaboration and open communication. This comprehensive approach is essential to nurturing a thriving educational environment where every student has the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Participation in decision-making district and school advisory committees (Priority 3)	Baseline 2022/23 100% of schools had an identified parent representative for District English Learner Advisory and District Advisory Committees (DELAC/DAC), verified by meeting minutes	100% of schools had an identified parent representative for District English Learner Advisory and District Advisory Committees (DELAC/DAC), verified by meeting minutes	100% of schools will have identified parent representatives for District English Learner Advisory and District Advisory Committees (DELAC/DAC), verified by meeting minutes.	100% of schools will have identified parent representatives for District English Learner Advisory and District Advisory Committees (DELAC/DAC), verified by meeting minutes	The district has met this goal. Maintained at 100%.
2.2	Communication (Priority 3)	Baseline 2022/23 Provided one-way and two-way communication options for families 9 Monthly district newsletters 12 Monthly board meeting highlights	Provided one-way and two-way communication options for families 9 Monthly district newsletters 12 Monthly board meeting highlights	Provided one-way and two-way communication options for families 9 Monthly district newsletters 12 Monthly board meeting highlights	Provide one-way and two-way communication options for families 9 Monthly district newsletters 12 Monthly board meeting highlights	The district has met this goal. Maintained: 9 Monthly district newsletters. 12 Monthly board meeting highlights.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 Parent/teacher conference opportunities 3 Communication Channels (Seesaw, Google Classroom, SchoolMessenger) 1 LCAP Survey 78.9% of educational partners feel there are a variety of opportunities to provide input 84.5% of educational partners feel the district is effective in its communication Disaggregated data regarding opportunities to provide input and effective communication are to be determined in the 2024/25 school year for English learners, foster youth, and socioeconomically disadvantaged student groups	2 Parent/teacher conference opportunities 3 Communication Channels (Seesaw, Google Classroom, SchoolMessenger) 1 LCAP Survey 83.3% of educational partners feel there are a variety of opportunities to provide input 86.5% of educational partners feel the district is effective in its communication Disaggregated data regarding opportunities to provide input and effective communication are to be determined in the 2024/25 school year for English learners, foster youth, and	2 Parent/teacher conference opportunities 3 Communication Channels (Seesaw, Google Classroom, SchoolMessenger) 1 LCAP Survey 78% of educational partners feel there are a variety of opportunities to provide input 77% of educational partners feel the district is effective in its communication Target outcomes regarding opportunities to provide input and effective communication for English learner, foster youth, and socioeconomically disadvantaged student groups are to be determined	2 Parent/teacher conference opportunities 3 Communication Channels 1 LCAP Survey 80% of educational partners feel there are a variety of opportunities to provide input 85% of educational partners feel the district is effective in its communication Target outcomes regarding opportunities to provide input and effective communication for English learner, foster youth, and socioeconomically disadvantaged student groups are to be determined in the 2024/25 school year New Outcome	2 Parent/teacher conference. opportunities 3 Communication Channels (Seesaw, Google Classroom, SchoolMessenger). 1 LCAP Survey. .9% decrease of educational partners that feel there are a variety of opportunities to provide input. .5% increase of educational partners who feel the district is effective in its communication. Year 2 removed Target outcomes based on clarification by CDE. As an elementary only district, student do not have access to email for targeted demographic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			socioeconomically disadvantaged student groups New Metric for Baseline 100% of families with students in the unduplicated count were offered the LCAP survey. 100% of the DELAC parent representatives rate communication as effective. 100% of the DAC parent representatives rate communication as effective. 100% of the participants in the foster family focus group rate communication was effective.	in the 2024/25 school year 100% of families with students in the unduplicated count were offered the LCAP survey. 100% of the DELAC parent representatives rated communication as effective. 100% of the DAC parent representatives rated communication as effective. 100% of the participants in the foster family focus group rated communication was effective.	Maintain: 100% of families with students in the unduplicated count will be offered the LCAP survey. 100% of the DELAC parent representatives rate communication as effective. 100% of the DAC parent representatives rate communication as effective. 100% of the participants in the foster family focus group rate communication was effective.	survey establish new baseline. New Baseline data growth Maintained 100% of families with students in the unduplicated count were offered the LCAP survey. 100% of the DELAC parent representatives rated communication as effective. 100% of the DAC parent representatives rated communication as effective. 100% of the participants in the foster family focus group rated communication was effective.
2.3	Community connection (Priority 3)	Provided 4 annual community connection events (Back-to-school	Provided 5 annual community connection events	Provide 5 annual community	Provide 5 annual community	The district has met this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		night, open house, music performances, Every Student Succeeding awards)	(Back-to-school night, open house, music performances, Every Student Succeeding awards)	connection events for families	connection events for families	Increased to by one annual community events.
2.4	Community Group Collaboration (Priority 3)	100% of Cypress School District educational leaders will collaborate with local, state, and federal groups, as reported to the Executive Director, Educational Services	100% of Cypress School District educational leaders collaborated with local, state, and federal groups, as reported to the Executive Director, Educational Services	100% of Cypress school district educational leaders, cabinet members and site principals, collaborated with local, state, and federal groups, including local law enforcement city council, neighboring school districts, SELPA, OCDE, CDE, as reported to the Executive Director, Educational Services. These groups are based on annual need and are established by the outside entity.	100% Cypress school district educational leaders, cabinet members and site principals, collaborated with local, state, and federal groups, including local law enforcement city council, OCDE, CDE, as reported to the Executive Director, Educational Services. These groups are based on annual need and are established by the outside entity.	The district has met this goal. 2025/26 100% (13 out of 13) administrators collaborated with local, state, and federal groups, including local law enforcement city council, local school districts, SELPA, OCDE, CDE, by 13/13 district educational leaders as reported to the Executive Director, Educational Services.

Goal Analysis [2025-26]

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

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

The district implemented the actions aligned to Goal 2 with fidelity, maintaining consistency between planned strategies and actual practice, and without significant challenges. Implementation focused on ensuring meaningful family engagement, clear communication, and strong community partnerships to support student success.

Advisory structures, including SSC, ELAC, DELAC, DAC, and CAC, were implemented as designed, with regular meetings and active participation from families. These committees provided ongoing opportunities for input and feedback, ensuring that the perspectives of English learners, foster youth, and socioeconomically disadvantaged families informed district and site-level decision-making.

The district implemented a comprehensive, multi-modal communication system to ensure families received timely and accessible information. Communication platforms such as email, phone, text messaging, social media, websites, and the parent portal were used consistently across sites. Schools and district staff also facilitated two-way communication through conferences, meetings, and direct outreach, strengthening engagement and responsiveness to family needs.

Family engagement and community connection actions were implemented through targeted workshops and events aligned to key transition points, including TK/Kindergarten orientation, 6th grade transition, and school safety meetings. Translation, interpretation, and accessibility supports were provided to ensure all families could participate fully.

Additionally, the district actively collaborated with community partners to expand resources and services available to students and families. These coordinated efforts ensured alignment between school and community supports, reinforcing a comprehensive system to meet the needs of all students, particularly unduplicated pupils.

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.

There were no substantive differences in planned actions and actual implementation of these actions

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

The actions implemented under Goal 2 were effective in increasing family engagement, strengthening communication systems, and expanding community partnerships. Advisory structures (SSC, ELAC, DELAC, DAC, and CAC) provided consistent opportunities for meaningful input, ensuring representation of unduplicated pupil groups in decision-making processes. Multi-modal communication strategies improved timely access to information and supported two-way engagement between families and schools.

Targeted outreach efforts, family workshops, and transition meetings increased participation and access to information, with translation, interpretation, and accessibility supports reducing barriers for diverse families. Collaboration with community organizations further expanded resources and support systems aligned to student and family needs.

While overall implementation was effective, continued focus is needed to ensure consistent engagement across all sites and maximize participation among underrepresented groups. The district will continue refining outreach and engagement strategies to strengthen participation and ensure sustained impact.

Overall, these actions resulted in increased access, improved communication, and stronger partnerships, supporting equitable family engagement aligned to LCAP goals.

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

Metrics and actions have been revise as follows:

Metric 2.3- updated to reflect the new baseline data progress due to the removal of the subgroup data requirement as clarified by the CDE.
Metric 2.4- added clarifying language and numeric value to identify entities Cypress School District collaborates. It is important to note that these meeting are typically established by the outside entity in which an administrator is identified.

Action descriptions for 2.1 through 2.4 were edited for clarity.

Due to a continued decline in enrollment of students whose primary language is Korean, the district will eliminate the Korean translator position beginning in the 2026–27 school year. To ensure ongoing access and equitable communication for all families, the associated funds will be reallocated to provide interpretation and translation services based on identified family needs across the district.

This adjustment allows the district to more effectively align resources with current demographics while maintaining compliance and responsiveness to language access requirements. Families will continue to receive timely and meaningful communication through flexible, needs-based language support services.

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	Advisory Opportunities & Input	Families will participate in decision-making regarding school and district priorities.	$26,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Advisory Committees: • School Site Councils (SSC) • English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC • District English Learner Advisory Committee (DELAC) • District Advisory Committee (DAC) • Community Advisory Committee (Special Education) • Other, as appropriate Families of English learners, foster youth, and socioeconomically disadvantaged students participate in the committees above. Providing parents with decision making opportunities to actively inform and guide in their students' educational programs is a crucial strategy for the Cypress School District, aimed at enhancing parental involvement, especially for at-risk student groups like foster youth, socioeconomically disadvantaged families, and English learners. This also benefits families of students with disabilities.		
2.2	Communication	Provide timely communication, especially to families regarding their child's educational program through various means, such as emails, phone calls, and text messages. Maintain district/school websites and social media to push out district/school information to families and the school community. Utilize the parent portal for annual re-enrollment and at-a-glance student information. Provide a variety of means for two-way communication between staff, families, and the district, such as conferences, meetings, emails, and phone calls. Providing parents with multimodalities of communication enhances parental involvement, especially for at-risk student groups like Special Education students, foster youth, socioeconomically disadvantaged families, and English learners. Robust communication through varied means provides opportunities to employ one and two way communication which is a crucial strategy for the Cypress School District, aimed at enhancing parental involvement, especially for at-risk student groups like	$48,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth, socioeconomically disadvantaged families, and English learners. This also benefits students with diisabilities.		
2.3	Community Connection	Provide families, with a focus on foster youth, socioeconomically disadvantaged families, and English learners, with the resources and access to be active participants in their child's educational programs through a variety of involvement opportunities. The district and schools will provide targeted outreach to parents/guardians of students in at-risk subgroups to ensure parent participation is representative of the district and school demographics, including families of foster youth, socioeconomically disadvantaged students, and English learner students. All sites make accommodations, as appropriate, for parents or guardians with disabilities. Translation and/or interpretation will be provided as appropriate. Providing parents with resources and access to actively participate in their students' educational programs is a crucial strategy for the Cypress School District, aimed at enhancing parental involvement, especially for at-risk student groups like foster youth, socioeconomically disadvantaged families, and English learners. This also benefits students with disabilities. To support community connection, staff will participate in community organizations and articulation opportunities to build relationships and share the district's mission and vision.	$20,000.00	Yes
2.4	Community Group Collaboration	Cypress school district educational leaders will collaborate with local, state, and federal groups. While the resources obtained as a result of these partnerships may benefit our student population as a whole, this action is principally directed toward our unduplicated pupils - English learner, foster youth, and socioeconomically disadvantaged students. Staff participating and collaborating with local, state and federal groups allows for family perspective to be shared as well as enabling staff to identify resources and supports aimed at enhancing parental involvement in the school and broader community, with a lens for at-risk student groups like foster youth, socioeconomically disadvantaged families, and English learners. Additionally, these efforts will benefit students with disabilities.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide an engaging, safe, and secure learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal to provide an engaging, safe, and secure learning environment for all students is a fundamental component of the Cypress School District's commitment to fostering optimal learning conditions. As part of the district's Local Control and Accountability Plan (LCAP), this goal addresses several critical aspects of educational success—engagement, safety, and security—essential for creating a conducive learning atmosphere where all students can thrive.

Enhancing Student Engagement

- Enhanced Learning Outcomes: An engaging learning environment captivates students' interests and motivates them to participate actively in their education. This engagement is crucial for deep learning and long-term academic success.
- Diverse Instructional Strategies: By focusing on engagement, the district commits to using varied and innovative instructional methods that cater to its student population's diverse learning styles and needs, ensuring that each student can engage with the curriculum meaningfully.

Ensuring Safety

- Physical Safety: A safe environment that is free from physical threats is foundational for students to feel secure and focus on their studies without fear. Safety measures, including effective school policies and emergency preparedness plans, are vital for protecting students and staff.
- Emotional Safety: Emotional and psychological safety are just as important. They ensure that students feel supported and valued within the school community. This aspect of safety helps build a nurturing environment conducive to learning and personal growth.

Providing Security

- Secure Facilities: Physical security measures, such as secured campuses and surveillance systems, prevent unauthorized access and help maintain a controlled and monitored educational setting.
- Crisis Management: Preparing for and effectively managing potential crises through drills and safety protocols ensures that the school community is equipped to handle unexpected situations, further bolstering the security of the learning environment.

Broad Impact

- Inclusivity and Equity: Ensuring that the learning environment is engaging, safe, and secure for all students, especially those from vulnerable groups or with special needs, promotes equity in education. Every student, regardless of background or ability, deserves to learn in an environment that is physically safe, intellectually stimulating, and emotionally supportive.
- Community Confidence: A strong commitment to providing a safe and engaging learning environment also builds trust and confidence among parents and the community in the school's ability to care for and educate their children effectively.

Providing an engaging, safe, and secure learning environment is crucial for students' holistic development. It supports their academic achievements and emotional and physical well-being, creating a foundation for a positive school experience. By prioritizing this goal, the Cypress School District ensures that all students have the supportive, secure, and stimulating environment they need to succeed. This commitment reflects the district's overarching mission to deliver high-quality education and foster a safe and inclusive community where every student is valued and has the opportunity to excel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District attendance average (Priority 5)	Baseline 2023 95% attendance average	95.85% attendance average based on 2024/2025 year end data	TBD upon CALPADS certification in July 2026	96% attendance average	TBD upon CALPADS certification in July 2026
3.2	Chronic absenteeism rates (Priority 5)	Baseline Chronic Absenteeism a indicated on the 2023 California Dashboard Foster Youth was indicated in the red performance band at the district level, two or more races at King Elementary and students with disabilities at Arnold Elementary 12.2% districtwide 15.8% SED	2024 California Dashboard 8.1% districtwide 12.3% SED 8.7% English Learners 20% foster youth districtwide 8.1% two or more races at King	2025 CA Dashboard 7.8% districtwide 10.9% SED 7.5% English Learners 25% foster youth districtwide 5.6 % two or more races at King Elementary	Decrease chronic absenteeism rates to: 11% districtwide 12% SED 12% English Learners 25.8% foster youth districtwide 20% two or more races at King Elementary	The district has met this goal. Chronic absenteeism rates have: Decreased by 4.4% districtwide from baseline. Decreased by 2.8% in foster youth districtwide from baseline. Decreased by 16.6% in two or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13.6% English Learners 27.8% foster youth districtwide 22.2% two or more races at King Elementary 22% students with disabilities at Arnold Elementary	11.5% students with disabilities at Arnold	13.0% students with disabilities at Arnold Elementary	20% students with disabilities at Arnold Elementary	more races ate King from baseline Decreased by 8% in students with disabilities at Arnold from baseline
3.3	Pupil suspension rates (Priority 6)	Baseline 2023 California Dashboard: <1% suspension rate Demographic data is not available by SED, EL or Foster Youth as there a less than 11 who were suspended in these subgroups	<1% suspension rate	<1% suspension rate	Maintain a <1% suspension rate	The district has met this goal. Maintained a <1% suspension rate.
3.4	Pupil expulsion rates (Priority 6)	Baseline 2023 California Dashboard: <1% expulsion rate Demographic data is not available by SED, EL or Foster Youth as there no student expelled in the Cypress School District	<1% expulsion rate Demographic data is not available by SED, EL or Foster Youth as there no student expelled in the Cypress School District	<1% expulsion rate Demographic data is not available by SED, EL or Foster Youth as there no student expelled in the Cypress School District	Maintain a <1% expulsion rate	The district has met this goal. Maintained a <1% expulsion rate
3.5	District survey completed by educational partners	88.5% of educational partners feel connected	83.86% of educational partners feel	90% of educational partners feel connected to their	90% of educational partners feel connected to their	The district met the goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 6)	to their school and community Disaggregated data regarding connectedness is to be determined in the 2024/25 school year for English learners, foster youth, and socioeconomically disadvantaged student groups	connected to their school and community Disaggregated data regarding connectedness is to be determined in the 2024/25 school year for English learners, foster youth, and socioeconomically disadvantaged student groups New Metric for Baseline 100% of families with students in the unduplicated count were be offered the LCAP survey 100% of the DELAC parent representatives rated school and community connectedness as effective. 100% of the DAC parent	school and community Outcome based on new baseline 100% of families with students in the unduplicated count offered the LCAP survey 100% of the DELAC parent representatives rate school and community connectedness as effective. 100% of the DAC parent representatives rate school and community connectedness as effective. 100% of the participants in the foster family focus group rate school and community connectedness as effective.	school and community Removed and new baseline identified based on CDE guidance: Target outcomes regarding connectedness for English learner, foster youth, and socioeconomically disadvantaged student groups are to be determined in the 2024/25 school year New Outcome Maintain: 100% of families with students in the unduplicated count offered the LCAP survey 100% of the DELAC parent representatives rate school and community connectedness as effective.	There was a 1.5% increase from the baseline in educational partners' feeling connected to their school and community 100% of families with students in the unduplicated count offered the LCAP survey 100% of the DELAC parent representatives rate school and community connectedness as effective. 100% of the DAC parent representatives rate school and community connectedness as effective. 100% of the participants in the foster family focus group rate school and community

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			representatives rated school and community connectedness as effective. 100% of the participants in the foster family focus group shared that school and community connectedness was effective.		100% of the DAC parent representatives rate school and community connectedness as effective. 100% of the participants in the foster family focus group rate school and community connectedness as effective.	connectedness as effective.
3.6	William's Act: Facilities in "good" repair (Priority 1)	100% of schools are in "good" repair as measured by the Facility Inspection Tool (FIT)	100% of schools are in "good" repair as measured by the Facility Inspection Tool (FIT)	100% of schools will be in "good" repair as measured by the Facility Inspection Tool (FIT)	100% of schools will be in "good" repair as measured by the Facility Inspection Tool (FIT)	The district met the goal. Maintained 100% of schools are in "good" repair as measured by the Facility Inspection Tool (FIT).

Goal Analysis [2025-26]

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.

There were no substantive differences in planned actions and actual implementation of these actions. There were no significant challenges in implementing these actions

Success this year includes:

An inclusive learning environment that fosters student engagement and well-being.

Increased attendance, improving district-wide attendance rates while significantly lowering chronic absenteeism among at-risk groups.

Implemented Tiered Support Models (PBIS, SEL programs) to enhance student behavior and school climate.

Mental Health & Emotional Support: Expanded access to counseling services, crisis intervention, and professional development for staff on trauma-informed practices.

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.

There were no substantive differences between the planned actions and actual implementation of Goal 3 actions. Variances in expenditures were primarily related to the level and type of student mental health supports provided throughout the year.

Action 3.1 – Student Support Services
Estimated actual expenditures varied from budgeted expenditures due to adjustments in the delivery of mental health services. While the district continued to provide school-based counseling, social-emotional supports, and short-term intervention groups, a greater need emerged for intensive mental health services beyond the scope of school-based supports. As a result, students and families were referred to outside community-based mental health agencies for more specialized care and ongoing treatment services.

Action 3.2 – Positive Supports and Engagement
There were no material differences between budgeted and estimated actual expenditures. The district continued implementation of positive behavior supports, MTSS interventions, attendance monitoring systems, and social-emotional learning supports as planned to strengthen school climate, student engagement, and behavioral interventions.

Action 3.3 – Attendance and Engagement Supports
Estimated actual expenditures were generally aligned with budgeted expenditures. The district continued implementation of trauma-informed practices, restorative approaches, coordinated attendance interventions, and family outreach efforts to address barriers to student attendance and engagement.

Action 3.4 – Attendance and Coordinated Care Systems
There were no substantive differences between planned and actual implementation. The district maintained integrated systems of support, including collaboration among school staff, mental health providers, and families, to improve student attendance, connectedness, and access to services. There was a material difference in expenditures since no funds were expended associated with the continued implementation of this action in 2025/26.

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

Cypress School District effectively implemented the actions and services identified in Goal 3, resulting in safe, supportive, and engaging learning environments that promote student well-being, connectedness, and academic success. Through the coordinated implementation of mental health services, positive behavior supports, and attendance interventions, the district continued to strengthen systems designed to support the whole child.

Action 3.1, Student Support Services, expanded access to school-based mental health and social-emotional supports through partnerships with Hazel Health, school psychologists, and the district’s Social-Emotional Learning (SEL) Teacher on Special Assignment (TOSA). These services included counseling, crisis intervention, staff support, and implementation of SEL practices across schools. The coordinated approach strengthened school climate, increased student access to emotional supports, and built staff capacity to respond to student needs in a proactive and supportive manner.

Action 3.2, Positive Supports and Engagement, was effectively implemented through the district’s Multi-Tiered System of Support (MTSS) framework. Universal, targeted, and intensive interventions supported students’ behavioral and social-emotional needs while data systems allowed staff to monitor progress and provide timely interventions. These supports strengthened student engagement, improved behavioral outcomes, and increased school connectedness, particularly for English learners, socioeconomically disadvantaged students, foster youth, and other identified student groups needing additional support.

Action 3.3, Attendance Initiatives, focused on reducing barriers to regular attendance through trauma-informed practices, restorative approaches, family outreach, and coordinated systems of care. These efforts proved highly effective, as Cypress School District was recognized by the California Department of Education (CDE) as a statewide “Bright Spot” for strong attendance outcomes. The district maintained one of the highest attendance rates in the state, and no student subgroup was identified in the red performance level for chronic absenteeism on the California School Dashboard, demonstrating the effectiveness of equitable and inclusive attendance practices.

Action 3.4, Coordinated Care and Attendance Supports, strengthened collaboration among school staff, families, and support providers to ensure students received timely interventions and wraparound support. Integrated systems of communication, attendance monitoring, and student services improved responsiveness to student and family needs while increasing access to support services that promote regular attendance and school engagement.

No actions or strategies we identified as ineffective.

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

Metrics and actions have been revise as follows:

Metric 3.2, 3.3, 3.4 was updated with demographic data on chronic absenteeism for clarity. Demographic data is not available for SED, EL and Foster Youth in metrics 3.3 & 3.4 as the number is less than 11 instances.

Action 3.1 3.2, 3.3., To understand the impact on SED, EL and Foster Youth the metric to measure effectiveness has been updated to attendance data, metric 3.2 and discipline data 3.3 and 3.4. This replaced the parent survey to better align with the purpose of the service.

Action 3.2: To support students needing additional social-emotional and behavioral interventions under Action 3.1, the district will strategically utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand and enhance intervention services aligned to the district’s Multi-Tiered System of Support (MTSS) framework. Based on the district’s comprehensive needs assessment $397,000 of the $588.391 in remaining LREBG funds will be used to augment Action 3.1 through targeted social-emotional learning (SEL) and behavioral supports, including small-group instruction with credentialed staff, evidence-based intervention programs, counseling supports, and extended learning opportunities designed to address students' individual needs. The remaining balance will be expended during the 2027–2028 school year to continue implementation of identified intervention and support services.

This approach is informed by a thorough review of student performance data and meaningful educational partner input. Feedback from educators, families, and community members consistently identified the need for timely, targeted, and responsive interventions for students experiencing challenges with social-emotional regulation, behavior, and school engagement. The use of LREBG resources will ensure that identified students, particularly socioeconomically disadvantaged students, English learners, and foster youth, receive additional supports necessary to strengthen student well-being, positive behavior, and school connectedness.

Action descriptions for 3.1 through 3.4 were edited for clarity.

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	Student Services	Provide services and support by qualified staff to ensure continuity of educational programs, support, and access to resources. These mental personnel are essential for achieving the overarching goal of providing a safe, secure, and engaging learning environment. Their expertise not only supports the emotional and psychological well-being of students and staff but also strengthens the educational framework of the district, making it a place where students can thrive academically and personally. This strategic action underscores the district's commitment to a comprehensive education that values and nurtures the whole child. This action is principally directed toward our unduplicated pupils - English learner, foster youth, and socioeconomically disadvantaged students. LREBG funds will be used to augment this action, $397,000. Attendance data (3.2) Disciplinary data (3.3, 34.)	$727,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Positive Supports & Engagement	Implement a positive behavior and attendance system with Tier 1, 2, and 3 supports in the areas of social-emotional and behavior inclusive with a data system to facilitate the management and monitoring of the positive behavior system and social-emotional supports. These tiered supports are particularly beneficial for our English learners, socioeconomically disadvantaged, and foster youth students. They address not only the academic challenges these students face but also the social-emotional barriers to learning. By providing a structured yet flexible support system, we aim to ensure that all students have the necessary resources to develop positive behaviors, maintain regular attendance, and ultimately achieve their full academic potential.	$15,000.00	Yes
3.3	Attendance- Unduplicated Count (SED, EL, FY)	Reduce barriers that hinder students identified socioeconomically disadvantaged (SED), foster youth and English Learners from coming to school.	$26,100.00	Yes
3.4	Attendance- Non unduplicated count students	Reduce barriers that hinder at risk students including students with disabilities and two or more races from coming to school.	$8,641.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,635,382	$0

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
9.856%	0.000%	$0.00	9.856%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Multi-Tiered System of Support **Need:** The need to strengthen the Multi-Tiered System of Support (MTSS) in the Cypress School District is driven by ongoing disparities in academic performance and student outcomes for unduplicated pupils, including English learners, foster youth, socioeconomically disadvantaged students,	The district will implement a comprehensive Multi-Tiered System of Support (MTSS) by ensuring all students receive strong, standards-aligned core instruction, supplemented by targeted and intensive supports based on identified needs. Through the use of differentiated instruction, evidence-based practices, and supplemental print and digital resources, schools will provide additional time and support particularly for socioeconomically disadvantaged students, foster youth, and English learners. Services and	Access to the standards-aligned instructional materials (1.2) CAASPP (1.4, 1.5) Unduplicated students enrolled in tier interventions (eduCLIMBER) (1.11) STAR Benchmark Assessment data (1.12)

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
	and homeless youth, as reflected in the 2025 California School Dashboard. While areas of growth are evident, data continues to show a negative distance from standard in English Language Arts and mathematics for key student groups, along with inconsistent progress in English language proficiency. These patterns indicate that students are not yet consistently accessing the level of targeted instruction and intervention needed to achieve at high levels. Additionally, student groups experiencing mobility, economic hardship, or language barriers require more coordinated and responsive systems of support. Strengthening MTSS is necessary to ensure early identification of student needs, implementation of evidence-based interventions, and equitable access to rigorous, standards-aligned instruction so that all students, particularly those in unduplicated groups, can make meaningful academic progress. **Scope:** LEA-wide	programs are intentionally designed to prioritize these unduplicated students, using supplemental funding to expand learning opportunities, enrichment, and intervention while benefiting all learners. This action will be offered LEA to ensure equitable access for undulated count students. This tiered approach builds site capacity to respond when students do not meet essential standards, ensuring timely intervention and access to more intensive support as needed. As a result, the district aims to increase overall student achievement, maintain strong academic outcomes, and accelerate progress in closing achievement gaps for targeted student groups. This action is being implemented on an LEA-wide basis to ensure the academic needs of all students are met and that outcomes are improve for every student group. In addition to our current experience of success, research to support this action includes: Jensen, E. (2013). Engaging students with poverty in mind: Practical strategies for raising achievement. Association for Supervision and Curriculum Development. Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Association for Supervision and Curriculum Development.	
1.3	**Action:** Monitoring & Assessing Student Progress **Need:** The need to strengthen and sustain a comprehensive system for assessing and	Implement a comprehensive system to monitor and assess student progress by using multiple data sources to inform instruction and provide targeted support, with a clear purpose of improving outcomes for English learners, foster youth, and socioeconomically disadvantaged students.	CAASPP (1.4, 1.5) Percentage of English learners who made progress toward English proficiency (1.6)

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
	monitoring student progress is grounded in district data including the 2025 California School Dashboard data, which shows that while the district is making progress, achievement gaps persist for unduplicated pupils, including English learners, foster youth, and socioeconomically disadvantaged students. In response, the district has developed and is continuing to build capacity in a more cohesive data system that allows for consistent tracking of student progress from transitional kindergarten through grade six, including continuity when students transition between district schools. This system addresses a previously identified gap in the ability to systematically measure effectiveness beyond observational feedback. A more robust assessment and monitoring structure enables educators to identify learning needs earlier, respond with timely and targeted interventions, and adjust instruction based on real-time data. It also strengthens the district's ability to evaluate the impact of supports across academic, social-emotional, and behavioral domains. Continuing to refine this system is essential to ensuring data-informed decision-making, improving alignment across sites, and providing equitable, responsive support to unduplicated pupils in order to accelerate progress and close achievement gaps. **Scope:** LEA-wide	Teachers and staff will regularly collect and analyze data—including assessments, work samples, observations, and presentations—to evaluate student progress and identify those not meeting expected outcomes. Structured processes such as intervention planning and Student Study Team (SST) meetings will ensure timely, data-driven responses. This information will be reviewed collaboratively at the classroom, grade, school, and district levels to determine the effectiveness of supports and to adjust action plans as needed. By utilizing data systems that address the whole child—including academic, social, emotional, and behavioral indicators—the district ensures that interventions are responsive and aligned to student needs. Implemented on an LEA-wide and schoolwide basis, this approach promotes consistency, accountability, and equitable access to support, resulting in improved achievement for all students and accelerated progress in closing opportunity and achievement gaps for unduplicated pupils. In addition to our current experience of success, research to support this action includes: Jensen, E. (2013). Engaging students with poverty in mind: Practical strategies for raising achievement. Association for Supervision and Curriculum Development. Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Grading policies that work against standards... and how to fix them. Nassp Bulletin, 84(620), 20-29. Lindsay, D. B., Jungwirth, L. D., Pahl, J. V., & Lindsay, R. B. (2009).	Formal and informal feedback (1.10) STAR Benchmark Assessment data (1.12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Instructional Support **Need:** The district identified the need to continue providing instructional leadership and coordinated support services to address the academic and instructional needs of all students, with a focus on English learners, foster youth, socioeconomically disadvantaged students. English Language Proficiency Assessments for California (ELPAC) on the 2023 California School Dashboard indicated English Language progress in the red performance band. As shared in metrics 1.4 and 1.5 in the baseline year of 2022/23, there is an achievement gap for the subgroups SED and English Learner. Foster Youth data is not publicly publish/ Analysis of local and state data, including CAASPP performance and English learner progress indicators, demonstrated the continued need for focused support in standards-based instruction, curriculum implementation, differentiated instruction, and equitable access to rigorous learning opportunities. To address these needs, the district continued to provide administrative coordination and instructional support through the Instructional Services Coordinator position, which supports school sites through the implementation of district initiatives, instructional coaching, curriculum development, professional learning, and technology integration aligned to MTSS. This position strengthens the district’s capacity to support teachers in meeting diverse student	The Instructional Services Coordinator supports districtwide implementation of instructional initiatives, curriculum alignment, professional learning, and MTSS practices designed to improve outcomes for unduplicated pupils, including English learners, foster youth, and socioeconomically disadvantaged students. Through collaboration with school sites, lead teachers and staff, the position supports differentiated instruction, targeted interventions, technology integration, and equitable access to rigorous, standards-aligned academic and social-emotional supports. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all district schools and benefit from consistent instructional systems, coordinated supports, and equitable access to high-quality teaching and interventions throughout the district. In addition to our current experience of success, research to support this action includes: Change leader: Learning to do what matters most. John Wiley & Sons. Guskey, T. R. (1997).	CAASPP (1.4, 1.5) Percentage of English learners who made progress toward English proficiency (1.6) English learner reclassification (1.7) Unduplicated students enrolled in tier interventions (eduCLIMBER) (1.11) STAR Benchmark Assessment data (1.12)

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
	needs, improving instructional practices, increasing student engagement, and ensuring equitable access to academic and social-emotional supports. Through ongoing collaboration with staff and site teams, the district continues to build coherent systems of support designed to improve student achievement and positive outcomes for all student groups. **Scope:** LEA-wide		
1.5	**Action:** Professional Development **Need:** The need to continue and strengthen professional development is grounded in 2025 California School Dashboard data t continue the growth achieved since the 2023 baseline. The data shows that while the district is making progress, achievement gaps persist for unduplicated pupils, including English learners, foster youth, and socioeconomically disadvantaged students. Performance in English Language Arts and mathematics continues to reflect a distance from standard for key student groups, and although English learner progress toward proficiency has improved, continued growth is necessary to ensure full access to grade-level content. These data points underscore the need for sustained, targeted professional development to build staff capacity in evidence-based instructional practices, including designated	The Cypress School District will implement this action by strengthening instructional quality through sustained, collaborative professional development for all certificated and classified staff, with a clear purpose of improving including outcomes for English learners, foster youth, and socioeconomically disadvantaged students. Staff will be trained to effectively implement adopted programs and research-based strategies—such as scaffolding and culturally responsive teaching—through ongoing opportunities embedded in staff meetings, workshops, in-services, and release days. This professional learning will be of sufficient depth and duration to build lasting instructional capacity, ensuring educators are equipped to meet the diverse academic and social-emotional needs of unduplicated pupils. By prioritizing these students in the design and delivery of professional development, the district ensures expanded access to rigorous, engaging instruction while also strengthening overall system effectiveness, resulting in improved achievement for all students	Instruction aligned to state standards (1.3, 1.8) Percentage of English learners who made progress toward English proficiency (1.6) English learner reclassification (1.7) Unduplicated students enrolled in tier interventions (eduCLIMBER) (1.11) STAR Benchmark Assessment data (1.12)

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
	and integrated English Language Development (ELD), differentiated instruction, and data-driven decision-making within the MTSS framework. Ongoing training in trauma-informed practices and culturally responsive teaching remains essential to effectively support foster youth and students experiencing economic hardship. Continuing this work ensures that all staff are equipped to deliver high-quality, responsive instruction that addresses diverse student needs and improves outcomes across all student groups. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide	and accelerated progress in closing opportunity and achievement gaps. In addition to our current experience of success, research to support this action includes: Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Culturally Proficient Learning Communities: Confronting Inequities through Collaborative Curiosity. Sprick, R., & Knight, J. (2018). Involving Teachers in Schoolwide Behavior Policy. Educational Leadership, 76(1), 48-53.	
1.8	**Action:** Full Day Transitional Kindergarten and Kindergarten **Need:** The need to expand and sustain early support through full-day transitional kindergarten and kindergarten programs is grounded in 2025 California School Dashboard data, which indicates that while the district is making progress, achievement gaps in English Language Arts and mathematics persist for unduplicated pupils, including English learners, foster youth, and socioeconomically disadvantaged students. Early learning experiences play a critical role in addressing	The district will implement a full-day Transitional Kindergarten (TK) and Kindergarten (K) program to expand early learning opportunities and intentionally support English learners, foster youth, and socioeconomically disadvantaged students. Increased instructional time allows for differentiated instruction, small group intervention, and integrated language development, ensuring students with varying levels of readiness receive targeted academic support. English learners benefit from both designated and integrated language instruction embedded throughout the day, while all students engage in enriched learning experiences that build early literacy, numeracy, and communication skills. The full-day structure also promotes social-emotional development	Percentage of English learners who made progress toward English proficiency (1.6) DRDP Benchmark Assessment data (1.13)

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
	these disparities before they widen in later grades. Students who enter school without consistent access to language-rich, developmentally appropriate learning environments are more likely to experience challenges in literacy, numeracy, and school readiness. Full-day programs provide increased instructional time, opportunities for early identification of learning needs, and access to integrated supports, including English Language Development and social-emotional learning. These programs are particularly impactful for unduplicated pupils, who benefit from structured environments that build foundational skills, support language acquisition, and promote consistent engagement. Continuing to invest in full-day TK and kindergarten is essential to strengthening early intervention efforts, ensuring equitable access to high-quality early learning experiences, and improving long-term academic outcomes for all students. **Scope:** LEA-wide	through consistent routines, access to trauma-informed practices, and integrated supports such as counseling and behavioral interventions—critical for students needing additional stability. Implemented on an LEA-wide and schoolwide basis, this approach ensures equitable access, consistent instructional practices, and aligned resources across all sites, resulting in stronger early foundations, improved student outcomes, and accelerated progress in closing opportunity gaps for unduplicated pupils. In addition to our current experience of success, research to support this action includes: Plucker, J., J. East, R. Rapp, et al. The Effects of Full Day Versus Half Day Kindergarten: Review and Analysis of National and Indiana Data. Center for Evaluation and Education Policy, January 2004. Denton, K. and E. Germino-Hausken. Early Education for All. “Investing in Full-day Kindergarten is Essential,” citing West, Jerry. America’s Kindergarteners, National Center for Education Statistics, 2000.	
1.9	**Action:** Class Size Reduction **Need:** The need to reduce class sizes in grades K–3 is grounded in 2025 California School Dashboard data, which indicates that while progress has been made, achievement gaps in English Language Arts and mathematics persist for unduplicated pupils, including	Reducing class sizes in grades K–3 is a strategic approach to strengthening both academic and social-emotional outcomes, with a clear focus on supporting English learners, foster youth, and socioeconomically disadvantaged students. Smaller class settings enable teachers to provide more individualized instruction, targeted language development, and timely, data-informed feedback, which is essential for students developing foundational literacy and numeracy skills. This	CAASPP (1.4, 1.5) Percentage of English learners who made progress toward English proficiency (1.6) Unduplicated students enrolled in tier interventions (eduCLIMBER) (1.11)

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
	English learners, foster youth, and socioeconomically disadvantaged students. Early elementary grades are critical for building foundational literacy, numeracy, and language skills, and students who do not establish these skills early are more likely to experience ongoing academic challenges. Larger class sizes can limit opportunities for individualized instruction, timely feedback, and relationship-building, particularly for students who require additional academic and social-emotional support. Reducing class sizes from 1:32 to 1:24 provides increased access to targeted instruction, more frequent student-teacher interaction, and stronger progress monitoring. This is especially important for English learners, who benefit from increased opportunities for language development, and for students experiencing economic hardship or instability, who benefit from consistent adult support and structured learning environments. Strengthening class size reduction in K–3 supports effective Tier 1 instruction within the MTSS framework, allowing for earlier identification and intervention, and serves as a proactive strategy to improve equitable access, engagement, and long-term student outcomes. **Scope:** LEA-wide	environment also enhances relationship-building and classroom stability, allowing for earlier identification of learning and behavioral needs and more effective Tier 1 instruction within a Multi-Tiered System of Support (MTSS). These conditions are particularly beneficial for students who may require additional consistency, connection, and support to fully engage in learning. Implementing class size reduction on an LEA-wide and schoolwide basis ensures equitable access to high-quality instruction across all sites, eliminates disparities in learning conditions, and avoids stigmatization, ultimately strengthening early academic success and accelerating progress in closing opportunity gaps for unduplicated pupils. In addition to our current experience of success, research to support this action includes: Class Size: What Research Says and What it Means for State Policy Matthew M. Chingos and Grover J. “Russ” Whitehurst (May 11, 2011)	STAR Benchmark Assessment data (1.12) DRDP Benchmark Assessment data (1.13)
1.10	**Action:** School Libraries **Need:**	Appropriately staffed school libraries address the needs of unduplicated pupils by providing equitable access to books and literacy materials that support reading development, language	CAASPP (1.4, 1.5) Percentage of English learners who made

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	Teacher budget survey data and board action identified the need to provide access to school libraries with staffed personnel. **Scope:** LEA-wide	acquisition, and student engagement in learning. Access to a wide variety of reading materials is especially important for English learners, foster youth, and low-income students who may have limited access to books outside of school. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout all district schools, and consistent access to library services and reading materials benefits students across the district. U.S. Students, Poverty, and School Libraries: What Results of the 2009 Programme for International Student Assessment Tell Us Denice Adkins, Associate Professor, School of Information Science & Learning Technologies, University of Missouri	progress toward English proficiency (1.6) Unduplicated students enrolled in tier interventions (eduCLIMBER) (1.11) STAR Benchmark Assessment data (1.12) DRDP Benchmark Assessment data (1.13)
2.1	**Action:** Advisory Opportunities & Input **Need:** Survey data and committee feedback indicate the vital connection between unduplicated students and their families through formal participation in the decision-making process. This ensures the viewpoints and needs of families and students are adequately represented and addressed. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:**	Advisory committees and educational partner input processes, including School Site Councils (SSC), English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Community Advisory Committee (CAC) for Special Education, and other stakeholder groups as appropriate, address the needs of unduplicated pupils by ensuring English learners, foster youth, and socioeconomically disadvantaged students, and their families have meaningful opportunities to provide input regarding programs, services, academic supports, safety, and student needs. This also benefits students with disabilities and their families. Family and community participation strengthens communication, promotes transparency, builds trust, and assists the district in identifying barriers and evaluating the effectiveness of services and supports provided to	Meeting minutes verifying that 100% of schools will have identified parent representatives for District English Learner Advisory and District Advisory Committees (DELAC/DAC) (2.1) LCAP survey (2.2)

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	LEA-wide	students. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout all district schools, and consistent districtwide engagement structures ensure all families have equitable opportunities to participate in decision-making processes that support student achievement and well-being. In addition to our current experience of success, research to support this action includes: Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. United States: SAGE Publications. Marzano, R. J. (2003). What works in schools: Translating research into action. Association for Supervision and Curriculum Development.	
2.2	**Action:** Communication **Need:** After reviewing the demographic data, unduplicated families rated the current one-way and two-way communications as highly effective/effective by over 80%. Families want the district to maintain the current platforms and options. Providing parents with timely communication and interaction is essential to ensure families	By ensuring English learners, foster youth, socioeconomically disadvantaged students, along with their families, have timely access to important information regarding educational programs, services, student progress, and available supports through multiple communication methods. Providing varied opportunities for one- and two-way communication strengthens family engagement, improves access to school and district information, supports relationship-building between families and schools, and helps remove barriers to participation that may impact student success. This action is provided on an LEA-wide	LCAP survey, notices, and documentation demonstrating one-way and two-way communication options for families (2.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	are informed and their opportunities to actively participate their students' educational programs enhancing parental involvement, especially for at-risk student groups foster youth, socioeconomically disadvantaged families, and English learners. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide	basis because unduplicated pupils are enrolled throughout all district schools, and consistent districtwide communication systems ensure equitable access to information and engagement opportunities for all families. In addition to our current experience of success, research to support this action includes: Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. United States: SAGE Publications. Marzano, R. J. (2003). What works in schools: Translating research into action. Association for Supervision and Curriculum Development.	
2.3	**Action:** Community Connection **Need:** A review of LCAP survey data of our unduplicated families indicate 70% feel connected to the school community. Survey data indicated they want the district to maintain family engagement with a stronger focus at the school level. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency.	Providing targeted outreach, resources, and opportunities for families to actively participate in their child’s educational experience while strengthening connections between schools, families, and the broader community. Outreach efforts focus on ensuring meaningful participation from families of English learners, foster youth, and socioeconomically disadvantaged students, through accessible communication, accommodations as appropriate, and translation or interpretation services when needed. Additionally, these efforts will benefits students with disabilities and their families. In addition, staff participation in community organizations, partnerships, and articulation opportunities helps build trust,	District survey (3.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	strengthen relationships, and promote collaboration aligned to the district's mission and vision. These efforts foster inclusive engagement, improve communication and access to supports, and help create a connected educational community that supports student achievement and well-being. In addition to our current experience of success, research to support this action includes: Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. United States: SAGE Publications. Marzano, R. J. (2003). What works in schools: Translating research into action. Association for Supervision and Curriculum Development.	
2.4	**Action:** Community Group Collaboration **Need:** Survey data and informal feedback through participation in committee meetings are important to educational partners who want to ensure the Cypress School District participates in local, state, and federal collaborative groups. It was identified that staff participating and collaborating with local, state and federal groups allows for family perspective, with a lens for at-risk unduplicated student groups to	District staff participation in local, state, and federal collaborative groups, community organizations, partnerships, and articulation opportunities supports the community connection action by strengthening relationships between the district, families, educational agencies, and community partners while increasing access to resources, information, and support services for students and families. These collaborations allow staff to share family and community perspectives, identify effective practices, advocate for the needs of unduplicated pupils, and connect families of English learners, foster youth, and	Cypress school district educational leaders collaborate with local, state, and federal groups, as reported to the Executive Director, Educational Services (2.4) District survey (3.5)

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
	be shared as well as enabling staff to identify resources and supports aimed at enhancing parental involvement in the school and broader community. This supports the connected efforts between home and school to leverage resources. After reviewing our data, educational partners concurred this was needed. **Scope:** LEA-wide	socioeconomically disadvantaged students to opportunities and supports that enhance student success and engagement. Additionally, these efforts will benefits students with disabilities and their families. Participation in collaborative networks also promotes communication, trust, transparency, and alignment between the district's mission, educational priorities, and broader community needs, helping ensure students and families remain connected to meaningful educational and community resources. In addition to our current experience of success, research to support this action includes: Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. United States: SAGE Publications. Marzano, R. J. (2003). What works in schools: Translating research into action. Association for Supervision and Curriculum Development.	
3.1	**Action:** Student Services **Need:** We have identified a supportive learning environment's profound impact on student success, especially for vulnerable groups such as English learners, socioeconomically disadvantaged students, and foster youth.	Providing student support services, including mental health supports, social-emotional learning (SEL), crisis response, staff collaboration, and behavioral interventions, supports the district's goal of maintaining engaging, safe, and secure learning environments where students are connected, supported, and prepared to learn. Mental health specialists and SEL support personnel assist students in developing self-	Attendance data (3.2) Disciplinary data (3.3, 3.4)

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
	Our system is a crucial element of our educational framework, offering a layered support system that adapts to the needs of our diverse student population. Through proactive interventions and rigorous monitoring, we are committed to nurturing an educational environment where every student is equipped to succeed. After reviewing our data, educational partners concurred this was needed to maintain our level of growth and proficiency. **Scope:** LEA-wide	regulation, positive relationships, resilience, and problem-solving skills while also supporting staff in responding proactively to social-emotional and behavioral needs. These services are particularly important for English learners, foster youth, and socioeconomically disadvantaged students who may experience additional barriers impacting school engagement, attendance, emotional well-being, and academic success. By providing these supports on an LEA-wide basis, the district ensures all students have equitable access to systems of support that promote safety, belonging, positive school culture, and student well-being across all school sites. In addition to our current experience of success, research to support this action includes: Grossman et al. (1997). Effectiveness of a violence prevention curriculum among children in elementary school. Journal of the American Medical Association, 227(20), 1605-1611. Lapan, Gysbers, & Sun. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. Journal of Counseling & Development, 75, 292-302. Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. Professional School Counseling, 6(5), 350-364.	
3.2	**Action:** Positive Supports & Engagement **Need:**	Positive behavior support and engagement systems address the needs of English learners, low-income students, and foster youth by providing tiered academic, behavioral, attendance, and social-emotional supports designed to promote	TOSA tickets (1.10) Surveys (2.2, 3.5) Attendance data (3.1, 3.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Review of local data, attendance, behavior, academic performance, surveys, and educational partner input identified the need for a comprehensive system of supports to address barriers impacting English learners, socioeconomically disadvantaged students, and foster youth. These students may experience academic, social-emotional, language, attendance, and environmental challenges that can negatively affect engagement, behavior, school connectedness, and academic achievement. Educational partners recognized the importance of a structured, tiered, and data-informed approach that provides universal, targeted, and individualized supports while strengthening coordination among educators, counselors, administrators, and families to ensure timely interventions and equitable access to services. After reviewing district data and student needs, educational partners concurred that these supports were necessary to maintain student growth, engagement, attendance, and academic progress. **Scope:** LEA-wide	student success, school connectedness, and positive learning environments. Universal supports establish clear expectations, social-emotional learning opportunities, and positive school climates for all students, while targeted and intensive interventions provide additional support for students experiencing behavioral, attendance, or social-emotional challenges. Data systems are utilized to monitor student progress, identify needs early, and coordinate interventions among staff to ensure timely and responsive support. This structured system helps reduce barriers to learning, strengthen student engagement and attendance, and ensure unduplicated pupils receive equitable access to the supports needed to succeed academically and socially. In addition to our current experience of success, research to support this action includes: Bradshaw, C. P., Debnam, K., Koth, C. W., & Leaf, P. (2009). Preliminary validation of the implementation phases inventory for assessing fidelity of schoolwide positive behavior supports. Journal of Positive Behavior Interventions, 11(3), 145-160.	
3.3	**Action:** Attendance- Unduplicated Count (SED, EL, FY) **Need:** Although the district continues to maintain strong overall attendance rates and demonstrated growth on the 2025 California	This action supports the improvement of chronic absenteeism by reducing barriers that prevent students from regularly attending school through coordinated social-emotional supports, positive behavior intervention systems (PBIS), restorative practices, family outreach, and trauma-informed mental health services. These supports help address underlying academic, behavioral, social-	Chronic absenteeism data (3.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard, chronic absenteeism remains an identified need for foster youth and other unduplicated pupil groups, including socioeconomically disadvantaged students and English learners. These students may experience barriers such as housing instability, transportation challenges, family responsibilities, language barriers, inconsistent educational continuity, and social-emotional needs that can negatively impact regular school attendance and engagement. Educational partners identified the need for continued targeted attendance monitoring, family outreach, and coordinated supports to ensure students remain connected to school and have equitable access to educational opportunities and services necessary for academic success. **Scope:** LEA-wide	emotional, and environmental factors that may contribute to disengagement and absenteeism, particularly for foster youth, English learners, and socioeconomically disadvantaged students. By creating supportive and inclusive school environments, strengthening student connectedness, and coordinating interventions among staff and families, the district aims to improve attendance, increase engagement, and ensure students have equitable access to the supports necessary for academic success and overall well-being. In addition to our current experience of success, research to support this action includes: Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002. Henderson, A. T., & Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. United States: SAGE Publications.	

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
1.2	**Action:** English Learner Instructional Support **Need:** English Language Proficiency Assessments for California (ELPAC) on the 2023 California School Dashboard indicated English Language progress in the red performance band. on the 2025 California School Dashboard indicate that the district has made measurable gains in English learner progress toward proficiency, demonstrating that current instructional strategies and supports are having a positive impact. However, while improvement is evident, not all English learners are yet meeting expected progress levels, and continued growth is necessary to ensure full language acquisition and access to grade-level content. Statewide accountability measures emphasize English learner progress as a key indicator of equitable outcomes, reinforcing the importance of sustained and intentional support. As a result, there remains a clear need to continue strengthening designated and integrated English Language Development (ELD), ensuring consistent implementation of effective instructional practices, and providing targeted support within the MTSS framework so that all English learners continue to accelerate progress and achieve long-term academic success.	A strategic approach focused on intensive, targeted small-group instruction, coupled with professional development and family support, is essential to effectively supporting these students. Implement targeted small-group instruction based on the student's specific language proficiency and academic needs. Support engagement with parents, providing them with the tools and knowledge to support their child's language development at home.	Percentage of English learners who made progress toward English proficiency (1.6) English learner reclassification (1.7) ELD instruction (1.8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.6	**Action:** English Learner Supports **Need:** The need to enhance teachers' design and delivery of standards-based instruction through an integrated approach is grounded in district data including the 2025 California School Dashboard data, which shows that while the district is making progress, achievement gaps persist for unduplicated pupils, including English learners. In response, the district has developed a robust assessment and monitoring structure, which enables educators to identify learning needs earlier, respond with timely and targeted interventions, and adjust instruction based on real-time data. The district is also planning to offer Project GLAD (Guided Language Acquisition Design) professional development to further equip teachers to build the language proficiency and academic comprehension skills of English learners and long-term English learners. Through the use the district's data management system, student progress will continue to be monitored, allowing teachers to modify instruction on a timely basis to accelerate progress and close achievement gaps. **Scope:** Limited to Unduplicated Student Group(s)	Through the utilization of the district data management system, teachers will be able to identify student needs, plan targeted instruction to meet those needs, and utilize formative and summative assessments to determine mastery of standards and concepts. By implementing GLAD strategies, teachers will have greater capacity to design and deliver integrated lessons, which will provide increased access to content for English learners and long-term English learners.	Percentage of English learners who made progress toward English proficiency (1.6) English learner reclassification (1.7) ELD instruction (1.8)

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$36,884,737	$3,635,382	9.856%	0.000%	9.856%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,878,211.00	$9,615,324.00	$8,641.00	$1,290,614.00	$14,792,790.00	$12,869,934.00	$1,922,856.00

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	Multi-Tiered System of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$382,024.00	$382,024.00				$382,024.00	
1	1.2	English Learner Instructional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$10,000.00	$0.00	$5,000.00			$5,000.00	$10,000.00	
1	1.3	Monitoring & Assessing Student Progress	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$36,000.00	$36,000.00				$36,000.00	
1	1.4	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$135,000.00	$0.00	$135,000.00				$135,000.00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$480,889.00	$62,000.00	$542,889.00				$542,889.00	
1	1.6	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$27,500.00	$0.00	$7,500.00			$20,000.00	$27,500.00	
1	1.7	Intensive Supports	Students with Disabilities	No			All Schools	Ongoing	$9,158,256.00	$1,320,682.00		$9,218,324.00		$1,260,614.00	$10,478,938.00	
1	1.8	Full Day Transitional Kindergarten and Kindergarten	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Transtional Kindergarten and	Ongoing	$1,117,167.00	$0.00	$1,117,167.00				$1,117,167.00	

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
							Kindergarten									
1	1.9	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-3	Ongoing	$1,010,481.00	$0.00	$1,010,481.00				$1,010,481.00	
1	1.10	School Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$180,000.00	$0.00	$180,000.00				$180,000.00	
2	2.1	Advisory Opportunities & Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$26,400.00	$26,400.00				$26,400.00	
2	2.2	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$48,650.00	$48,650.00				$48,650.00	
2	2.3	Community Connection	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$15,000.00	$5,000.00	$15,000.00			$5,000.00	$20,000.00	
2	2.4	Community Group Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.1	Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$727,000.00	$0.00	$330,000.00	$397,000.00			$727,000.00	
3	3.2	Positive Supports & Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.3	Attendance- Unduplicated Count (SED, EL, FY)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$26,100.00	$26,100.00				$26,100.00	
3	3.4	Attendance- Non unduplicated count students	Students with Disabilities	No			All Schools	Ongoing	$8,641.00	$0.00			$8,641.00		$8,641.00	

2026-27 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
$36,884,737	$3,635,382	9.856%	0.000%	9.856%	$3,878,211.00	0.000%	10.514 %	**Total:**	$3,878,211.00
								LEA-wide Total:	$3,865,711.00
								Limited Total:	$12,500.00
								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	**1.1**	Multi-Tiered System of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$382,024.00	
1	**1.2**	English Learner Instructional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
1	**1.3**	Monitoring & Assessing Student Progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,000.00	
1	**1.4**	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,000.00	
1	**1.5**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$542,889.00	
1	**1.6**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,500.00	

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	1.8	Full Day Transitional Kindergarten and Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Transtional Kindergarten and Kindergarten	$1,117,167.00	
1	1.9	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-3	$1,010,481.00	
1	1.10	School Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	
2	2.1	Advisory Opportunities & Input	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,400.00	
2	2.2	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,650.00	
2	2.3	Community Connection	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.4	Community Group Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	3.1	Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$330,000.00	
3	3.2	Positive Supports & Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	3.3	Attendance- Unduplicated Count (SED, EL, FY)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,100.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,015,929.00	$16,530,495.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Multi-Tiered System of Support	Yes	$884,600.00	$842,619.00
1	**1.2**	English Learner Support	Yes	$57,417.00	$56,009.00
1	**1.3**	Monitoring & Assessing Student Progress	Yes	$513,130.00	$511,999.00
1	**1.4**	Instructional Support	Yes	$1,388,810.00	$1,155,651
1	**1.5**	Professional Development	Yes	$277,893.00	$289,176.00
1	**1.6**	English Learner Support	Yes	$32,201.00	$28,511.00
1	**1.7**	Intensive Supports	No	$10,478,938.00	$12,408,300.00
2	**2.1**	Advisory Opportunities & Input	Yes	$1,315.00	$997.00
2	**2.2**	Communication	Yes	$156,347.00	$149,005.00
2	**2.3**	Community Connection	Yes	$23,931.00	$21,801.00
2	**2.4**	Community Group Collaboration	Yes	$1,000.00	$1,111.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Student Services	Yes	$1,164,481.00	$1,039,003.00
3	**3.2**	Positive Supports & Engagement	Yes	$1,125.00	$1,137.00
3	**3.3**	Attendance	Yes	$26,100.00	$25,176.00
3	**3.4**	Attendance	No	$8,641.00	$0.00

2025-26 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)
$3,536,062	$3,552,354.00	$3,559,851.00	($7,497.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Multi-Tiered System of Support	Yes	$839,600.00	$842,619.00		
1	**1.2**	English Learner Support	Yes	$57,417.00	$56,009.00		
1	**1.3**	Monitoring & Assessing Student Progress	Yes	$513,130.00	$511,999.00		
1	**1.4**	Instructional Support	Yes	$587,814.00	$593,307.00		
1	**1.5**	Professional Development	Yes	$277,893.00	$289,176.00		
1	**1.6**	English Learner Support	Yes	$32,201.00	$28,511.00		
2	**2.1**	Advisory Opportunities & Input	Yes	$1,315.00	$997.00		
2	**2.2**	Communication	Yes	$156,347.00	$149,005.00		
2	**2.3**	Community Connection	Yes	$23,931.00	$21,801.00		
2	**2.4**	Community Group Collaboration	Yes	$1,000.00	$1,111.00		
3	**3.1**	Student Services	Yes	$1,034,481.00	$1,039,003.00		
3	**3.2**	Positive Supports & Engagement	Yes	$1,125.00	$1,137.00		
3	**3.3**	Attendance	Yes	$26,100.00	$25,176.00		

2025-26 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)
$36,168,267	$3,536,062	.0	9.777%	$3,559,851.00	0.000%	9.842%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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