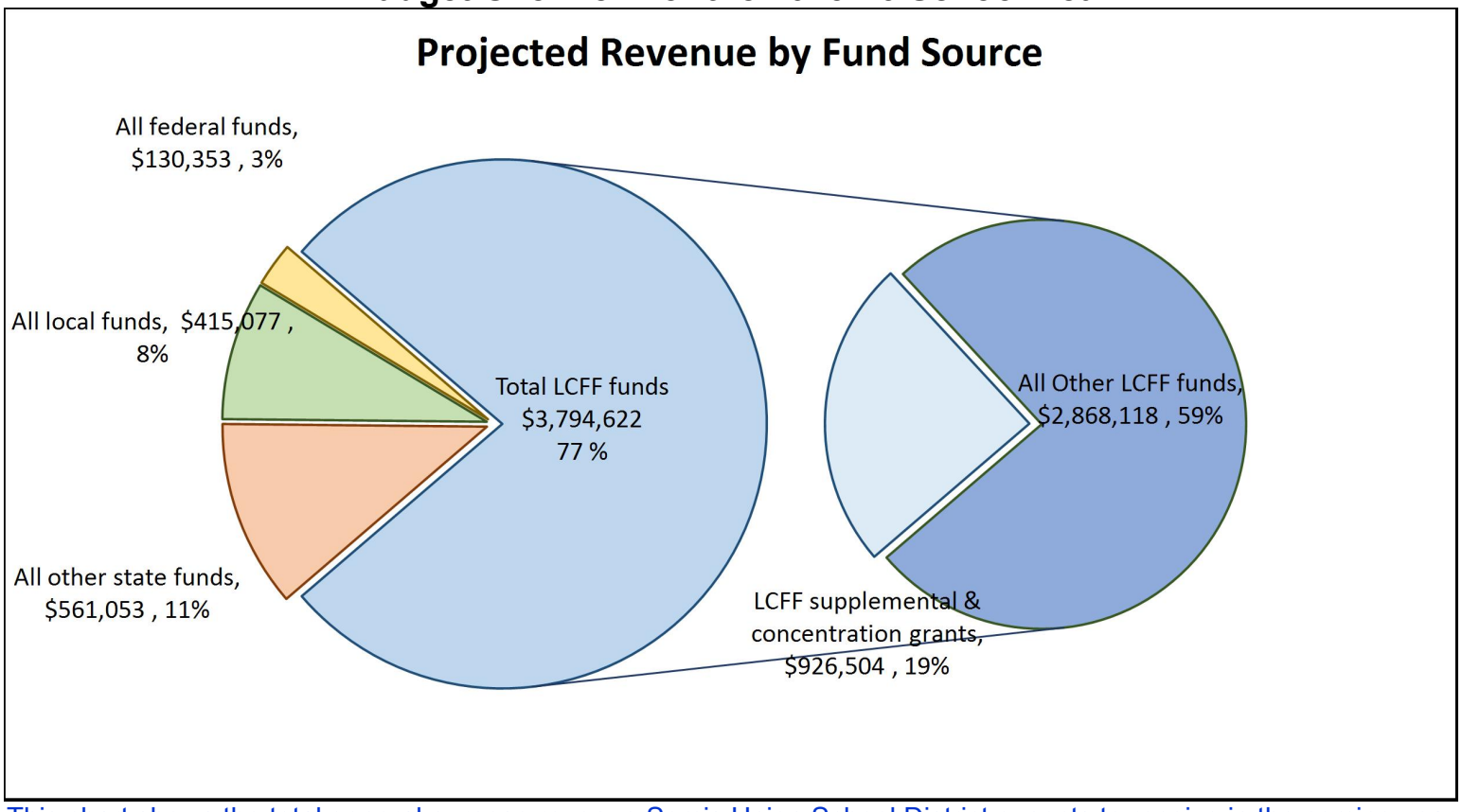
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Somis Union School District
CDS Code: 56726110000000
School Year: 2025-26
LEA contact information:
Dr. Jesus Vaca
Superintendent/Principal
dr.vaca@staff.somisusd.org, 805-386-5711
(805) 386-8258

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

Budget Overview for the 2025-26 School Year

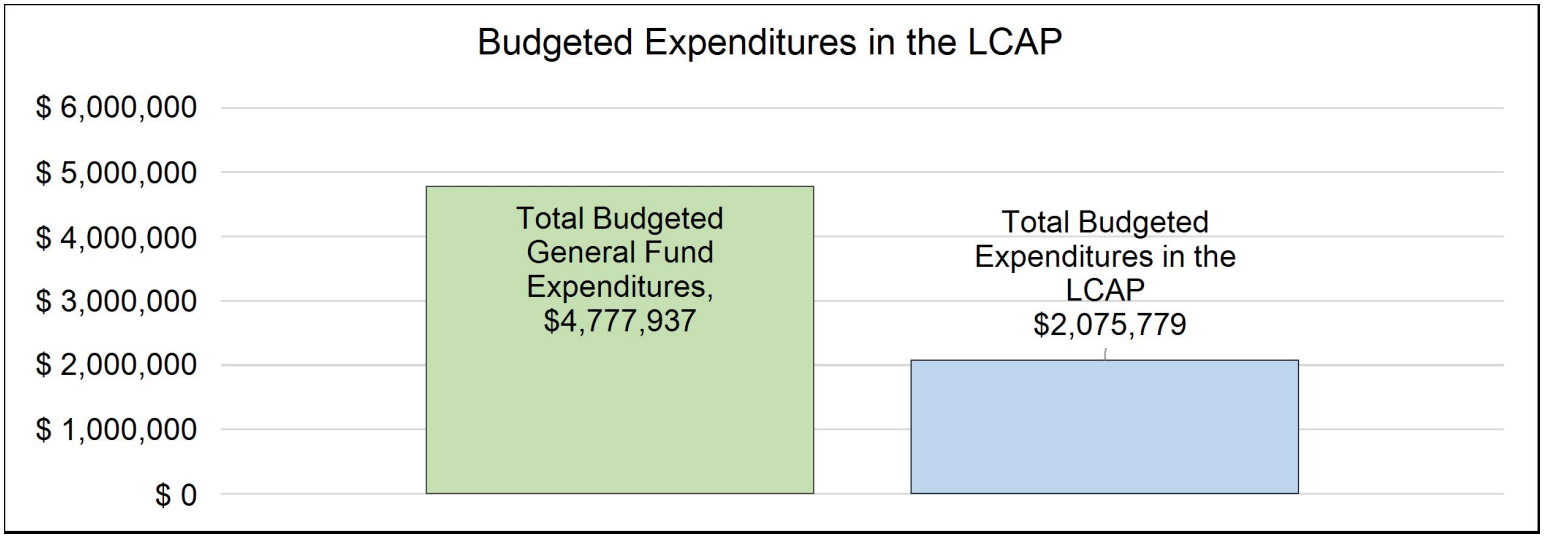


This chart shows the total general purpose revenue Somis Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Somis Union School District is $4,901,105, of which $3,794,622 is Local Control Funding Formula (LCFF), $561,053 is other state funds, $415077 is local funds, and $130,353 is federal funds. Of the $3,794,622 in LCFF Funds, $926,504 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 Somis Union School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Somis Union School District plans to spend $4,777,937 for the 2025-26 school year. Of that amount, $2,075,779 is tied to actions/services in the LCAP and $2,702,158 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

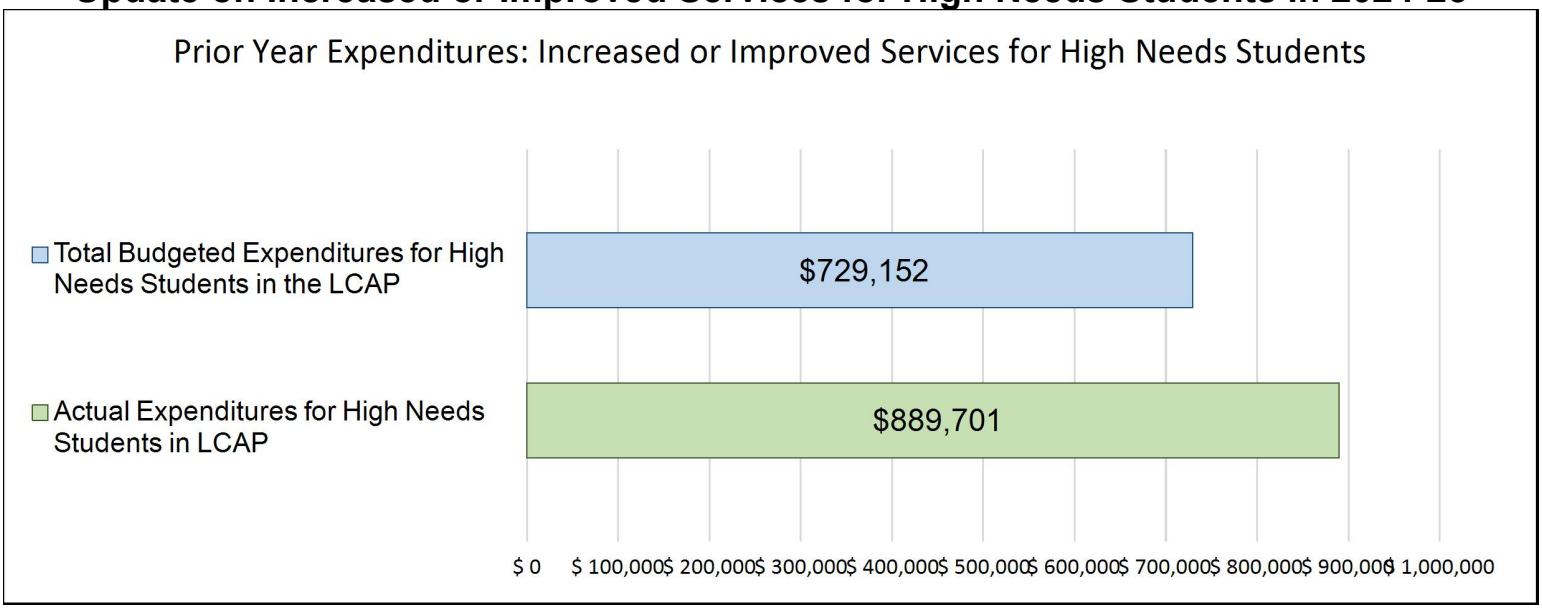
The LCAP does not include expenditures for administrative and support staff salaries, maintenance and operations, or most classroom teachers.

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

In 2025-26, Somis Union School District is projecting it will receive $926,504 based on the enrollment of foster youth, English learner, and low-income students. Somis Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Somis Union School District plans to spend $929,379 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Somis 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 Somis 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 2024-25, Somis Union School District's LCAP budgeted $729,152 for planned actions to increase or improve services for high needs students. Somis Union School District actually spent $889,701 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Somis Union School District	Dr. Jesus Vaca Superintendent/Principal	dr.vaca@staff.somisusd.org (805) 386-8258

Plan Summary [2025-26]

General Information

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

Somis School is where children of diverse ethnic and economic backgrounds learn side by side through lessons that include how agriculture and technological advancements drive the local industry. Established in 1895, the Somis School District has maintained a tradition of excellence for over a century. Here, in a school over 100 years old, educators design and engage learners in hands-on instructional programs. Somis School is a unique and welcoming community, proudly serving students from Transitional Kindergarten through eighth grade. With a small, family-oriented environment, our school is dedicated to nurturing the physical, emotional, cultural, and social well-being of both students and the community. Somis is situated in an astonishingly beautiful coastal agricultural community with both staggering wealth and poverty. The campus sits on eight acres in the heart of an unincorporated community in Ventura County, California. It is a one-school district which serves 267 students in grades TK-8. Most students come from families with modest means (77% Unduplicated Pupil Percentage), approximately a quarter of our students begin as English Learners (30%). Per the 2024 school dashboard, our students are Hispanic (76%), White (21%) and Other (3%). Eighty-one percent our students qualify for free or reduced meals. We believe that the combination of a small school environment, high academic expectations, personalized instruction by skilled and dedicated staff provides a unique learning environment for children to thrive. Indeed, our mission at Somis School is to provide a world-class education that challenges our students to use their minds to the fullest potential, and to be responsible stewards of the 21st century. We strive to exceed academic standards, act as a hub for the community, and nurture a learning environment where students are engaged, creative, and capable of critical thinking and doing. We strive to provide future engineers, botanists and innovators that will contribute to our local agricultural and local economy. This will be accomplished by staff implementing measurable goals and providing continuous support. Increased continuity delivering rigorous instruction by increased cross-curricular articulation during staff meetings will facilitate this. Robotics and web development experiences will ignite their curiosity, spur their creativity and develop a STEAM identity so they can participate in today's

STEAM driven era of innovation. The Somis School community lives by our STARS principles: S-Start each day with a positive attitude; T-Take responsibilities for my actions; A- Always try, and then try again; R-Remember to use safe choices and S-Show respect for myself and others.

Reflections: Annual Performance

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

Somis continues to make progress on the goals established for the 2024-2027 LCAP. These goals and actions have been aligned to enhance student outcomes and engagement. They are also aimed to ensure the conditions of learning are at the optimum level through continuous professional development for the staff. The 2024-2025 school year has served as a year one for the 2024-2027 LCAP cycle. The behavior of our students continues to be exemplary, as indicated by our green status on the fall 2024 CA School Dashboard, which matches several performance levels. Student Outcomes from the Spring 2024 California Assessment of Student Performance and Progress (CAASPP) indicated that over 47% of students met or exceeded standard for English Language Literacy (ELA). In the Math, 36% of students met or exceeded standard for Math. The English Learner progress indicator showed 29% proficient for all El's. Chronic attendance for students is 17%. Through this analysis, Somis will continue with the explicitly written Student Achievement goal centered on assessment, engagement and exemplary delivery of instruction. This goal will form part of the three-year 2024-2027 LCAP to build on the successes and progress above.

During the spring of 2023, the behavior of our students continues to be exemplary, as indicated by our blue status on the CA School Dashboard, which is the best performance level. Student Outcomes from the Spring 2023 California Assessment of Student Performance and Progress (CAASPP) indicated that over 47% of students met or exceeded standard for English Language Literacy (ELA). In the Math, 44% of students met or exceeded standard for Math. The English Learner progress indicator showed 29.1% SWD: 25.6% for all El's. Chronic attendance for students with disabilities is 25.6%. Through this analysis, Somis will continue with the explicitly written Student Achievement goal centered on assessment, engagement and exemplary delivery of instruction. This goal will form part of the three-year 2024-2027 LCAP to build on the successes and progress above.

LREBG Fund Status:
The Learning Recovery Emergency Block Grant (LREBG) was established in response to the emergency created by the COVID-19 pandemic to support schools in the long-term recovery of their students, with a focus on improving pupil learning, mental health, and overall well-being.
Under Education Code Section 32526(d)(1), any local educational agency (LEA) that has received LREBG funds must develop a needs assessment regarding the use and expenditure of these funds for the 2025–26, 2026–27, and 2027–28 school years.
Somis School District does not have any unexpended LREBG funds and therefore is not required to provide actions for this funding source.

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
Staff monthly meetings throughout the 24/25 (August 2024 - May 2025). DELAC Monthly Meetings throughout the 24/25 school year (November 2024 - May 2025). School Site Council Meetings, 24/25 school year (May 27, 2025) Student Focus Group, May 30, 2025 Ventura County Office of Education, Educational Services Department, throughout the 24-25 school year, Quarterly meetings. Classified Staff	Somis School engages parents, students, staff and our bargaining unit through a transparent and continuous manner. Teachers seek input from students through their daily lessons and multiple assessments. The superintendent shares the LCAP goals at all staff meetings and has continuous reviews of progress every trimester. As consistent, the superintendent seeks input from parents at School Site Council, and District English Learner Advisory Committee (DELAC) meetings. All other parents are encouraged to share their thoughts during special school events such at parent conferences, Back to School and Open House. This year staff and parents took part in small focus groups facilitated by VCOE Ed. Services, the intent was to gather in depth input from them. In addition, staff was engaged in providing LCAP input during the school year thorough personal consultations. The teacher local bargaining unit submitted continuous input during meetings, emails and continuous communication during the school year. The Ventura County Office of Education, Education Services, provides advice and attends professional development sessions as well as parent workshops. Students in grades 6-8 took part in a focus group led by the superintendent. The superintendent shared the 24-27 LCAP and led students through a series of questions to develop areas of need. Students developed eight areas of need which will be followed during the 25-26 school year.

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

Somis Union School District (SUSD) has actively and continually sought input from educational partners during the 2024-2025 school year to gain a comprehensive understanding of the challenges and needs within the school community. The district administers climate surveys as well as running small focus groups with students, parents, and staff, which provide valuable insights into academic achievement, school environment, student well-being, and areas for improvement. These surveys revealed concerns regarding access to mental health services and the need for increased parent engagement and training opportunities. Additionally, feedback from students revealed a need for additional physical education equipment to enhance their outdoor experience (Action 1.1). Staff meetings allowed for open and honest discussions about the challenges faced by students and educators, particularly in relation to academic achievement (Actions 1.1, 1.2, 1.10, 3.4). Through these conversations, staff members shared their perspectives with barriers associated with need for language support, and desire for greater collaboration between grade levels (1.1, 1.2, 1.3, 1.8). This feedback was relayed to the Superintendent, where it was carefully analyzed and used to inform the development of targeted strategies during staff development sessions to address the identified needs. Meetings with Classified staff take place on a monthly basis, the one request from this group is additional professional development. Offerings were shared with staff to professional development through the Ventura County Office of Education. Consultation with SELPA took place continually, especially around placement and support services of special education students. STEAM nights, parent led professional development, DELAC professional development and a targeted and well defined list of mental health resources were developed by the school counselor. A highlight during the 24-25 school year was having a professional developer connect content between teachers and the parents. Positive reinforcement as well as setting parameters were key concepts presented to both parents and teachers.

No recommendations were made for the Superintendent/Principal to respond to. Somis Union School District will have a public hearing on June 3, 2025. The Board is scheduled to adopt the LCAP on June 5, 2025.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement in CORE subject areas. This focus goal addresses student outcomes by implementing state standards and effective educational practices to increase pupil achievement, as measured by the metrics listed below. Students will be actively engaged to maintain a high attendance rate. Our student achievement goal is aligned to Student Outcomes (Priority 2: State Standards (Conditions of Learning),State Priority 4 - Pupil Achievement, Priority 8 - Other Pupil Outcomes, Priority 5 - Pupil Engagement,Priority 7: Course Access (Conditions of Learning))	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student achievement is a measurable outcome of how Somis School is doing in regards to educating our students. In addition, students must enhance their ability to refine a reciprocal mechanism when interacting with staff as it applies to their learning. Other student outcomes help measure the connectivity students feel to our school, especially electives, extra-curriucluar activities, after-school events and schoolwide activities. The goal was developed by a review of quantitative and qualitative data as well as very intentional focus groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Overall	Spring 2023 CAASPP ELA Overall 2024-2027 Socioeconomically Disadvantaged: 39% White: 84% Hispanic: 35% Districtwide: 47%	Spring 2024 CAASPP ELA Overall Socioeconomically Disadvantaged: 47% White: 76% Hispanic: 41%		2026-2027 CAASPP ELA Overall Socioeconomically Disadvantaged: 52% White: 81% Hispanic: 46%	Spring 2024 CAASPP ELA Overall A gain of 3% Socioeconomically Disadvantaged Gain of 8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Districtwide: 50%		Districtwide:55%	Hispanic gain of 6% White loss of 8%
1.2	CAASPP Math Overall	Spring 2023 CAASPP Math Overall Socioeconomically Disadvantaged: 34% White: 71% Hispanic: 34% Districtwide: 44%	Spring 2024 CAASPP Math Overall Socioeconomically Disadvantaged: 40% White: 68% Hispanic: 39% Districtwide: 46%		2026-2027 CAASPP Math Overall Socioeconomically Disadvantaged: 45% White: 73% Hispanic: 44% Districtwide:51%	Spring 2024 CAASPP Math Overall Gain of 2% Socioeconomically Disadvantaged Gain of 6% Hispanic gain of 5% White loss of 3%
1.3	English Learner Reclassification Rate	2023-24 Local Indicators, ELPAC, CAASPP 35 Students (35/223) - 16% Reclassified	2024-25 Local Indicators 7 Students (7/81) - 12% Reclassified		2026-2027 Local Indicators, ELPAC, CAASPP 42 students (42/223) - 19% Reclassified	2024-25 Local Indicators A decrease of 4%
1.4	Attendance Rate	2023-2024 through May of 2024 Local Indicator, QSIS 95% Schoolwide CA Dashboard Chronic Absenteeism: 17% 95% Schoolwide	2024-2025 through May of 2025 Local Indicator, QSIS 95 % Schoolwide CA Dashboard Chronic Absenteeism: 9.8%		2026-2027 Local Indicator, QSIS Schoolwide 97% CA Dashboard Chronic Absenteeism: 8%	2024-2025 through May of 2025 Local Indicator, QSIS No Change Chronic Absenteeism declined by 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percentage of properly credentialed teachers.	2023-2024 CA Dashboard/local indicator/Ventura County Office of Education, Human Resources 100% credentialed teachers and appropriately assigned	2024-25 CA Dashboard/local indicator/Ventura County Office of Education, Human Resources 100% credentialed teachers and appropriately assigned		2026-2027 CA Dashboard/local indicator/Ventura County Office of Education, Human Resources 100% credentialed teachers and appropriately assigned	2024-25 CA Dashboard/local indicator/Ventura County Office of Education, Human Resources 100% credentialed teachers and appropriately assigned No Change
1.6	Percent of English Learner Reclassification as Fluent English Proficient (RFEP) Rate	2023-24 Local Indicators, ELPAC, CAASPP 35 Students (35/223) - 16% Reclassified	2024-25 Local Indicators ELPAC, CAASPP 7 of 81 Students 12% Reclassification Rate		2025-2026 Local Indicators ELPAC, CAASPP All EL: 50% (46/92)	2024-25 Local Indicators ELPAC, CAASPP A decrease of 4%
1.7	Percent of English Learners At-Risk and Long-Term English Learners (LTEL)	2023-24 DataQuest At-Risk EL 4-5 Years: 17.4% (16 out of 92) LTEL 6+ Years: 8.7% (8 out of 92)	2024-2025 DataQuest, CDE At-Risk EL 4-5 Years: 19% (16 out of 81) LTEL 6+ Years: 16% (13 out of 81)		2025-2026 DataQuest At-Risk EL 4-5 Years: 10.4% LTEL 6+ Years: 2.7%	2024-2025 DataQuest, CDE At-Risk EL 4-5 Years: 19% (16 out of 81) Increase of 2% LTEL 6+ Years: 16% (13 out of 81)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Increase of 7%
1.8	CAST - Science	2022-23 CA Dashboard Overall Districtwide: 15%	2023-24 CA Dashboard Overall Districtwide: 33%		2025-26 CA Dashboard Overall Districtwide: 66%	2023-24 CA Dashboard Overall Districtwide: 33% Increase of 18%
1.9	ELPAC (English Learner progress toward language proficiency)	2022-23 ELPAC exam Level I 20.33% Level 2 29.40% Level 3 33.77% Level 4 16.50% Overall : 16.50%	Spring 2023-2024 ELPAC exam Level I 23.93% Level 2 28.67% Level 3 32.78% Level 4 14.63% Overall: 14.63% Proficient		2026-27 ELPAC exam Level I 15% Level 2 15% Level 3 30% Level 4 40% Overall: 18%	Spring 2023-2024 ELPAC exam Level I 23.93% Level 2 28.67% Level 3 32.78% Level 4 14.63% Overall: Decrease of 1%
1.10	High School Drop out, High School Graduation, CSU/UC percent, CTE course completion, A-G, AP, and EAP	N/A	N/A		N/A	N/A

Goal Analysis [2024-25]

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

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

Our district implemented all actions with fidelity. Supplemental materials continue to provide our students with additional reference points and modes to better understand material. The use of chromebooks provide our students with an additional learning modality and access to supportive software.

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

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

Actions were effective. The access to supplemental materials continues to enhance first instruction. The use of technology also extends the instructional day through the use of chromebooks at home and during vacation time.

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

A change that occurred was the addition of Saturday school and tutoring for our Migrant students. The additional access to instruction and practice during Saturday school and tutoring had a positive impact on students, as evidenced by the improvements in their pre- and post-assessment results. A change was also made to metrics 1.1 and 1.2 in order to update from 2023-24 to 2022-23. Added Socioeconomically Disadvantaged, Hispanic and White groups.

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	Science, Technology, Engineering and Mathematics	1.1 Purchase supplementary materials to support California State Standards instruction. Purchase materials to support science, technology, engineering and mathematics. Expand program and purchase standards aligned materials and online resources to support investigations, performance tasks, and projects. (Enhanced or Changed or removed). Students have access to a broad course of study with sufficient access to standards-aligned instructional materials that include and implement state board adopted academic content & performance standards for all students, including English Learners and Long Term English Learners.	$12,100.00	No
1.2	English Language Arts and Social	1.2 Purchase supplementary materials to support California State Standards instruction, ELD aligned.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Studies Content Areas	Purchase materials to support ELA/Literacy, Social Studies and other content areas. Students have access to a broad course of study with sufficient access to standards-aligned instructional materials that include and implement state board adopted academic content & performance standards for all students, including English Learners and Long Term English Learners. Target areas will continue to be fluency, language development, reading comprehension and phonemic awareness.		
1.3	Technology	1.3 Purchase technology devices to establish classroom sets in order to allow students to keep a device at home. A refresh of Laptops, tablets, desktops will occur during the 24-25 school year.	$45,000.00	No
1.4	Professional Development	1.4 Continue to provide professional learning for educators on: California State Standards, STEAM teaching. literacy development, assessments, ELD standards, project-based learning, integrating technology, and best instructional practices.	$25,895.00	No
1.5	Special Education Services	1.5 Special Education services will be provided by the district, or by the Ventura County Office of Education, or by another inter-district provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency. Services provided according to each student's IEP.	$663,146.00	No
1.6	Staffing to support smaller class sizes	1.6 To the degree that it is economically feasible, provide single grade learning environments to limit the difficulties in multi-grade classrooms. (All	$209,019.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, including English Learners, Low Income and Foster Youth students)		
1.7	Student Achievement	1.7 Continue to assess and evaluate interim benchmarks to produce effective lessons for students. The results will also help drive instruction.	$10,000.00	No
1.8	Supplemental Support	1.8 Supplemental support in the area of reading and mathematics Provide additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students. Purchase materials and services for intervention and acceleration.	$50,670.00	Yes
1.9	Intervention Services	1.9 For this 2024 Dashboard lowest performance required action, provides additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students. Purchase materials and services for intervention and acceleration.	$388,319.00	Yes
1.10	After School Program (ASES)	For this 2024 Dashboard lowest performance required action, 1.10 provides additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students. Extended day program offers engaging activities such as robotics and art which promote connecting points for chronic attendees.	$62,818.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase the effectiveness of parent engagement and participation to address state priority #3, Parent/Family Involvement. This broad goal addresses the Somis community by ensuring meaningful and active participation by families and parents.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Parental involvement ensures active participation by parents in their children's education. In addition, it helps develop and maintain a supportive learning environment where students strive. This environment is sustained through clear communication between parents and school personnel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Parent Conference attendance	Fall 2023 Local Data: Trimester 1 Parent Rosters 60%	Fall 2024 Local Data: Trimester 1 Parent Rosters 85%		Fall 2026 Local Data: Trimester 1 Parent Rosters 70%	Fall 2024 Local Data: Trimester 1 Parent Rosters Increase of 25%
2.2	STEM Nights	Spring 2024 Local Data: Parent Sign-in 3 Events	Spring 2025 Local Data: Parent Sign-in 2 Events		Spring 2027 Local Data: Parent Sign-in 4 Events	Spring 2025 Local Data: Parent Sign-in Decrease of one event

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	DELAC Committee Membership	2023-2024 Local Data: Parent Sign-in Rosters 16 members	2024-2025 Local Data: Parent Sign-in Rosters 22 members		2026-2027 Local Data: Parent Sign-in Rosters 28 members	2024-2025 Local Data: Parent Sign-in Rosters Increase of 4 members

Goal Analysis [2024-25]

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

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

Overall, the implementation proved effective, as demonstrated by a notable increase in parent engagement sign-ins. The DELAC group showed significant growth, driven by their active participation in a series of three targeted professional development workshops. These sessions focused on establishing clear expectations and utilizing positive reinforcement strategies, contributing to stronger collaboration and more meaningful parent involvement.

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 significant material differences between budgeted expenditures and estimated actual expenditures.

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

All actions continue to be effective. Active parent engagement plays a pivotal role in driving academic achievement. To foster meaningful involvement, it is essential to continue to implement well-planned and engaging activities that align with both academic objectives and the social-emotional development of students. Parents continue to be engaged through purposeful opportunities, our school community benefits from stronger relationships and improved student outcomes.

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

As a result of a significant number of parent engagement events, we only offered 2 STEM nights. Families demonstrated greater involvement through a series of community-based projects that fostered collaboration, leadership, and a shared commitment to student success. For example, building a Gaga ball court.

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	Access to Technology	2.1 Provide access to technology and digital resources to promote parent understanding of educational program for: • Parents of low income pupils • Parents of English learners • Guardians of foster youth • Parents of re-designated English proficient • Provide access during after school program hours	$650.00	Yes
2.2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	2.2 Hold learning events for families (including parents of English Learners, Low-Income students, and students with disabilities), students and educators. To promote family engagement in STEAM teaching and learning, the district will host four (4) STEM Family Nights. To promote family engagement in daily school interactions and bridge language difference in the school community, the district will offer second language learning opportunities for adults learning either English or Spanish. To promote effective strategies for raising creative, balanced and smart children and create a connected school community, the district will provide three (3) sessions in English and Spanish for families. The aim is to increase engagement in the home environment and build a positive relationship between home and school.	$8,695.00	Yes
2.3	Communication with all parents, especially parents of English Learners, Low-Income students, and Students with Disabilities	2.3 Hold interactive events for families (including parents of English Learners, Low-Income Students, and students with disabilities)and educators. Communicate with families regarding school programs and student progress. The district will continue to create two-way communication channels between school and home that are effective and reliable. Two-way communication will include surveys to collect input from educational partners, conferences, and meetings. Provide childcare to enhance parent engagement.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Family Engagement and Exposure to Fine Arts	2.4 Hold engagement/audience events for families, students (including English Learners, Low Income, and Students with disabilities), and educators. The aim is to cultivate community connectedness and awareness of student progress and accomplishment. The district will engage families through classroom and school-wide events and performances.	$1,500.00	Yes
2.5	Communication	2.5 Utilize a variety of communication tools including, but not limited to: phone messages, text, newsletters, website, parent connect, assorted applications.	$4,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The purpose of this goal is for students to learn the skills necessary to become self-advocates for their learning. This broad goal will also include actions and services principally directed to increase or improve services for students with identified needs and targeted for our unduplicated student groups. With the expectation that students will become self-advocates, we must be able to measure student connectivity and engagement in student offerings and modernized facilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

According to the most recent CA School Dashboard, Somis chronic absenteeism rate is at 9.8 % with emphasis on Students with Disabilities rate at 15.6%, which falls in the yellow tier , and our suspension rate is lower than the state and county levels, in the green tier. Equally as important, we will allocate resources to ensure a safe and engaging learning environment for students and staff to further support goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Attendance	2023-2024 CA Dashboard District/All: 17.3% SWD: 25.6%	2024-2025 CA Dashboard District/All:9.8% Declined 7.6% SWD: 15.6%		2026-2027 CA Dashboard District/All: 5% SWD: 15%	2024 CA Dashboard Increase of 7% In All Increase of 10% in SWD group
3.2	Extended Day Program	2023-2024 Local data: Student roster	2024-2025 Local data: Student roster		2026-2027 Local data: Student roster	2024-2025 Local data: Student roster

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 Classes	2 Classes		3 Classes	Maintained 2 Classes
3.3	Facilities in Good Repair (FIT)	2023-24 Williams Uniform Complaints 0 complaints Maintain buildings in good repair 100%	2024-25 Williams Uniform Complaints 0 complaints Maintain buildings in good repair 100%		2026-27 Williams Uniform Complaints 0 complaints Maintain buildings in good repair 100%	2024-25 Williams Uniform Complaints Maintained 0 complaints Maintain buildings in good repair 100%
3.4	Middle School Dropout Rate	Source Data: 2022-23 CALPADS/Local Indicator 0%	Source Data: 2023-24 CALPADS/Local Indicator 0%		Source Data: 2026-27 CALPADS/Local Indicator 0%	Source Data: 2023-24 CALPADS/Local Indicator No change
3.5	Suspension Rate	2022-23 CA Dashboard 0%	2023-24 CA Dashboard .004% Very Low		2026-27 CA Dashboard 0% Very Low	2023-24 CA Dashboard Increase of .004%
3.6	Expulsion Rate	2022-23 QSIS/Local Indicator 0%	2023-24 QSIS/Local Indicator 0%		2026-27 QSIS/Local Indicator 0%	2023-24 QSIS/Local Indicator No change

Goal Analysis [2024-25]

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

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

Overall, the implementation proved effective, as demonstrated by the outstanding music program and significant programs offered after school as demonstrated by student rosters. Our counselor continues to provide support services to our students while also planning engaging activities during lunch. The various after school activities remain intentional with clear expectations and positive reinforcement strategies, contributing to stronger collaboration and more meaningful student involvement.

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

No significant material differences between budgeted expenditures and estimated actual expenditures.

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

All actions were effective. Active student engagement plays a pivotal role in driving academic achievement. To foster meaningful involvement, it is essential to continue to implement well-planned and engaging activities that align with both academic objectives, social-emotional development and high interest by students. Students continue to engaged in robotics, automated agriculture, music, sports, art and many other offerings during and after school.

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.

Changes made to the following actions:
3.1 included Foster Youth as well as unduplicated student populations in the description
3.5 and 3.6, changed from 2023-24 to 2022-23 dates to update.

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	Additional Counseling Services	3.1 For the 2024 Dashboard lowest performance required action (SWD), counseling hours provide time for groups to address social emotional issues for all students, including English Learners, Foster Youth, Low-Income students, and Students with Disabilities.	$217,555.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Additional Counseling Services	3.2 Provide on-going training and education for Foster Youth Liaison. If there are no foster youth students enrolled, the liaison will provide services directly to English Learners, Low Income students, and students with disabilities.	$27,946.00	Yes
3.3	Service Projects	3.3 Involve all students, including English Learners, Low-Income students, and Students with Disabilities, in service learning projects.	$1,500.00	Yes
3.4	Music and Fine Arts	3.4 Increase access to music/educational program for all students, including English Learners, Low-Income students, and Students with Disabilities.	$57,192.00	Yes
3.5	Expose Students to a Variety of Athletic Opportunities	3.5 Provide after school sports and competitive events for all students, including English Learners, Low-Income students, and Students with Disabilities.	$42,475.00	Yes
3.6	Enrichment Opportunities	3.6 Provide enrichment opportunities aligned with California State Standards for all students, including English Learners, Low-Income students, and Students with Disabilities.	$30,611.00	Yes
3.7	Childcare Opportunities	3.7 Provide expanded learning opportunities in the morning/afternoon. Recognize consistent student attendance at all Student of the Month assemblies.	$209,688.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$926,504	$109,053

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
33.032%	0.000%	$0.00	33.032%

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
1.6	**Action:** Staffing to support smaller class sizes **Need:** English Learners, Low-Income students, and Students with Disabilities often face unique educational challenges that are elevated in multi-grade classrooms. For example, accessing grade level content, reduced targeted support and social-emotional concerns. In addition, it is extremely	Based on teacher input and previous effective strategies serving multi-grade classrooms, providing a single-grade learning environment English Learners, Low-Income students, and Students with Disabilities students will have access to targeted support, extensive differentiated instruction, and grade-level content that will close the achievement gap and promote social-emotional well being. This action is provided LEA-wide due to staffing and limited classroom availability.	Trimester benchmarks will serve to monitor and adjust instructional services to students.most effective use of funds

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
	challenging for teachers to offer individual support and attention for students. **Scope:** LEA-wide		
1.8	**Action:** Supplemental Support **Need:** English Learners, Low-Income students, and Students with Disabilities benefit from learning and mastering new concept through various learning modalities. Supplemental support allows teachers and staff to provide instruction in different modalities. **Scope:** LEA-wide	Teacher observations support that students taking part in supplemental adaptive programs have benefitted from the additional practice. Incentives will be provided to students as they complete the different stages of the eSpark program. This will validate time spent on the program and progress made.	The monthly eSpark, footsteps2brilliance and Accelerated Reader reports will be used to measure student progress.
1.9	**Action:** Intervention Services **Need:** Per teacher input, English Learners, Low-Income students, and Students with Disabilities require additional time and support services to reach mastery. The cost of support services prohibits 75% of students from accessing them. (survey) **Scope:**	Through intervention services, our English Learners, Low-Income students, and Students with Disabilities will take part in additional instructional time. The services are offered all year long as well as during a three week summer period. (how action addresses need and why)	Pre and post assessments will be administered to all intervention participants. Local metrics will be used in Math and Readng.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	**Action:** After School Program (ASES) **Need:** Per parent input, students benefit from a safe and secure learning environment after the normal school day. Due to cost, many parents are unable to pay for this type of environment. **Scope:**	The ASES program offers a safe, supportive, and structured learning environment where students benefit from extended time to complete assignments and actively participate in engaging enrichment activities. By combining academic support with hands-on experiences, the program promotes both academic growth and personal development in a secure setting.	Student and Parent surveys will help guide the effectiveness of the program at the end of every semester.
2.1	**Action:** Access to Technology **Need:** English Learners, Low-Income students, and Students with Disabilities lack financial resources to have access to technology. This leads to limited support programs and mechanisms to expand their learning. **Scope:** LEA-wide	Per teacher input, providing students with 1:1 devices, all supplemental and enrichment resources can be accessed by English learners, low-income students, and students with disabilities. They also benefit from having full access to adaptive software programs.	Assigned rosters will be used to ensure all students are assigned 1:1 devices.
2.2	**Action:** Family Engagement in Science, Technology, Engineering, Art and Mathematics **Need:** Families of English Learners, Low-Income students, and Students with Disabilities are limited to their access to science, technology, engineering, art and mathematics.	Per parent surveys, STEAM nights will enable parents to actively engage with their children in the areas of math, art, science and engineering. This will facilitate ongoing conversations between English learners, low-income students and students with disabilities students and their families.	Sign-in sheets will be collected at each event.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Communication with all parents, especially parents of English Learners, Low-Income students, and Students with Disabilities **Need:** English Learners, Low-Income students, and Students with Disabilities, who make up 75% of the student population, benefit from continuous communication in the families primary language. **Scope:** LEA-wide	All correspondence will go out in English/Spanish. Staff will facilitate parent conferences and ongoing communication in English/Spanish.	Sample correspondence sent home to include invites to STEM nights, Back to School and Parent conferences.
2.4	**Action:** Family Engagement and Exposure to Fine Arts **Need:** Families of English Learners, Low-Income students, and Students with Disabilities are limited to their access to the fine arts. **Scope:** LEA-wide	Per parent surveys, fine arts nights will enable parents to actively engage with their children. This will facilitate ongoing conversations between students and families.	Sign-in sheets will be collected at each event.
3.1	**Action:** Additional Counseling Services **Need:**	English Learners, Low-Income students, and Students with Disabilities continue to benefit from social-emotional support. The counselor also provides one to one and small group sessions.	Sign-in sheets will be kept to evaluate volume and effectiveness of services.

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
	Families of English Learners, Low-Income students, and Students with Disabilities make up 75% of students and have limited access to social-emotional support. **Scope:** LEA-wide		In addition, parents will be surveyed for input.
3.2	**Action:** Additional Counseling Services **Need:** English Learners, Foster Youth, Low-Income students, and Students with Disabilities make up 75% of students. This population benefits from additional social emotional services per staff recommendation. **Scope:** LEA-wide	English Learners, Foster Youth, Low-Income students, and Students with Disabilities will be provided counseling services as needed. Our counselor will provide counseling services as needed to address student social emotional needs.	Sign-in sheets will be kept to evaluate volume and effectiveness of services. In addition, parents will be surveyed for input.
3.3	**Action:** Service Projects **Need:** English Learners, foster youth and low income students will benefit from service projects that will beautify and enhance our school district. This engaging form of instruction greatly increases the active participation of learning and engagement of students. **Scope:**	Past practice has shown that traditional instruction will be enhanced through relevant service projects. The school garden and butterfly sanctuary will remain the centerpiece of our service efforts in the upcoming school year, fostering environmental stewardship and hands-on learning for all students	Projects will be evaluated every trimester to measure the levels of engagement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.4	**Action:** Music and Fine Arts **Need:** Music and fine arts increase motor skills, decision making, inventiveness, and improved academic performance. In addition research supports the notion that music is also closely related to a child's ability to excel in science and math. Principally directed to serve English Learners, Students with Disabilities, and Low-Income students. **Scope:** LEA-wide	Every student in grades TK-8 take part in the music program with instruction by a credentialed music teacher. The fine arts are interwoven into the CORE subject areas.	Music grades will be reviewed by the Superintendent every trimester.
3.5	**Action:** Expose Students to a Variety of Athletic Opportunities **Need:** Athletics positively contributes to the health of students. As a result of the high registration fees for athletics, many of our students do not have the means to sign up for competitive sports. Principally directed to serve English Learners, Students with Disabilities, and Low-Income students, who make up 75% of the student population. **Scope:** LEA-wide	Physical education will be offered to student in grades 4-8 and will be taught by a credentialed physical education teacher. Physical education will be led by classroom teachers in grades TK-3. Soccer, Dance, Cheer and Football will be available to students in grades 3-8, they will compete in the city league.	Rosters will be maintained to measure the level of engagement by students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	**Action:** Enrichment Opportunities **Need:** English Learners, Low-Income students, and Students with Disabilities, who make up 75% of the student population, benefit from access to enrichment activities. These offerings are necessary to enhance their educational experience. **Scope:** LEA-wide	Robotics, coding, food, soccer and drone camps will be offered to enhance the educational experience of English Learners, Low-Income students, and Students with Disabilities based on success during the past three years.	Registration for camps will be kept to evaluate level of interest of the camps.
3.7	**Action:** Childcare Opportunities **Need:** Childcare opportunities will be provided for students who arrive before school starts or after school. **Scope:** LEA-wide	Before and after school care will be provided throughout the school year for all students.	Sign-in rosters will be kept to evaluate needs.

Limited Actions

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

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

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

No 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.

Additional funds will be utilized to provide increased certificated staff to allow for smaller class sizes and low-income students, as well as additional aide support (classified staff) in the classroom. The additional staffing will be principally directed to serve English Learners, Students with Disabilities, Low-Income and Foster Youth (pending enrollment) (grades 4-8, and Grades TK-3). (goal 1, action 1.6)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:32 (grades 4-8 classrooms)

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,804,866	926,504	33.032%	0.000%	33.032%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$986,979.00	$922,101.00	$0.00	$166,699.00	$2,075,779.00	$1,342,918.00	$732,861.00

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	Science, Technology, Engineering and Mathematics	All	No			All Schools	2024-25	$0.00	$12,100.00	$1,100.00	$11,000.00	$0.00	$0.00	$12,100.00	
1	1.2	English Language Arts and Social Studies Content Areas	All	No			All Schools	2024-25	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
1	1.3	Technology	All	No			All Schools	2024-25	$0.00	$45,000.00	$45,000.00	$0.00	$0.00	$0.00	$45,000.00	
1	1.4	Professional Development	All	No			All Schools	2024-25	$15,895.00	$10,000.00	$0.00	$0.00	$0.00	$25,895.00	$25,895.00	
1	1.5	Special Education Services	Students with Disabilities	No			All Schools	2024-25	$206,253.00	$456,893.00	$1,500.00	$550,110.00	$0.00	$111,536.00	$663,146.00	
1	1.6	Staffing to support smaller class sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$209,019.00	$0.00	$209,019.00	$0.00	$0.00	$0.00	$209,019.00	
1	1.7	Student Achievement	All	No			All Schools	2024-25	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
1	1.8	Supplemental Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$35,670.00	$15,000.00	$0.00	$50,670.00	$0.00	$0.00	$50,670.00	
1	1.9	Intervention Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$372,319.00	$16,000.00	$363,051.00	$0.00	$0.00	$25,268.00	$388,319.00	
1	1.10	After School Program (ASES)	All	No			All Schools	2024-25	$0.00	$62,818.00	$0.00	$62,818.00	$0.00	$0.00	$62,818.00	
2	2.1	Access to Technology	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-25	$0.00	$650.00	$650.00	$0.00	$0.00	$0.00	$650.00	

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
			Low Income			Low Income										
2	2.2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$2,445.00	$6,250.00	$8,695.00	$0.00	$0.00	$0.00	$8,695.00	
2	2.3	Communication with all parents, especially parents of English Learners, Low-Income students, and Students with Disabilities		Yes	LEA-wide			2024-25	$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	
2	2.4	Family Engagement and Exposure to Fine Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	
2	2.5	Communication	All	No			All Schools	2024-25	$0.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	$4,000.00	
3	3.1	Additional Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$217,555.00	$0.00	$217,555.00	$0.00	$0.00	$0.00	$217,555.00	
3	3.2	Additional Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$27,946.00	$0.00	$27,946.00	$0.00	$0.00	$0.00	$27,946.00	
3	3.3	Service Projects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	
3	3.4	Music and Fine Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$54,692.00	$2,500.00	$24,377.00	$32,815.00	$0.00	$0.00	$57,192.00	
3	3.5	Expose Students to a Variety of Athletic Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$39,475.00	$3,000.00	$42,475.00	$0.00	$0.00	$0.00	$42,475.00	
3	3.6	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	$611.00	$30,000.00	$30,611.00	$0.00	$0.00	$0.00	$30,611.00	
3	3.7	Childcare Opportunities	All	No Yes	LEA-wide		All Schools	2024-25	$161,038.00	$48,650.00		$209,688.00			$209,688.00	

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

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,804,866	926,504	33.032%	0.000%	33.032%	$929,379.00	0.000%	33.135 %	**Total:**	$929,379.00
								LEA-wide Total:	$929,379.00
								Limited Total:	$0.00
								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	1.6	Staffing to support smaller class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$209,019.00	
1	1.8	Supplemental Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.9	Intervention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$363,051.00	
2	2.1	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$650.00	
2	2.2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,695.00	
2	2.3	Communication with all parents, especially parents of English Learners, Low-Income students, and Students with Disabilities	Yes	LEA-wide			$2,000.00	

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 (%)
2	2.4	Family Engagement and Exposure to Fine Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
3	3.1	Additional Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$217,555.00	
3	3.2	Additional Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,946.00	
3	3.3	Service Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
3	3.4	Music and Fine Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,377.00	
3	3.5	Expose Students to a Variety of Athletic Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,475.00	
3	3.6	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,611.00	
3	3.7	Childcare Opportunities	Yes	LEA-wide				

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,971,269.00	$2,328,766.00

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**	Science, Technology, Engineering and Mathematics	No	$8,000	$12,140
1	**1.2**	English Language Arts and Social Studies Content Areas	No	$10,200	$1,173
1	**1.3**	Technology	No	$30,150	$68,915
1	**1.4**	Professional Development	No	$20,691	$21,310
1	**1.5**	Special Education Services	No	$859,362	$939,051
1	**1.6**	Staffing to support smaller class sizes	Yes	$194,681	$253,138
1	**1.7**	Student Achievement	No	$1,000	$30,000
1	**1.8**	Supplemental Support	No	$64,820	$57,961
1	**1.9**	Intervention Services	Yes	$237,926	$271,338
1	**1.10**	After School Program (ASES)	No	$62,818	$62,818
2	**2.1**	Access to Technology	Yes	$600	$601

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	2.2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	Yes	$7,948	$8,629
2	2.3	Communication	No	$1,500	$1,293
2	2.4	Family Engagement and Exposure to Fine Arts	Yes	$1,500	$1,500
2	2.5	Communication	No	$3,700.00	$3,700
3	3.1	Counseling Support	Yes	$138,621	$209,162
3	3.2	Foster Support	Yes	$26,004	$27,946
3	3.3	Service Projects	Yes	$1,500	$1,500
3	3.4	Music and Fine Arts	Yes	$71,722	$76,882
3	3.5	Expose Students to a Variety of Athletic Opportunities	Yes	$39,694	$40,990
3	3.6	Enrichment Opportunities	Yes	$30,612	$33,335
3	3.7	Childcare Opportunities	No	$158,220	$205,384

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$881,860	$729,152.00	$889,701.00	($160,549.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Staffing to support smaller class sizes	Yes	$194,681.00	$253,138		
1	1.9	Intervention Services	Yes	$220,770.00	$244,017		
2	2.1	Access to Technology	Yes	$600.00	$601		
2	2.2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	Yes	$7,948.00	$8,629		
2	2.4	Family Engagement and Exposure to Fine Arts	Yes	$1,500.00	$1,500		
3	3.1	Counseling Support	Yes	$138,621.00	$196,499		
3	3.2	Foster Support	Yes	$26,004.00	$27,946		
3	3.3	Service Projects	Yes	$1,500.00	$1,500		
3	3.4	Music and Fine Arts	Yes	$71,722.00	$83,998		
3	3.5	Expose Students to a Variety of Athletic Opportunities	Yes	$35,194.00	$40,990		
3	3.6	Enrichment Opportunities	Yes	$30,612.00	$30,883		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,769,196	$881,860	0%	31.845%	$889,701.00	0.000%	32.128%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024