



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bolinas-Stinson Union School District

CDS Code: 21653006024137

School Year: 2026-27

LEA contact information:

Leo Kostelnik

Superintendent

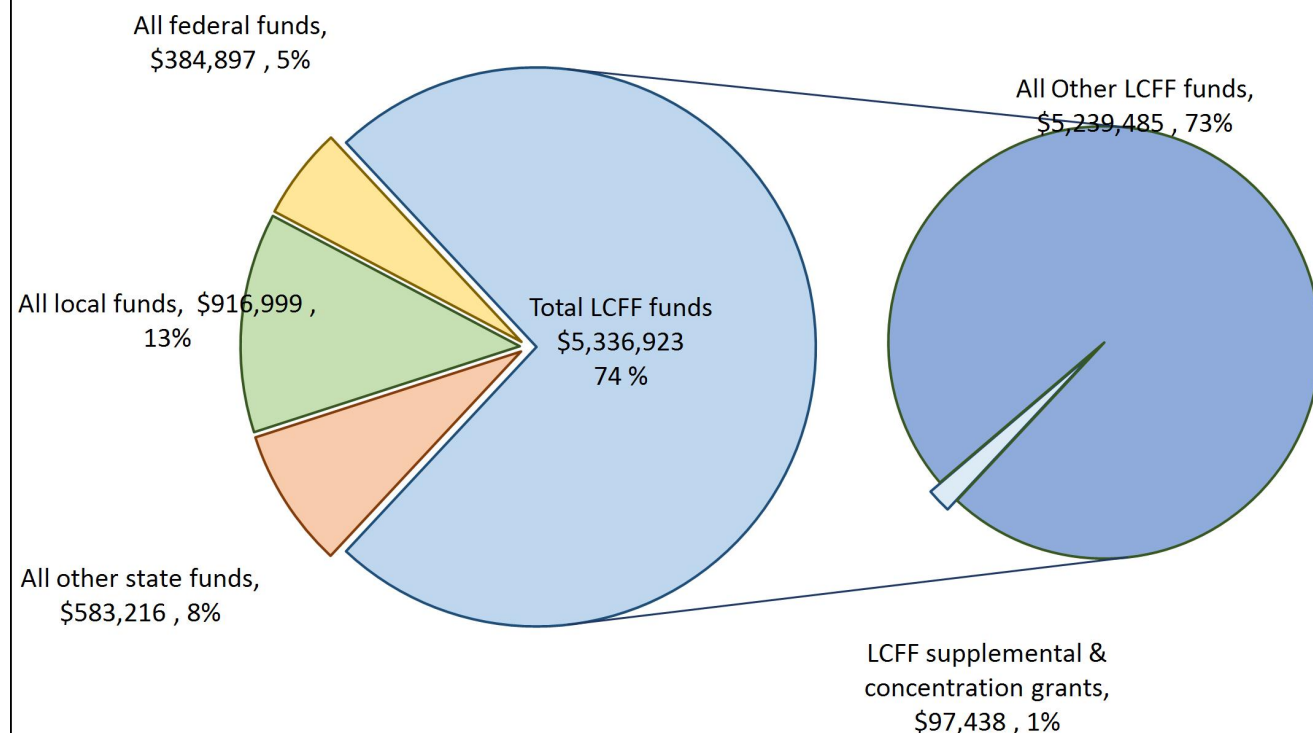
lkostelnik@bolinas-stinson.org

415 868 1603

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

Projected Revenue by Fund Source

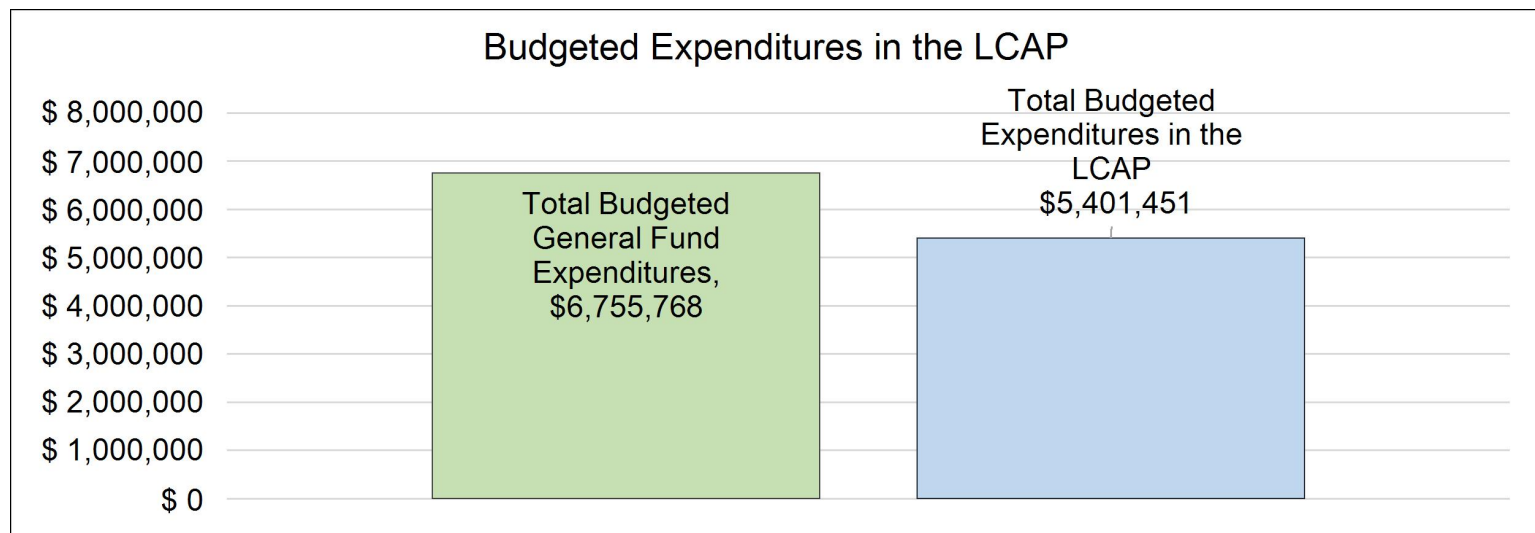


This chart shows the total general purpose revenue Bolinas-Stinson Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bolinas-Stinson Union School District is \$7,222,035, of which \$5336923 is Local Control Funding Formula (LCFF), \$583216 is other state funds, \$916999 is local funds, and \$384897 is federal funds. Of the \$5336923 in LCFF Funds, \$97438 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 Bolinas-Stinson Union 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: Bolinas-Stinson Union School District plans to spend \$6755768 for the 2026-27 school year. Of that amount, \$5401451 is tied to actions/services in the LCAP and \$1,354,317 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

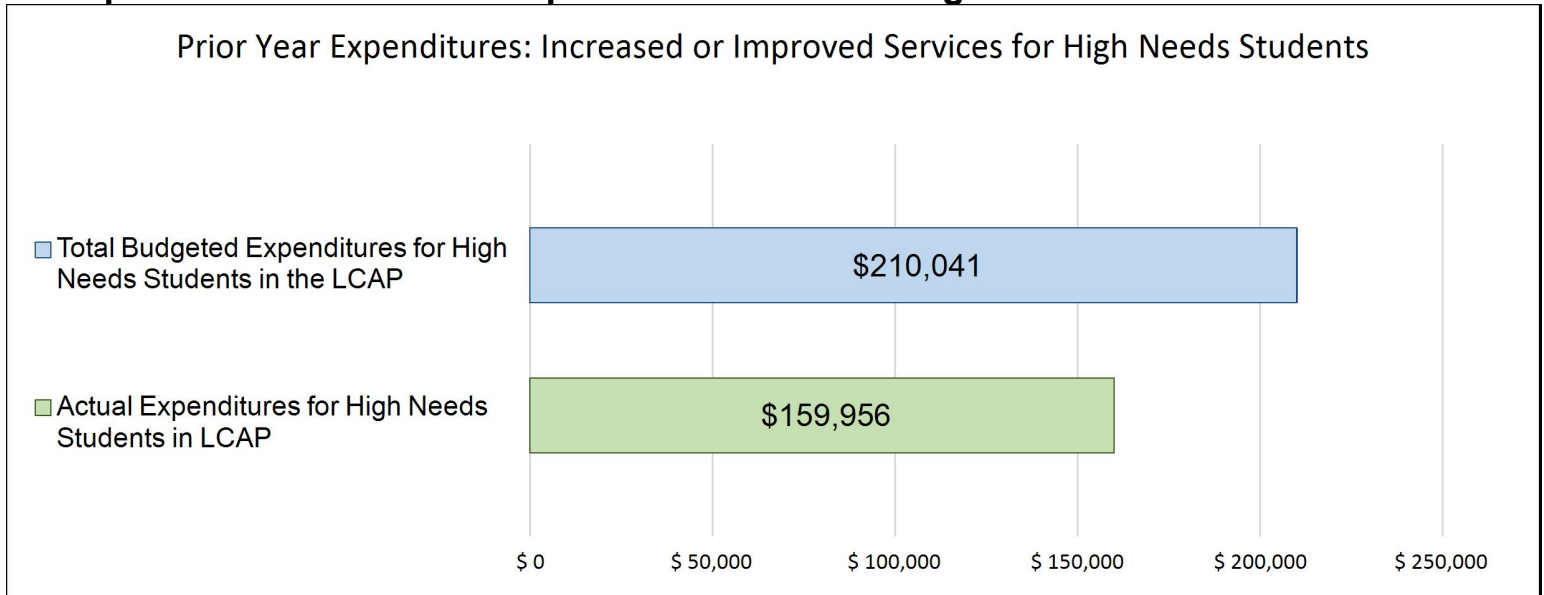
The District did not include the cost of administrative staff salaries, support staff salaries and general district administrative services costs in this plan.

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

In 2026-27, Bolinas-Stinson Union School District is projecting it will receive \$97438 based on the enrollment of foster youth, English learner, and low-income students. Bolinas-Stinson Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bolinas-Stinson Union School District plans to spend \$250918 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 Bolinas-Stinson Union 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 Bolinas-Stinson Union 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, Bolinas-Stinson Union School District's LCAP budgeted \$210041 for planned actions to increase or improve services for high needs students. Bolinas-Stinson Union School District actually spent \$159956 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$50,085 had the following impact on Bolinas-Stinson Union School District's ability to increase or improve services for high needs students:

The difference between the actual services and costs to increase or improve services for high needs students is less than budgeted due to not being able to fully staff the afterschool program nor the extended school year or 30 days.



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
Bollinas-Stinson Union School District	Leo Kostelnik Superintendent	lkostelnik@bollinas-stinson.org 415 868 1603

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 Bollinas-Stinson Union School District is a vibrant Preschool-8th Grade school community in West Marin. The school is located in one of the most beautiful and ecologically sensitive areas in California. This idyllic location provides our students with unparalleled opportunities to investigate, discover, and develop their stewardship of the environmental resources right outside the classroom door.

The school has two campuses situated on either side of the Bollinas Lagoon, minutes from the Pacific Ocean. The Stinson Beach Campus houses preschool for three year-olds as well Transitional Kindergarten, Kindergarten and First Grade. The Bollinas Campus houses Second through Eighth grade. The school community is close knit and comes together through a variety of school and local events.

The district is well resourced from local property taxes and a parcel tax. Consequently, the school is able to provide comprehensive programming to its approximately one hundred students. The strong property tax base however, does not reflect the diverse local housing conditions and school demographics. Approximately 40% of BSUSD students qualify for federal free and reduced lunches in a community where home prices are very high. This economic disparity is due in large part to the presence of vacation homes within district boundaries and the trend toward rentals of homes that once served as family residences. The school community recognizes the impact and challenge of limited affordable housing and continues to work with community partners to find solutions for families and staff.

The school prides itself on offering experiential and environmental learning opportunities, integrated with the Visual and Performing Arts, through a wide variety of projects and programs at all grade levels.

Our Art Shop Program, consisting of Ceramics, Painting, Drawing, Steam-Enhanced Woodshop, and Multimedia Arts, received the Exemplary Visual Arts Program Award in 2022 from the California Art Educators' Association. Four Art Specialists work with students to develop their artistic knowledge and skills while nurturing a deep love of the arts across all grade levels. Our Performing Arts Teacher provides unique and engaging opportunities for all students to explore the connection between music, movement, and self-expression. Our Bi-literacy teacher provides dedicated language development support for students acquiring English as well as teaching Spanish/English Bi-literacy to all students.

BSUSD has deep support from its community and truly reflects the values of its residents. Students come from a wide variety of social, economic and ethnic backgrounds and the school strives to create a climate that is inclusive, engaging, academically challenging, and supportive of each child as an individual learner.

Reflections: Annual Performance

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

Overall, students are thriving in their time enrolled in the Bolinas-Stinson School. CalHope student surveys of grades 3-8 students indicate that about 71% of students feel favorably toward their school experience when asked to rate its opportunities for student voice, safety and connection, emotional experiences, resources for coping, and experience with culturally and linguistically responsive environments. Our community site perception survey results are overwhelmingly positive. Disciplinary suspensions are rare to none, families have multiple ways to participate in their child's education and in our school community, and we offer a full course of study based on state learning standards and frameworks.

We would like to see a greater proportion of students scoring in the Proficient range on the California Assessment of Student Performance and Progress (CAASPP). In Spring 2024, only about 62% of grades 3-8 students scored Proficient in English Language Arts, and about 50% of grades 3-8 students scored Proficient in Mathematics. For unduplicated students, proficiency percentages were about 27% in ELA and 10% in Mathematics.

We saw progress in the progress of our multi-language learners toward proficiency in English as measured by the ELPAC (English Language Proficiency Assessments for California). We also saw progress in formative grade level benchmark assessment in Mathematics and Reading as measured by Acadience assessments.

We had a productive second year of work in Goal 3, Visual and Performing Arts (VAPA) integration with "homeroom academics." We held steady our overall students attendance rate at 93% for the 2023-4, 2024-5, and 2025-6 school years. Our chronic absenteeism rate fell to 22.9% in 2025-26 from 38% in 2024-25. Our chronic tardiness rate (10% or more of days) remained steady at 8.2% in 2025-26 as compared to 7% in 2024-25. Both years are a significant decline from 35% chronic tardiness in 2023-24 .

We used \$4282 of LREGB funds to adopt Mind Education's online "ST Math" application. (The cost of this program \$4718, exceeding the grant amount.) ST Math is a self-paced, adaptive skills and concepts program for K-8 mathematics content. ST Math correlates with our

adopted mathematics curricula, and is well-suited to all learners for self-paced skills and concepts reinforcement and development, in part because the application uses no written or spoken language, only math symbols and pictorial models embedded in games.

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.

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
The wider school community, including Families and Bolinas-Stinson residents	About 10 people attended a April 1, 2026 community workshop about the 2024-27 LCAP. Written feedback was provided by 2 small groups using Chromebooks to record their feedback and ideas.
Cafecito is our District English Learners Advisory Committee. It doubles as our Parent Advisory Committee. Meetings are held once per month, and are attended by 4-12 parents, mainly parents of students who are native Spanish speakers	Monthly meetings with updates and discussion.
Teachers, other school personnel, and local bargaining units	LCAP goals, actions, and measures development and review was an agenda item for approximately 6 whole-staff meetings in the 2025-26 school year.
Governing Board	The LCAP is a standing agenda item at all monthly Governing Board meetings. The board receives updates and regular formal and informal presentations of ongoing work related to the LCAP goals, actions, and metrics.
Students	Superintendent and Principal met with grades 7-8 Student Wellness Ambassadors to gather student input and feedback regarding the LCAP goal areas.
School Site Council	Principal met with the School Site Council to review LCAP goal areas and seek input.
Administrators (Superintendent, Principal, Chief Business Official)	The Superintendent, Principal, and Chief Business Official facilitated and actively participated in LCAP development..
SELPA	Superintendent met with Marin County SELPA director to consult on the LCAP on May 11, 2026.

Educational Partner(s)	Process for Engagement
Parents of students receiving Special Education services	Superintendent sought input on the LCAP from parents of students receiving Special Education services on April 29, 2025.
School Site Council (SSC) Site Perception Survey	The SSC administered its annual family site perception survey in Spring, 2026.

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

The Superintendent and Principal facilitated approximately 12 LCAP review and input meetings with the school district's educational partners between September 2025 and June 2026. As well, the School Site Council administered its annual family site perception survey in Spring 2026, and grades 4-8 students took the annual CalHope survey which rates their satisfaction with school across 5 dimensions: Opportunities for Student Voice and Leadership, Safety and Connection, Emotional Experiences, Resources for Coping, and Experiences with Culturally/Linguistically Responsive Environments.

Families and wider community members value the school in general. They appreciate the low student-staff ratio, the quality faculty and staff, the Art Shops and Music programs, the focus on outdoor education, the newly developed "Living Room" after school program (Extended Learning Opportunities Program, or ELOP), the 3-year old preschool program, the tight-knit small school community with its "family vibe," the responsive and inclusive communication between staff and families, the Spanish language program, and the opportunity for children to know and play with each other across ages, among other things.

Once again, families would like to see Social Emotional Learning become a more elevated focus perhaps with a specifically adopted curriculum, conversation classes for parents to learn Spanish and English together, and more structured opportunities for cross-age interaction and play among students.

Families desire improved student performance in reading, writing, and math, less confusing math curricula (critical of EdGems and Bridges), clearer and more regular communication from teachers about what students are learning and their learning progress, and more experiential and STEM (Science, Technology, Engineering, and Mathematics) learning.

Families express enthusiasm for Goal 3, integration of Visual and Performing Arts & "Homeroom Academics." Positive feedback mentions integration as: a multi-sensory, multi-learning style way to learn; a way to encourage faculty collaboration; being more reflective of the real world; being hands on. Worries about integration included: the possible loss of iterative, focused work within homeroom academic and VAPA learning standards; a possible erosion of academic readiness for secondary school; and the degree of teacher "buy in" to VAPA integration.

Cafecito group members expressed satisfaction with the LCAP goal areas. They value the school's PE and VAPA programs, and the provision of specific instruction in English Language Development. They value the work of our English Learners family liaison and translators, and Cafecito as a regularly scheduled forum to discuss questions and concerns, and to provide suggestions and feedback. Their feedback regarding the school and the LCAP closely mirrors the feedback from the community meeting. Additionally, Cafecito families expressed concern for their students' success in multi-grade homerooms in the 2026-27 school year. (All ages, 3-years old through 8th grade, will be in multi-age homerooms; there will be no single-grade classrooms in the school.)

Among community members and families there is strong support for closing the achievement gap and ensuring all students are challenged and included. Concerns were raised about overemphasizing test scores at the expense of social-emotional learning and broader educational

goals. Teachers are trusted to understand student needs and guide learning effectively. VAPA integration is highly valued for sparking creativity, curiosity, and joy in learning. The program is praised, especially our VAPA TOSA's leadership, with encouragement to explore new themes and strengthen connections with other schools. Families, especially Spanish-speaking ones, want more opportunities for communication and English learning.

Teachers and staff, along with their bargaining unit representatives, feel the LCAP goal areas make sense and are a good fit for the school's values and culture. Staff recognize the needs and wishes we intend to address through our action plan, but want the action plan to be realistic and budgeted for money, people, and time. The action plan and measurements were authored, studied, and revised at staff meetings, in a collaborative effort among staff and administrators. Teachers and staff would like flexibility on how, specifically, the VAPA integration goal is met by each grade level band or teacher.

The student group of seventh and eighth graders value the visual and performing arts programs, and shared some of the ways their learning has already been integrated with homeroom academics. For instance, they measured outdoor benches to size and lay out the tiles they make for them, including clay shrinkage rates in their calculations, and the Art Shops frequently include Art History to focus their art work. They gave a specific example of an Art rotation that tied back specifically to learning about the Renaissance in History. They recommend Science, History, and Literature, and Math as homeroom academic areas that would be "helped" by VAPA integration. They would like the school to have a gym or multi-purpose room, to repair and upgrade the outdoor basketball court, update the track and field equipment, and have a good indoor option for eating in cold or stormy weather. For improved attendance, students suggested strengthening the school's connection with the Bolinas and Stinson communities, surveying students after field trips to see whether or not they were "a hit," starting the school day later, and moving favorite classes to earlier in the day to encourage on-time attendance.

The School Site Council expressed satisfaction with the Goal areas, and were enthusiastic about Goal 3: VAPA integration.

Goal 3 actions provide professional development to support VAPA integration and Project Based Learning, include regularly scheduled collaboration among teams, and Goal 3 measurements include how much time is regularly scheduled for team collaboration. The LCAP does not envision complete dis-integration of homeroom academics and VAPA. Students will continue to learn discipline-specific, standards based content and skills. Goal 1 actions continue a strong focus on outdoor education and field trips. Goal 2 actions and metrics are tightly focused on significantly improving students' academic achievement in Reading, Writing, and Mathematics. Goal 3 actions and metrics are designed to complement and support Goal 2's focus on student's academic achievement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain ongoing elective programs, that is, programs not mandated by the California Department of Education.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 1 lists core elective programming, developed in prior years, the district intends to continue. These programs and services enable English learners to access the Common Core State Standards (CCSS) and the English Learner Development (ELD) standards for purposes of gaining academic content knowledge and English language proficiency. They also enable native English speakers to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. See the description of each action in Goal 1 for detailed explanations of how these programs and services will specifically benefit students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual audit of existing core programs; consultation with educational partners on whether or not to continue core programs.	List of existing core programming the LEA intends to continue.	All 13 programs continued in 2024-25. The district launched the Living Room after-school (ELOP) program in Spring 2025.	All 13 programs continued in 2025-26. The Living Room after-school (ELOP) program completed its first full-year of programming, after a 1/2 year launch in Spring 2025.	Maintain core programming as reflected by LEA's annual consultation with educational partners.	No difference from baseline.
1.2	Annual survey of students' access to broadband internet at home.	95% of students have access to broadband internet at home. Prior to the efforts of BSUSD and BSIAH, 11% of ages 3-grade 12	Broadband access for 95% of preK-high school students continues to be subsidized by the Bolinas-	Broadband access for 95% of preK-high school students continues to be subsidized by the Bolinas-	100% of ages 3-grade 12 students have access to broadband internet at home.	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students had broadband access, including 3% of students from low-income households. Nationally, BSUSD families were in the 6th percentile in broadband access.	Stinson Union School District in collaboration with the Tamalpais Union High School District.	Stinson Union School District in collaboration with the Tamalpais Union High School District.		

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.

All existing elective programs offered by the school district were continued in 2025-26.

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

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

The goal was met by staffing and offering the elective programs listed in Goal 1.

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.

No substantive changes are anticipated to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Counseling Services	Students experience both ad hoc and longer term social-emotional challenges originating both in school and at home. School counseling services directly address students' social-emotional challenges and help students focus on their learning. All students benefit.	\$50,000.00	No
1.2	Student Wellness Ambassadors/ Leadership Team	Student Wellness Ambassadors choose initiatives to benefit students, collect "street data" with surveys to help define what they will do, and then do it.	\$5,000.00	No
1.3	Field Trips	Environmental education is taught through intentionally planned field trips to connect student learning in the classroom to the outside world, and foster in students a sense of responsibility for local stewardship. Social-emotional learning is an additional key component of the field trips providing students with opportunities to increase social dynamics through multi-grade and all school field trips while also practicing mindfulness. Students take "walking field trips" to study our immediate area, local field trips with a focus on the natural environment, and extended (overnight) field trips.	\$50,000.00	No
1.4	Visual and Performing Arts	Students participate in vocal and instrumental Music and 4 Art Shops (Drawing and Painting, Ceramics, Wood and STEM, Mixed Media). Student participation in Visual and Performing Arts programs is strongly correlated with increased academic achievement.	\$648,056.00	No
1.5	Bus transportation to and from school	Free transportation - to and from school.	\$258,604.00	No
1.6	Combined 3-year old and TK classroom with a certificated teacher	Pre-Kindergarten children benefit from structured early childhood education throughout their subsequent education.	\$117,616.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Cafeteria program serving 85%+ organically sourced food	Students benefit from breakfast, snack, and lunch. The school community values organic ingredients. Benefits all students	\$175,000.00	No
1.8	Summer learning program	Costs cover staff and student snacks.	\$6,000.00	Yes
1.9	Lending library and library classes	Students benefit from learning about and reading different genres and themes in the books available for them to read. Benefits all students.	\$106,703.00	No
1.10	Instructional Assistants scheduled in TK-5 classrooms	Students benefit from regular opportunities for individualized and small group instruction. Costs cover personnel salaries.	\$382,319.00	No
1.11	TK-1: student iPad for each student, 2-8: student Chromebook for each student	Student learning benefits from online for research and communication, access to curriculum, and "learning apps." Benefits all students.	\$30,000.00	No
1.12	Broadband internet access at home: install infrastructure and subsidize subscriptions to broadband internet service.	Bolinas-Stinson Union School District financially supports and works with the nonprofit Bolinas-Stinson Internet at Home (BSIAH) to provide infrastructure and subsidized subscriptions to high-speed internet connections at every student's home. As well, BSUSD works with BSIAH and the Tam District to continue this support for students enrolled in Tam District secondary schools.	\$28,000.00	Yes
1.13	After school program with program coordinator.	Students benefit from after school enrichment opportunities. The after school program provides enrichment classes in visual and performing arts, athletics, and other disciplines.	\$84,231.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics with a focus on narrowing the achievement gap for students who are English learners (ELs), Socioeconomically Disadvantaged (SED), and/or have Individualized Education Plans (IEPs).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is focused on increasing all students' academic achievement while closing the measured achievement gap between multi-language learners, students from low-income families, and foster youth and all other students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Aeries attendance data: Overall attendance	All-student attendance rate is 93% for the 2023-24 school year.	All-student attendance rate remained essentially the same, at 93.1%	All-student attendance rate remained essentially the same, at 92.78%	daily attendance to 97%	+0.22%
2.2	Aeries attendance data: Chronic absenteeism	Chronic absenteeism rate is 35% for the 2023-24 school year.	Chronic absenteeism remained essentially the same, at 38%.	Chronic absenteeism declined to 22.9%	chronic absenteeism to 10%	-12.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Aeries attendance data: Tardiness	Chronic tardiness (10%+ tardy) rate is 35% for the 2023-24 school year.	Chronic tardiness (10%+ tardy) rate is 7.3% for the 2024-25 school year.	Chronic tardiness (10%+ tardy) rate is 8.2% for the 2024-25 school year.	chronic tardiness to 10%	-26.8%
2.4	Middle school drop out rate	0%	0%		0	0
2.5	Pupil expulsion rate	0%	0%		0%	0
2.6	Pupil suspension rate	0%	0%		0%	0
2.7	CAASPP Mathematics data (All grades 3-8 students)	32.5% of grades 3-8 students achieved proficient scores in Spring 2024.	50% of grades 3-8 students achieved proficient scores in Spring 2024.	Data available Fall 2026.	80% proficient	+17.5%
2.8	CAASPP English/Language Arts data (All grades 3-8 students)	46.1% of grades 3-8 students achieved proficient scores in Spring 2024.	62.23% of grades 3-8 students achieved proficient scores in Spring 2024.	Data available Fall 2026.	80% proficient	+16.13%
2.9	CAASPP English/Language Arts data: English Learners, students from low-income homes, and foster students	36% of grades 3-8 English Learners, students from lowincome homes, and foster students achieved proficient scores in Spring 2024.	% proficient scores in 2025: English Learners: 27.3% Socioeconomically Disadvantaged: 39%	Data available Fall 2026.	80% proficient	-8.3%
2.10	CAASPP Mathematics data: English Learners, students from low-income homes, and foster students	9% of grades 3-8 English Learners, students from low-income homes, and foster students achieved proficient scores in Spring 2024.	% proficient scores in 2025: English Learners: 27.27% Socioeconomically Disadvantaged: 30.4%	Data available Fall 2026.	80% proficient	+18.27%
2.11	ELPAC (English Language Proficiency Assessments for	0% of students who are classified as LEP (Limited English	29% of students who are classified as LEP (Limited	reclassification rates for 2025-26 are	20% of LEP students	+29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California) data: reclassification rate	Proficient) were reclassified FEP (Fully English Proficient) while enrolled in 2023-24.	English Proficient) were reclassified FEP (Fully English Proficient) while enrolled in 2024-25.	calculated in the summer of 2026.	reclassified as FEP, annually.	
2.12	ELPAC (English Language Proficiency Assessments for California) data: progress rate	Fraction/percentage of LEP students who increased scores within their ELPAC proficiency level band, or progressed to the next proficiency level band. 2024-25 school year will establish the baseline.	14/14 / 100%	25-26 data will be calculated in Fall 2026.	100%	baseline established in 2024-5
2.13	Acadience data (formative assessment)	Percentage of students, K-8, demonstrating grade level proficiency in reading and math. 2024-25 school year will establish the baseline.	64% of students in grades K-8 demonstrated grade level proficiency in reading and math at the end of the 2024-25 school year.	65% of students in grades K-8 currently demonstrate grade level proficiency in English/Language Arts. 85% of students in grades K-8 currently demonstrate grade level proficiency in mathematics.	85% of students, TK-8, will demonstrate grade level proficiency.	+1%
2.14	CalHope Student Survey	In Spring 2024, 77% of grades 3-8 students gave the school a "favorable" overall rating over 5 categories of questions.	In Spring 2024, 71% of grades 3-8 students gave the school a "favorable" overall rating over 5 categories of questions.	In Spring 2025, 80% of grades 3-8 students gave the school a "favorable" overall rating over 5 categories of questions.	90% "favorable"	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	Minutes and frequency per week for classroom instruction in ELA.	2024-25 school year will establish the baseline.	ELA instruction is provided 5 days/week in grades TK-8. TK: 475 minutes ELA/wk K: 475 minutes ELA/wk 1: 485 minutes ELA/wk 2-5: 400 minutes ELA/wk 6-8: 310 minutes ELA/wk	ELA instruction is provided 5 days/week in grades TK-8. TK-5th: 500 minutes ELA/wk 6-8th: 245 minutes ELA/week	300 minutes/wk, 4-5x/wk	TK-5 meet the 300 min/wk ELA instruction goal; 6-8 is 55 min/wk under the goal.
2.16	Minutes and frequency per week for classroom instruction in Mathematics	2024-25 school year will establish the baseline.	Math instruction is provided 5 days/week in grades TK-8. TK: 200 minutes math/wk K: 400 minutes math/wk 1: 340 minutes math/wk 2-5: 300 minutes math/wk 6-8: 300 minutes math/wk	Math instruction is provided 5 days/week in grades TK-8. TK-5th: 500 minutes ELA/wk 6-8th: 245 minutes ELA/week	300 minutes/wk, 4-5x/wk	TK-5 meet the 300 min/wk Math instruction goal; 6-8 is 55 min/wk under the goal.
2.17	Audit of time spent on collaborative work within the all-school schedule	2024-25 school year will establish the baseline.	Collaborative faculty work within the all school schedule, per week: 380 minutes (includes 120 minutes/wk on "minimum day" Wednesdays).	Collaborative faculty work within the all school schedule, per week: 310 minutes (includes 120 minutes/wk on "minimum day"	120 minutes/week	-70 minutes per week

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	Record of adopted curriculum	None: cycle is beginning	CKLA adopted as K-6 English/Language Arts curriculum		Adoptions for ELA, Math, Science	ELA complete. Math in 2025-6; Science in 2026-7
2.19	Fraction of instructional staff (certificated and classified) completing professional development trainings	0/17	15/17	17/17	17/17	+17
2.20	Number of monthly "Cafecito" meetings/year	10	10	10	10	0

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.

Year 2 of LCAP goals and actions was implemented and monitored as planned. We had a successful first year of collaborative learning cycles - planning, teaching, assessment, and planning for next learning. We await summative learning outcomes in English/Language Arts as measured by the CAASPP (California Assessment of Student Performance and Progress).

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

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

Our efforts to reduce chronic absenteeism from 35% to 10% in year 3 have not yet met our 10% goal; we are currently at 22.9%. We hope for a 97% overall attendance rate, but are holding steady at 93%.
We had significant success reducing the chronic tardy rate (18+ tardies in a 180 day year) from 35% to 8.2%
Formative and qualitative data indicate our planned efforts to increase student academic achievement in Reading and Mathematics are working. Likewise, formative data measuring the English-learning progress of our multi-language learners is promising. We await additional, summative assessment data (Spring 2026 CAASPP) in Fall 2026.

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

After review of the LCAP, we will continue our work in year 3 as planned.

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	Attendance: The district will send letters to families of students who exceed tardy and absence limits, once per month.	<p>Our tardy, absence, and chronic tardiness and absenteeism rates are not meeting district goals.</p> <p>Regular letters inform families of their students' excessive tardies and absences. Benefits all students.</p> <p>Student achievement will benefit from higher rates of attendance; research demonstrates an absentee rate of 10% or greater is strongly correlated with lower academic performance, risk of failing grades and retention, lower graduation rates, poorer standardized test scores, delayed social-emotional development, and increased risky behaviors such as substance abuse.</p> <p>*Costs associated with this action are not included in this plan</p>	\$10,000.00	No
2.2	Attendance: Case Review Team to study attendance data and plan with individual families, as needed, to meet school attendance goals.	<p>Our tardy, absence, and chronic tardiness and absenteeism rates are not meeting district goals.</p> <p>Families will be involved in creating plans to increase their students' on-time attendance. Family involvement in creating on-time attendance programs has been demonstrated to increase students' on-time attendance. Benefits all students.</p>	\$6,000.00	No
2.3	Attendance: Teachers will provide Independent Study on a case-by-case basis, for non-vacation student	<p>Families encounter circumstances in which their students' cannot be in school despite the families' wishes.</p> <p>Independent study can maintain student progress when the student cannot attend. Benefits all students.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	absences exceeding 2 days.			
2.4	Curriculum: Review and adopt curriculum on the following schedule: 2024-5: English/Language Arts 2025-6: Mathematics 2026-7: Science 2027-8: History/Social Science 2028-9: Repeat 2024-28 adoption cycle	We began our curriculum adoption schedule in 2024-25 with the adoption of Amplify's CKLA ELA curriculum for grades TK-5. In 2025-26 we adopted Mathematics curriculum: Eureka for TK-5 and EdGems for 6-8. We also used \$4282 of LREGB funds to adopt Mind Education's online "ST Math" application. (The cost of this program \$4718, exceeding the grant amount.) ST Math is a self-paced, adaptive skills and concepts program for K-8 mathematics content. Adopted curricula help ensure vertical articulation of the state learning standards and how they are taught across grades TK-8; vertical articulation of learning standards ensures students experience a common core of learning.	\$42,000.00	No
2.5	Curriculum: Adopt and use systematic, explicit phonics instruction in grades TK-3, and morphemes (prefix, suffix, root) and multisyllabic vocabulary instruction in grades 4-8.	Students able to apply phonics knowledge to reading and writing are likely able to read and write better than they would otherwise. Morphology assists students' learning of new vocabulary, which in turn is likely to increase comprehension skills. This action is focused on improving students' reading and writing fluency, and reading comprehension. It applies to all students because all students will benefit. *Costs associated with this action in staff salaries	\$1,077.00	No
2.6	Instruction: Provide targeted ELD support for TK-8 students.	English Learners will receive targeted instruction in English language development, including academic vocabulary. Increased academic vocabulary knowledge is strongly correlated with increased conceptual and skills development among Multi-Language Learners. This goal applies to English Learners only because English learners have the greatest need of it, and the school district has limited staff time to provide this targeted service to all students.	\$205,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Instruction: Develop standard protocol for assessing newly enrolled students who are multilingual learners and determining the level and scheduling of support required.	Bolinas-Stinson Union School District will develop a protocol for assessing incoming students who are English Learners, and then providing individually-tailored, needs-based support for each EL student's successful introduction to and participation in school. Individually tailored, needs-based support is more likely to meet individual students' needs than generalized, non-tailored support, because the most needed supports will be provided to each student.	\$0.00	Yes
2.8	Instruction: Adopt a team protocol for "learning cycles:" identify learning targets, design instruction, assess learning progress, analyze assessment data, repeat.	<p>A consistently timed team protocol for learning cycles will benefit all teaching teams and student achievement because the protocol focuses teaching on particular student learning targets and instructional responses to ongoing assessments of the targeted student learning.</p> <p>*Costs associated with this action are associated with ELD staff salaries.</p>	\$0.00	No
2.9	Professional Development in Mathematics: Publisher training for adopted Mathematics curriculum	Bolinas-Stinson Union School District has adopted the Eureka mathematics curriculum for grades TK-5. TK-5 instructional staff and the school Principal will participate in the publisher's curriculum training. As well, TK-8 instructional staff will continue to receive training in mathematics teaching and learning. Training teachers to use the adopted curriculum as intended is a highly recommended best practice to ensure students learn the Common Core State Standards and English Language Development standards.	\$85,745.00	No
2.10	Professional Development in English Learner Development strategies for regular classroom instruction	District faculty received initial training in ELD strategies through BeGLAD, a professional development company focused on ELD strategies. Research indicates ELD strategies enhance teaching methods and lead to higher engagement and improved language and academic results among English Learners and all students.	\$2,800.00	

Action #	Title	Description	Total Funds	Contributing
2.11	Professional Development: Faculty observation of each other's teaching	<p>Faculty would like to identify and practice in-common, effective teaching strategies across our school's classrooms.</p> <p>Observation of colleagues' teaching practices will help identify best practices and strategies and inform each teacher's use of them, as well as fostering general appreciation of each other's professional practice.</p> <p>*Costs cover substitutes to provide release time.</p>		No
2.12	Schedule: Create an All School Schedule that supports periods for targeted instruction for individuals and groups of students.	<p>Current CAASPP and Acadience assessment data shows our school is not meeting proficiency goals in English/Language Arts and Mathematics. Once we are assured Tier I (regular classroom) instruction is of the highest quality we can provide, students will benefit from reactive intervention instruction targeted to their currently assessed learning needs. Benefits all students.</p> <p>*Costs associated with this action are found in the principal's salary</p>	\$0.00	No
2.13	Schedule: Create an all-school schedule allocating work periods for collaborative team meetings to support instructional planning and VAPA integration.	<p>Teaching teams need collaborative work time to plan for how to accomplish this strategic plan's student achievement and curriculum integration actions. Teacher preparation benefits all students.</p> <p>*Costs cover substitutes to provide release time.</p>	\$0.00	No
2.14	Family engagement: Host monthly "Cafecito" meetings	<p>Our "Cafecito" group, which serves as our District English Learner Advisory Committee (DLAC), has 6-14 parents in regular attendance in a district with enrollment of approximately 110 students, 20 of whom are either classified as English Learners or have been reclassified from EL to Fully English Proficient students. It meets monthly to provide feedback on how the school supports EL students and what the school can do additionally. Participation is primarily by parents of English Learners, and includes parents of native English speakers. Engaging families establishes a positive communication loop in which parents can better respond to their</p>	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		children's school needs and the school can better respond to the children's needs as identified by parents.		
2.15	Family Engagement: Conduct School Site Council process	School Site Council (SSC) will annually study student achievement data, student and family site perception survey data, and progress toward prior Single Plan for Student Achievement (SPSA) goals, create a new SPSA , and conduct a family site perception survey. Site perception survey results allow the school district to make improvements to existing programs, start new programs, and eliminate ineffective programs in response to the survey results. Better serving families' needs is correlated with improved student achievement.	\$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Student learning demonstrates integration of "homeroom academic" disciplines, concepts, and skills with Visual and Performing Arts and PE. BSUSD homeroom academics are English Language Arts, Mathematics, History/Social Science, Science, and Spanish). BSUSD Visual and Performing Arts are Visual Arts, Performing Arts, and Physical Education. Visual and Performing Arts (VAPA) and Physical Education (PE) are not only represented in student work products, but are also a vehicle for learning homeroom academics. As well, homeroom academics are not only learned as discreet concepts and skills, but are also a vehicle for learning Visual and Performing Arts.	Broad Goal

State Priorities addressed by this goal.

- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Done well, VAPA integrated learning enhances student learning and engagement. Bolinas-Stinson School District operates outstanding Visual and Performing Arts and PE programs, funded with direct community support from a dedicated parcel tax. Teachers currently integrate homeroom academics with VAPA. However, making VAPA integration a focus goal and investing in it further by articulating the practice across all grade level of instruction, intentionally providing professional development and staff support for it, and budgeting dedicated time for collaborative work toward it, will improve both student learning outcomes and the relevance and quality of our VAPA integrated units of study. When students are engaged with and expressing their learning in ways that are meaningful for them individually, they are more likely to want to attend school on time, more likely to feel fully included in the school community, and more likely to progress to their full potential both academically and social-emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fraction of grade levels (TK-8) completing at least one newly developed VAPA-integrated unit of study in the school year.	0/10	10/10		10/10	10/10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	All students will have access to all courses of study that are offered in the Bolinas Stinson district	100% of students have access to all courses and programs	100% of students have access to all courses and programs		Maintain 100% access	0
3.3	Report cards and master schedules will continue to reflect participation in all courses of study beyond those required by the state of California	100% participation rate and measures of engagement and skill growth on report cards and/or teacher progress notes	100% participation rate and measures of engagement and skill growth on report cards and/or teacher progress notes		Report cards will document the participation rate for all	0
3.4	Cal HOPE	In Spring 2024, 77% of grades 3-8 students gave the school a "favorable" overall rating over 5 categories of questions.	In Spring 2025, 71% of grades 3-8 students gave the school a "favorable" overall rating over 5 categories of questions.	In Spring 2026, 80% of grades 3-8 students gave the school a "favorable" overall rating over 5 categories of questions.	90% "favorable"	+3%
3.5	California Department of Education: Exemplary Arts Education Award	Baseline in Spring 2026: score of 13.5/15 on the CDE scoring rubric.	N/A	N/A	15/15	-1.5 points

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.

All grade level teams collaborated with our Visual and Performing Arts Teacher on Special Assignment (VAPA TOSA) and Art Shop Instructors to design and engage students in VAPA integrated units of study. VAPA integration projects were displayed at the school's Spring 2026 Back to School Night.

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

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

Faculty report mixed opinions on the need for a VAPA TOSA to facilitate VAPA integrated units of study and provide professional development and technical guidance. However, all faculty participated in the effort.

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

In the May staff review of goal 3, there were several alternate suggestions for how homeroom teachers might collaborate with VAPA specialists. Ideas generally shifted the collaborative practice from a scheduled requirement to an ongoing, less formal basis. That said, continuing to ensure there is time in the all school schedule for less formal collaboration is still emphasized. One suggestion for change is to assign an Art Shop Instructor (there are 4) as the primary VAPA consultant to each homeroom teacher (there are 7).

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	Professional Development: Provide VAPA integration professional development and coaching, on a regular basis, for teaching teams	Faculty need consistent and similar coaching in planning VAPA-integrated curriculum and teaching. Costs cover salaries of two teachers employed by the district whose duties include providing PD and coaching in VAPA integration.	\$34,083.00	No
3.2	Curriculum: Establish yearly requirements for VAPA integration.	We have not developed school-wide commitments to a level of VAPA integrated learning that meets school-wide expectations for content and outcomes. One suggestion for year 3 is to focus requirements not on the final product but through assessment that values process instead; creativity, problem solving, student choice, responding artistically, communication, & content understanding.		No

Action #	Title	Description	Total Funds	Contributing
		*Costs associated with the actions 3.3, 3.4, 3.5, 3.6 and 3.7 are associated with staff salaries.		
3.3	Curriculum: Identify vertical TK-8 strands in ELA, Mathematics, Science, and History/Social Science to serve as focus areas for school-wide VAPA integration.	Being aware of what learning goals across disciplines and grades is essential. School-wide focuses will help our VAPA integration work make sense. We have not developed a vertical articulation of learning foci for VAPA integration work. One suggestion for year 3 as a place to start is mapping the teaching and learning of essential skills across the grade levels in both homerooms and Art Shops (cutting with scissors, measurement, ruler use, glue, color wheel, etc.). Another is collaborating to become aware of key concepts/themes being cover by our English-Language Arts curriculum and making connections with visual and performing arts standards. For instance, Life cycles/ primary colors and patterns in K, or the renaissance in Language arts and in art history, in visual arts and theater play in performing arts in 5th grade, or 6th grade hand built sculpting and geological layers.		No
3.4	Curriculum: Create a document template to guide faculty in VAPA-integration (planning, targeting of content and process standards, assessment rubrics, teacher reflection, revision of plans)	Faculty need a planning guide to assist them in creating consistent and high quality student learning experiences.		No
3.5	Curriculum: Create a “resource bank” of people in our community with skills relevant to VAPA-integrated teaching and learning.	Community expertise may be needed to help with planning and teaching VAPA-integrated units of study.		No

Action #	Title	Description	Total Funds	Contributing
3.6	Extracurricular: Promote Visual and Performing Arts classes in the Living Room program (after school or ELOProgram)	Students benefit from extracurricular training in Visual and Performing Arts.		No
3.7	Professional Development in Project Based Learning	Goal 3 in this LCAP is integration of Project Based Learning with visual and performing arts and PE with ELA, Mathematics, Science, and History/Social Science. Project Based Learning is a powerful vehicle for integrating the learning of visual and performing arts and PE with ELA, Mathematics, Science, and History/Social Science.	\$59,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure school facilities are maintained in good repair and meet current needs.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is intended to ensure school facilities are maintained in good repair and meet current needs. In Spring of 2024, the district retained Greystone West to conduct a facilities analysis. The report identified approximately \$2 million of immediate repair work to roofs and building exterior cladding. The district will undertake a full facilities evaluation. The facilities evaluation process will include an updated facilities needs analysis conducted through board designated processes, and considering modernization and building replacements in addition to necessary repairs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facilities funding amounts allocated from general revenues, per fiscal year.	\$0	\$100,000	\$100,000	\$300,000 @ \$100,000/year over 3 years	+\$100,000
4.2	Facilities Inspection Tool (FIT) Report	"Good" ranking in all categories	"Good" ranking in all categories	"Good" ranking in all categories	Maintain "Good" ranking in all categories	0
4.3	General Fund revenues annually assigned to Fund 40 for deferred maintenance and repair on facilities.	\$0	\$0	\$400,000	\$220,000	\$400,000

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 contracted with Greystone West to determine facilities needs for modernization, maintenance, and repair. The district contracted with King Consulting to qualify BSUSD for all state facilities funds for which we are eligible. Based on the Greystone West report and staff and outside expert evaluation, the Superintendent developed a deferred maintenance project schedule for board approval.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

We have been successful in performing most of our second tranche of needed deferred maintenance on district facilities, including exterior stain on Stinson campus buildings, replacement of leaky/failed windows on the district main office building, and the replacement of 4 roofs on the Bolinas campus (scheduled for summer 2026). Still to be bid and completed is the resurfacing of the hardcourt play areas on the Bolinas campus.
The third tranche of deferred maintenance will include the replacement of 2 failing retaining walls on the Stinson campus, beginning the process of replacing exterior siding on all classrooms, rekeying both campuses, and reroofing more classrooms if funds are available. The fourth tranche of deferred maintenance will be replacing aged-out (but still currently functioning) electrical panels, and upgrading inadequate electric baseboard heat with modern HVAC options.

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.

No changes are anticipated in goals and actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Determine short and long term facilities repairs,	The initial facilities report demonstrates an immediate need for approximately \$2.1M in roofing and exterior cladding replacement and repairs. Additional possible modernization and replacement needs were	\$220,000.00	No

Action #	Title	Description	Total Funds	Contributing
	modernizations, replacements, and maintenance schedules.	identified, and will be studied with processes approved by the governing board. *Contribution to the Fund 40 from General Fund to fund annual repairs		
4.2	Identify funding sources to complete the selected construction and maintenance work.	The availability of funding will determine the scope of construction work the district is able to undertake.	\$0.00	No
4.3	Maintenance & Oper Staff	Fully staffed maintenance and operations department to provide daily campus maintenance.	\$241,476.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Ensure all students are enrolled in a general education broad course of study aligned to state board learning standards, and qualifying students receive Special Education support, from appropriately assigned and credentialed teachers using standards-aligned instructional materials.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 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 ensures the Bolinas-Stinson Union School District holds itself accountable for meeting the basic conditions of learning while engaging all students in a broad course of study and providing programs and services for students with exceptional needs, in accord with state board adopted content and performance standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of teachers who are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100%	100%		100%	0
5.2	Percentage of pupils with sufficient access to standards-aligned instructional materials.	100%	100%		100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Percentage of pupil has sufficient access to standards-aligned instructional materials.	100%	100%		100%	0
5.4	Percentage of pupils who have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.	100%	100%		100%	0
5.5	Percentage of service minutes provided in Specialized Academic Instruction, Speech and Language Services, Occupational Therapy, and Psychological Therapy, as denoted in student IEPs.	100% of the time denoted	100% of the time denoted		100%	0
5.6	Percentage of parents attending and participating in IEP development for students who qualify for Special Education Services.	100%	100%		100%	0

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.

Goal 5 actions have successfully ensured all students are enrolled in a general education broad course of study aligned to state board learning standards, and qualifying students receive Special Education support, from appropriately assigned and credentialed teachers using standards-aligned instructional materials.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Goal 5 actions have successfully ensured all students are enrolled in a general education broad course of study aligned to state board learning standards, and qualifying students receive Special Education support, from appropriately assigned and credentialed teachers using standards-aligned instructional materials.

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.

No changes to the planned goal, metrics, target outcomes, or actions resulted from reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	\$1,624,147.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Every pupil will have sufficient access to standards-aligned instructional materials.	Every pupil will have sufficient access to standards-aligned instructional materials.	\$32,300.00	No
5.3	The district will implement the academic content and performance standards adopted by the state board.	The district will implement the academic content and performance standards adopted by the state board.		No
5.4	Pupils have access to and are enrolled in a broad course of study.	Pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.		No
5.5	Programs and services for individuals with exceptional needs are developed and provided in partnership with their parents.	Parents of students with individualized Educational Programs participate fully in all IEP development and amendment meetings.	\$555,266.00	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
\$97438	\$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
1.916%	0.000%	\$0.00	1.916%

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
1.8	<p>Action: Summer learning program</p> <p>Need: The need was determined through parent and staff feedback and recommendation.</p> <p>Some students benefit from a targeted academic boost prior to the start of the new school year and in particular our unduplicated students. In order for these extended learning</p>	<p>Some students benefit from a targeted academic boost prior to the start of the new school year, and the need is not limited to Unduplicated Pupils. While all students may participate in the summer program, we are ensuring that our unduplicated students have the opportunity to participate as we anticipate it will assist in mitigating learning loss across summer months. This is particularly important for students who may not have consistent access to enrichment or academic supports outside of the school setting.</p>	<p>Improved Math skills Formative assessment Growth against the standards - report cards</p>

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
	<p>opportunities to be effective and equitable, the program must address both academic and non-academic needs of all students. Providing funding for staff costs (personnel) and student snacks is a unique need, as our unduplicated students rely on school-provided meals during the school year. While principally extending the program to our unduplicated students, all students are invited to attend by teacher referral, ensuring equitable access for full participation.</p> <p>Staff are also central to program delivery and sustainability. Funding for personnel ensures that qualified staff are available to supervise, instruct, and support students during extended hours. Covering these costs acknowledges the additional time and effort required, supports retention and morale, and maintains the safe, structured environment needed for student success. By addressing both student and staff needs, this action supports the LEA's goal of providing high-quality, accessible, and equitable summer learning opportunities.</p> <p>Scope: LEA-wide</p>	<p>The action is designed to meet both academic and non-academic needs by providing direct instructional support, supervision, and structured enrichment activities, while also ensuring student well-being through the provision of snacks. Funding for staff (personnel) is critical to sustaining the program, as it ensures highly qualified staff are available to provide instruction, maintain safe environments, and support students throughout extended learning hours. Because learning loss and the need for structured support are challenges faced by all students—not solely unduplicated pupils—the action is offered on an LEA-wide basis to maximize access, equity, and positive outcomes across the student population.</p>	
1.12	<p>Action: Broadband internet access at home: install infrastructure and subsidize subscriptions to broadband internet service.</p> <p>Need: Unduplicated student groups are disproportionately impacted when broadband</p>	<p>95% of students have access to broadband internet at home. Prior to the efforts of BSUSD and BSIAH, 11% of ages 3-grade 12 students had broadband access, including 3% of students from low-income households. Nationally, BSUSD families were in the 6th percentile in broadband access. We are providing this to ensure that all students have equal access to broadband.</p>	<p>The school works with the non-profit BSIAH (Bollinas-Stinson Internet at Home). BSIAH completes an annual survey of students' access to broadband internet, which serves to</p>

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
	<p>is unavailable or unaffordable. Prior to the district's efforts, only 3% of low-income students had broadband access, placing BSUSD families in the 6th percentile nationally. Providing infrastructure and subsidized subscriptions addresses this unique need by ensuring equitable access to digital learning, instructional resources, and communication with teachers and support services.</p> <p>Scope: LEA-wide</p>	Unduplicated students are disproportionately impacted by lack of access to broadband access.	monitor this action's effectiveness.

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
2.6	<p>Action: Instruction: Provide targeted ELD support for TK-8 students.</p> <p>Need: Through Educational Partner feedback from parents: Parents requested additional instruction to support English language acquisition for EL students. English Learners need to learn spoken and written English, and particularly academic vocabulary, in order</p>	Targeted instruction in English language will develop needed English language skills. It is provided LEA-wide because we are a one-school district.	ELPAC assessment, CAASPP in ELA and Mathematics, and time required to reclassify students as Fully English Proficient

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>better to participate in the school's English immersion instruction. English Learner proficiency is 27.7% in ELA and 27.7% in math. Socioeconomically Disadvantaged proficiency is 39% in ELA and 30% in Mathematics, both significantly below overall proficiency rates.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.7	<p>Action: Instruction: Develop standard protocol for assessing newly enrolled students who are multilingual learners and determining the level and scheduling of support required.</p> <p>Need: Staff feedback indicated a need for a consistent and transparent protocol to determine the levels of supports needed by multilingual learners upon enrollment.</p> <p>We currently assess incoming EL students and provide support, but we have no published list of required assessments or list of proficiency levels corresponding to varied intensity levels of Tier II support.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	More complete, routine, and targeted assessments will help individualize Tier II ("pull-out") instruction for English Learners.	ELPAC assessment, CAASPP in ELA and Mathematics, and time required to reclassify students as Fully English Proficient
2.14	<p>Action: Family engagement: Host monthly "Cafecito" meetings</p>	Parents of English Learners are able to inform us of how we can better support their students and families, and parents of native English speaking	Record of monthly meetings.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: English Learners need support in learning content and performance standards in an English-immersion program, while simultaneously learning English as a second language. Regular meetings with the families of English Learners help us identify the needs and supports.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	students are able to make connections with native English speaking families and understand how our school community can best include and support a multi-lingual learning community.	

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

Additional Concentration Grant Funding

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

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		

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

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	5084775	97438	1.916%	0.000%	1.916%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,890,898.00	\$358,744.00	\$618,286.00	\$193,536.00	\$5,061,464.00	\$3,996,095.00	\$1,065,369.00

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	School Counseling Services	All	No			All Schools	2024-27	\$12,000.00	\$38,000.00	\$29,148.00	\$20,852.00			\$50,000.00	
1	1.2	Student Wellness Ambassadors/ Leadership Team	All	No			All Schools TK-8	2024-27	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
1	1.3	Field Trips	All	No			All Schools	2024-25	\$0.00	\$50,000.00	\$50,000.00		\$0.00		\$50,000.00	
1	1.4	Visual and Performing Arts	All	No			All Schools	2025-27	\$623,856.00	\$24,200.00	\$10,495.00	\$21,331.00	\$616,230.00		\$648,056.00	
1	1.5	Bus transportation to and from school	All	No			All Schools	2024-25	\$206,504.00	\$52,100.00	\$258,604.00				\$258,604.00	
1	1.6	Combined 3-year old and TK classroom with a certificated teacher	3-year old students whose families live within district boundaries	No			All Schools	2025-27	\$113,366.00	\$4,250.00	\$117,616.00				\$117,616.00	
1	1.7	Cafeteria program serving 85%+ organically sourced food	All	No			All Schools	2025-27	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	
1	1.8	Summer learning program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	\$6,000.00	\$0.00	\$6,000.00	\$0.00			\$6,000.00	
1	1.9	Lending library and library classes	All	No			All Schools	2025-26	\$94,178.00	\$12,525.00	\$101,678.00			\$5,025.00	\$106,703.00	
1	1.10	Instructional Assistants scheduled in TK-5 classrooms	All	No			All Schools	2025-26	\$381,569.00	\$750.00	\$382,319.00				\$382,319.00	
1	1.11	TK-1: student iPad for each student, 2-8: student Chromebook for each student	All	No			All Schools	2025-27	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Broadband internet access at home: install infrastructure and subsidize subscriptions to broadband internet service.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$28,000.00	\$28,000.00				\$28,000.00	
1	1.13	After school program with program coordinator.	All	No			All Schools	2025-26	\$55,231.00	\$29,000.00		\$84,231.00			\$84,231.00	
2	2.1	Attendance: The district will send letters to families of students who exceed tardy and absence limits, once per month.	All	No			All Schools	2024-25	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
2	2.2	Attendance: Case Review Team to study attendance data and plan with individual families, as needed, to meet school attendance goals.	All	No			All Schools	2024-27	\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
2	2.3	Attendance: Teachers will provide Independent Study on a case-by-case basis, for non-vacation student absences exceeding 2 days.	All	No			All Schools	2024-25	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Curriculum: Review and adopt curriculum on the following schedule: 2024-5: English/Language Arts 2025-6: Mathematics 2026-7: Science 2027-8: History/Social Science 2028-9: Repeat 2024-28 adoption cycle	All	No			All Schools	2024-29	\$0.00	\$42,000.00	\$33,000.00	\$9,000.00			\$42,000.00	
2	2.5	Curriculum: Adopt and use systematic, explicit phonics instruction in grades TK-3, and morphemes (prefix, suffix, root) and multisyllabic vocabulary instruction in grades 4-8.	All	No			All Schools	2025-27	\$0.00	\$1,077.00	\$0.00	\$1,077.00	\$0.00	\$0.00	\$1,077.00	
2	2.6	Instruction: Provide targeted ELD support for TK-8 students.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	\$197,541.00	\$7,500.00	\$166,540.00			\$38,501.00	\$205,041.00	
2	2.7	Instruction: Develop standard protocol for assessing newly enrolled students who are multilingual learners and determining the level and scheduling of support required.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	\$0.00	\$0.00	\$0.00				\$0.00	

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
2	2.8	Instruction: Adopt a team protocol for “learning cycles:” identify learning targets, design instruction, assess learning progress, analyze assessment data, repeat.	All	No			All Schools	2024-25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.9	Professional Development in Mathematics: Publisher training for adopted Mathematics curriculum	All	No			All Schools	2024-25	\$0.00	\$85,745.00	\$83,000.00			\$2,745.00	\$85,745.00	
2	2.10	Professional Development in English Learner Development strategies for regular classroom instruction	English Learners Low Income			English Learners Low Income	All Schools	2024-2027	\$0.00	\$2,800.00				\$2,800.00	\$2,800.00	
2	2.11	Professional Development: Faculty observation of each other’s teaching	All	No			All Schools	2025-26								
2	2.12	Schedule: Create an All School Schedule that supports periods for targeted instruction for individuals and groups of students.	All	No			All Schools	2024-27	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
2	2.13	Schedule: Create an all-school schedule allocating work periods for collaborative team meetings to support instructional planning and VAPA integration.	All	No			All Schools	2024-27	\$0.00	\$0.00	\$0.00	\$0.00			\$0.00	
2	2.14	Family engagement: Host monthly "Cafecito" meetings	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.15	Family Engagement: Conduct School Site Council process	All	No			All Schools	2024-27	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.1	Professional Development: Provide VAPA integration professional development and coaching, on a regular basis, for teaching teams	All	No			All Schools	2025-27	\$32,027.00	\$2,056.00	\$16,000.00	\$16,027.00	\$2,056.00		\$34,083.00	
3	3.2	Curriculum: Establish yearly requirements for VAPA integration.	All	No			All Schools	2024-27								
3	3.3	Curriculum: Identify vertical TK-8 strands in ELA, Mathematics, Science, and History/Social Science to serve as focus areas for school-wide VAPA integration.	All	No			All Schools	2024-27								
3	3.4	Curriculum: Create a document template to guide faculty in VAPA-integration (planning, targeting of	All	No			All Schools	2024-27								

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
		content and process standards, assessment rubrics, teacher reflection, revision of plans)														
3	3.5	Curriculum: Create a “resource bank” of people in our community with skills relevant to VAPA-integrated teaching and learning.	All	No			All Schools	2024-27								
3	3.6	Extracurricular: Promote Visual and Performing Arts classes in the Living Room program (after school or ELOProgram)	All	No			All Schools	2024-27								
3	3.7	Professional Development in Project Based Learning	All	No			All Schools	2025-27	\$59,000.00	\$0.00	\$59,000.00				\$59,000.00	
4	4.1	Determine short and long term facilities repairs, modernizations, replacements, and maintenance schedules.	All	No			All Schools	2025-2029	\$0.00	\$220,000.00	\$220,000.00	\$0.00	\$0.00	\$0.00	\$220,000.00	
4	4.2	Identify funding sources to complete the selected construction and maintenance work.	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Maintenance & Oper Staff							\$65,676.00	\$175,800.00	\$131,676.00			\$109,800.00	\$241,476.00	
5	5.1	Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	All	No			All Schools	2024-27	\$1,624,147.00	\$0.00	\$1,624,147.00				\$1,624,147.00	
5	5.2	Every pupil will have sufficient access to standards-aligned instructional materials.	All	No			All Schools	2024-27	\$0.00	\$32,300.00	\$32,300.00				\$32,300.00	
5	5.3	The district will implement the academic content and performance standards adopted by the state board.	All	No			All Schools	2024-27								
5	5.4	Pupils have access to and are enrolled in a broad course of study.	All	No			All Schools	2024-27								
5	5.5	Programs and services for individuals with exceptional needs are developed and provided in partnership with their parents.	All	No			All Schools	2024-27	\$514,000.00	\$41,266.00	\$314,375.00	\$206,226.00		\$34,665.00	\$555,266.00	

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
5084775	97438	1.916%	0.000%	1.916%	\$201,040.00	0.000%	3.954 %	Total:	\$201,040.00
								LEA-wide Total:	\$34,000.00
								Limited Total:	\$167,040.00
								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	1.8	Summer learning program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
1	1.12	Broadband internet access at home: install infrastructure and subsidize subscriptions to broadband internet service.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,000.00	
2	2.6	Instruction: Provide targeted ELD support for TK-8 students.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$166,540.00	
2	2.7	Instruction: Develop standard protocol for assessing newly enrolled students who are multilingual learners and determining the level and scheduling of support required.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	
2	2.10	Professional Development in English Learner			English Learners Low Income			

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 (%)
		Development strategies for regular classroom instruction						
2	2.14	Family engagement: Host monthly "Cafecito" meetings	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,470,517.60	\$4,061,683.00

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	School Counseling Services	No	\$58,000.00	24713
1	1.2	Student Wellness Ambassadors/ Leadership Team	No	\$0.00	1500
1	1.3	Field Trips	No	\$25,000.00	27854
1	1.4	Visual and Performing Arts	No	\$714,770.60	501576
1	1.5	Bus transportation to and from school	No	\$205,282.00	141414
1	1.6	Preschool for 3-year old children	No	\$217,790.00	182378
1	1.7	Cafeteria program serving 85%+ organically sourced food	No	\$125,000.00	182044
1	1.8	Summer learning program	Yes	\$64,145.00	6000
1	1.9	Lending library and library classes	No	\$36,438.00	87186
1	1.10	Instructional Assistants scheduled in TK-5 classrooms	No	\$432,125.00	362175

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	1.11	TK-1: student iPad for each student, 2-8: student Chromebook for each student	No	\$30,000.00	25234
1	1.12	Broadband internet access at home: install infrastructure and subsidize subscriptions to broadband internet service.	Yes	\$28,000.00	15205
1	1.13	After school program with program coordinator.	No	\$27,000.00	50278
2	2.1	Attendance: The district will send letters to families of students who exceed tardy and absence limits, once per month.	No	\$8,778.00	16017
2	2.2	Attendance: Case Review Team to study attendance data and plan with individual families, as needed, to meet school attendance goals.	No	\$6,000.00	2985
2	2.3	Attendance: Teachers will provide Independent Study on a case-by-case basis, for non-vacation student absences exceeding 2 days.	No	\$0.00	
2	2.4	Curriculum: Review and adopt curriculum on the following schedule: 2024-5: English/Language Arts 2025-6: Mathematics 2026-7: Science 2027-8: History/Social Science 2028-9: Repeat 2024-28 adoption cycle	No	\$29,000.00	18679
2	2.5	Curriculum: Adopt and use systematic, explicit phonics instruction in grades TK-3, and morphemes (prefix, suffix, root) and multisyllabic vocabulary instruction in grades 4-8.	No	\$2,000.00	0
2	2.6	Instruction: Provide targeted ELD support for TK-8 students.	Yes	\$180,041.00	134173

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Instruction: Develop standard protocol for assessing newly enrolled students who are multilingual learners and determining the level and scheduling of support required.	Yes	\$1,000.00	
2	2.8	Instruction: Adopt a team protocol for "learning cycles:" identify learning targets, design instruction, assess learning progress, analyze assessment data, repeat.	No	\$0.00	
2	2.9	Professional Development in English Language Arts: Publisher training for adopted ELA curriculum	No	\$30,000.00	58126
2	2.10	Professional Development in English Learner Development strategies for regular classroom instruction		\$1,600.00	4484
2	2.11	Professional Development: Faculty observation of each other's teaching	No	\$3,910.00	0
2	2.12	Schedule: Create an All School Schedule that supports periods for targeted instruction for individuals and groups of students.	No	\$0.00	
2	2.13	Schedule: Create an all-school schedule allocating work periods for collaborative team meetings to support instructional planning and VAPA integration.	No	\$18,000.00	0
2	2.14	Family engagement: Host monthly "Cafecito" meetings	No Yes	\$1,000.00	100
2	2.15	Family Engagement: Conduct School Site Council process	No	\$500.00	170
3	3.1	Professional Development in Project Based Learning	No	\$75,000.00	71276

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	3.2	Professional Development: Provide VAPA integration professional development and coaching, on a regular basis, for teaching teams	No	\$0.00	1619
3	3.3	Curriculum: Establish yearly requirements for VAPA integration.	No		
3	3.4	Curriculum: Identify vertical TK-8 strands in ELA, Mathematics, Science, and History/Social Science to serve as focus areas for school-wide VAPA integration.	No		
3	3.5	Curriculum: Create a document template to guide faculty in VAPA-integration (planning, targeting of content and process standards, assessment rubrics, teacher reflection, revision of plans)	No		
3	3.6	Curriculum: Create a "resource bank" of people in our community with skills relevant to VAPA-integrated teaching and learning.	No		
3	3.7	Extracurricular: Promote Visual and Performing Arts classes in the After School Program.	No		
4	4.1	Determine short and long term facilities repairs, modernizations, replacements, and maintenance schedules.	No	\$0.00	
4	4.2	Identify funding sources to complete the selected construction and maintenance work.	No	\$53,000.00	38727
4	4.3	Maintenance & Oper Staff		\$380,280.00	433062
5	5.1	Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	No	\$1,155,536.00	1248737
5	5.2	Every pupil will have sufficient access to standards-aligned instructional materials.	No	\$30,000.00	36888

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)
5	5.3	The district will implement the academic content and performance standards adopted by the state board.	No		
5	5.4	Pupils have access to and are enrolled in a broad course of study.	No		
5	5.5	Programs and services for individuals with exceptional needs are developed and provided in partnership with their parents.	No	\$531,322.00	389083

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)
94022	\$274,186.00	\$155,878.00	\$118,308.00	200.000%	189.000%	-11.000%

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	1.8	Summer learning program	Yes	64145	6000	50	10
1	1.12	Broadband internet access at home: install infrastructure and subsidize subscriptions to broadband internet service.	Yes	\$28,000.00	15205	50	54
2	2.6	Instruction: Provide targeted ELD support for TK-8 students.	Yes	\$180,041.00	134173	50	75
2	2.7	Instruction: Develop standard protocol for assessing newly enrolled students who are multilingual learners and determining the level and scheduling of support required.	Yes	\$1,000.00	0	0	0
2	2.14	Family engagement: Host monthly "Cafecito" meetings	Yes	\$1,000.00	500	50	50

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)
4898029	94022	0	1.920%	\$155,878.00	189.000%	192.182%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024