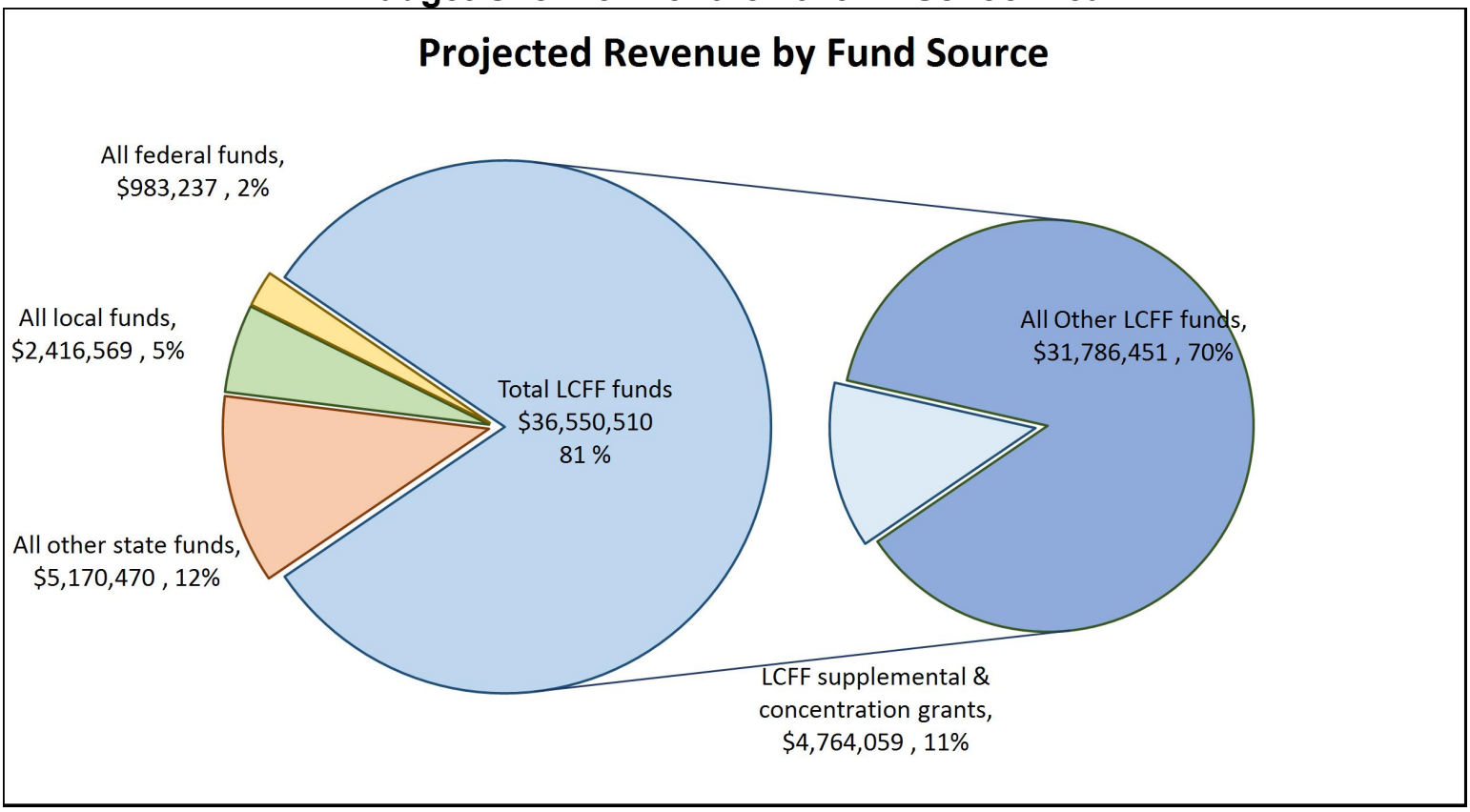
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Carpinteria Unified School District
CDS Code: 42691460000000
School Year: 2026-27
LEA contact information:
Diana F. Rigby
Superintendent
drigby@cusd.net
805-684-4511

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

Budget Overview for the 2026-27 School Year

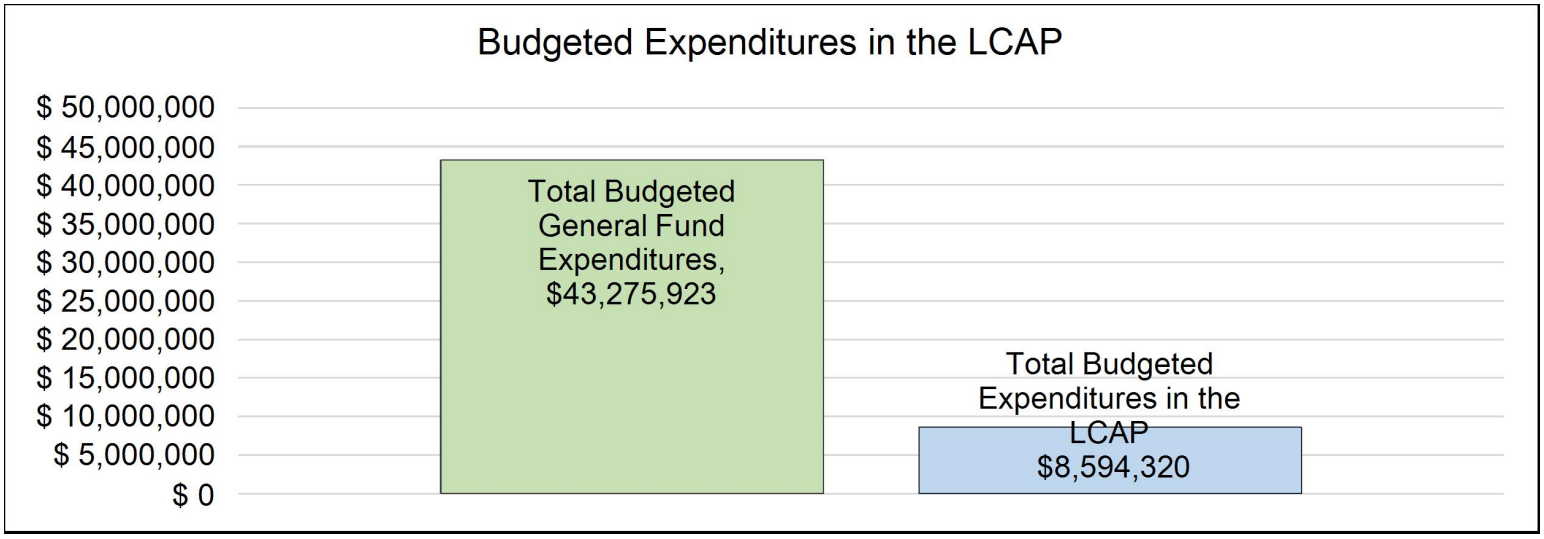


This chart shows the total general purpose revenue Carpinteria Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Carpinteria Unified School District is $45,120,786, of which $36,550,510 is Local Control Funding Formula (LCFF), $5,170,470 is other state funds, $2,416,569 is local funds, and $983,237 is federal funds. Of the $36,550,510 in LCFF Funds, $4,764,059 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 Carpinteria Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Carpinteria Unified School District plans to spend $43,275,923 for the 2026-27 school year. Of that amount, $8,594,320 is tied to actions/services in the LCAP and $34,681,603 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

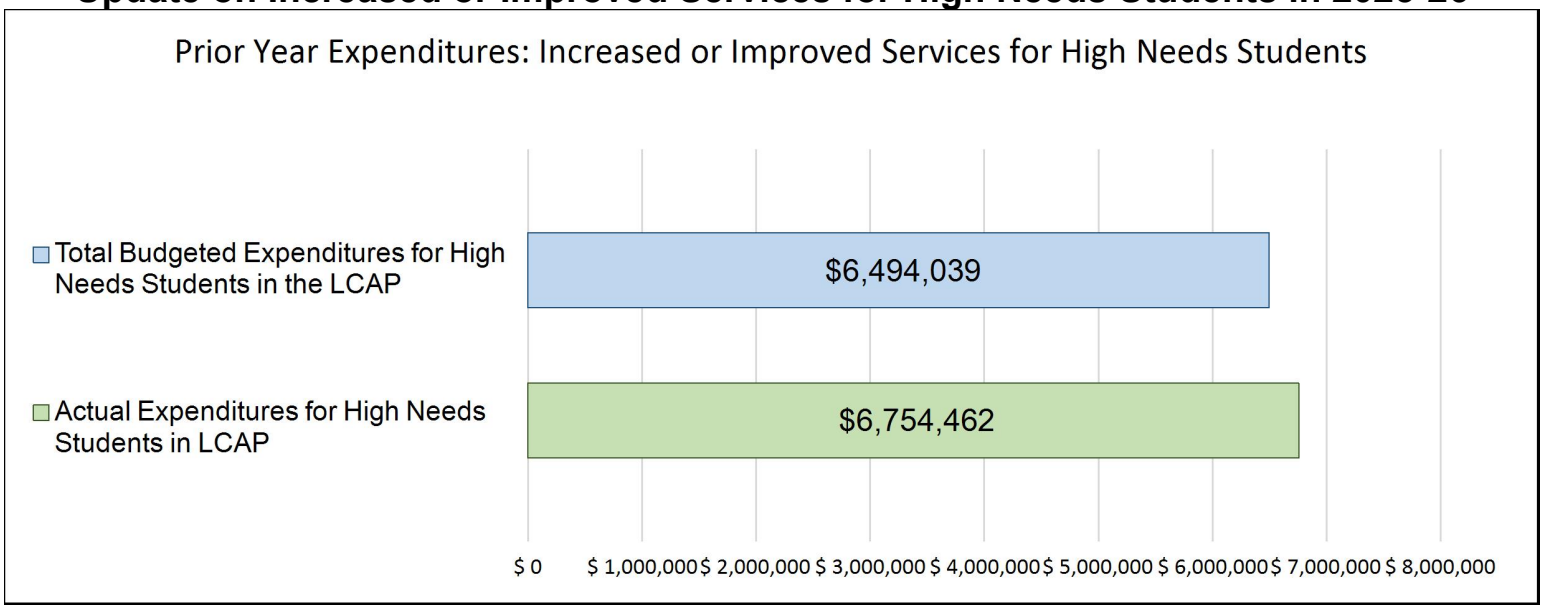
Ongoing operation costs to maintain existing programs and services for students, including salaries and benefits, transportation, counseling and health services, maintenance of facilities, custodial services, utilities, human resources, business services, materials and supplies, routine contracts and technology.

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

In 2026-27, Carpinteria Unified School District is projecting it will receive $4,764,059 based on the enrollment of Foster Youth, English learner, and low-income students. Carpinteria Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Carpinteria Unified School District plans to spend $6,762,681 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Carpinteria Unified School District's LCAP budgeted $6,494,039 for planned actions to increase or improve services for high needs students. Carpinteria Unified School District actually spent $6,754,462 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Carpinteria Unified School District	Diana F. Rigby Superintendent	drigby@cusd.net 805-684-4511

Plan Summary [2026-27]

General Information

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

Carpinteria, with a population of approximately 12,500 residents, is located on the South Coast of Santa Barbara County, approximately 12 miles southeast of the City of Santa Barbara. This coastal community consists of 2.6 miles with beautiful beaches, mountains, and a diverse economy. The District serves 1,800 students in 3 elementary schools, 1 middle school, and 1 high school. Within Carpinteria, the elementary schools, Aliso and Canalino are all within a mile of one another. The smallest elementary school, Summerland, is located in the unincorporated area of Santa Barbara County, north of Carpinteria. The communities of Carpinteria and Summerland have consistently demonstrated their support of CUSD through the passage of the $90 million General Obligation Bond Measure U in 2014. This crucial funding is enabling the District to modernize its worn and outdated facilities, bringing them into the 21st Century, replacing 63 portables with upgraded modular buildings, classroom modernization, new science and engineering labs, multimedia classroom instruction, and a brand new Summerland School. CUSD has been a “community-funded” district since 2007 and will continue in this status. The Carpinteria Education Foundation has raised more than $3 Million in the past 29 years.

CUSD students are 71% Hispanic with 15% English Learners, 66% economically disadvantaged, and 16% Students with Disabilities. Despite the high cost of living in Carpinteria and South Santa Barbara County, the District benefits from a stable teaching force with average longevity of 10 years. The District also receives strong support and resources from local businesses and non-profit partnerships. Both Carpinteria and Summerland are regarded as family-centered communities with many opportunities that promote the well-being of youth.

No schools in CUSD receive Equity Multiplier funding.

Reflections: Annual Performance

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

A review of the California School Dashboard and local data indicates that the district has demonstrated notable strengths in graduation outcomes, English learner progress, and academic growth, while persistent disparities across student groups and school sites continue to require targeted attention.

Areas of Success

Graduation and College/Career Readiness
The district maintained a strong graduation rate of 92.8%. Additionally, 69.7% of students met the College/Career Indicator, and 54.2% of graduates completed UC/CSU A–G requirements.
These outcomes indicate that a majority of students are accessing coursework and supports aligned to postsecondary readiness.

English Learner Progress
The English Learner Progress Indicator increased by 16.6 percentage points from the 2023-24 to 2024-25 school year, with 52.6% of English learners making progress toward English proficiency. In addition, the percentage of Long-Term English Learners decreased by 2.7 percentage points to 4.8%, indicating that more English learners are progressing toward proficiency before experiencing prolonged language acquisition barriers.

Academic Growth (CAASPP)
Multiple school sites demonstrated growth in English Language Arts and Mathematics, including:

- ELA gains across all schools, with an increase ranging from +9.3 to +29.1 points (Aliso +10.5; Canalino +17; Summerland +29.1; Carpinteria Middle School +9.3; Carpinteria High School +17).
- Mathematics gains at Canalino +3; Summerland +9.3; Carpinteria High School +26.2 points

These increases reflect positive movement in student performance on statewide assessments.

Academic Achievement (GPA)
At Carpinteria Middle School, 70% of students earned a GPA of 3.0 or higher (average 3.32), and at Carpinteria High School, 77% of students achieved this benchmark (average 3.64).
These data points indicate strong overall course performance.

Rigorous Coursework and Career Pathways
At Carpinteria High School, 73% of students are enrolled in AP, Honors, or Dual Enrollment courses, and 35.3% completed a Career Technical Education pathway.
These outcomes demonstrate access to advanced coursework and career-aligned opportunities.

Student Engagement and School Climate
Chronic absenteeism decreased from 17% to 14.3%, and suspension rates remain low across elementary schools.
These improvements reflect progress in student engagement and school climate (State Priorities 5 and 6) .

Identified Needs and Performance Gaps

Despite these areas of success, Dashboard and local data indicate persistent and, in some cases, systemic disparities across student groups.

Academic Performance Gaps Across Student Groups
Achievement gaps remain evident between:

- Students with Disabilities and students without disabilities
- Hispanic students and White students
- English Learners and non-English learners
- Economically disadvantaged and non-economically disadvantaged students

These gaps indicate that not all student groups are accessing academic growth and achievement at the same levels, requiring differentiated supports and equitable access to resources.

Ongoing Focus from 2023 Dashboard
Multiple schools and student groups previously identified in the red (very low) performance level continue to continue to inform the district's LCAP three-year cycle.
Schools in CUSD with at least one red indicator:

- Carpinteria Middle School for Chronic Absenteeism and Suspensions
- Carpinteria High School for ELA and Suspensions

Student groups in CUSD with at least one red indicator:

- Students with Disabilities for ELA, Math, Chronic Absenteeism, and Suspensions
- English Learners for ELA and Suspensions
- Homeless students for ELA and Chronic Absenteeism

Student groups with a red indicator at their school site:

- Aliso School - Students with Disabilities for ELA and Math
- Canalino School - Students with Disabilities and English Learners for ELA
- Carpinteria Middle School - for ELA includes students with disabilities and English learners; for Math includes students with disabilities; for Chronic Absenteeism includes English learners, students with disabilities, economically disadvantaged, Hispanic and White students
- Carpinteria High School - for ELA includes English learners, students with disabilities, economically disadvantaged and Hispanic; for Math includes English learners; for Suspensions includes English learners, students with disabilities, economically disadvantaged and Hispanic

2024 Dashboard
The following student groups were identified as red in the 2024 School Dashboard
Schools in CUSD with at least one red indicator:

- Aliso School – English Learner Progress (ELPI)

- Canalino School – English Learner Progress (ELPI)
- Carpinteria Middle School – Suspensions
- Carpinteria High School – ELA, Math, ELPI

Student groups in CUSD with at least one red indicator:

- English Learners for ELPI
- Long Term English Learners for Math and ELPI
- Homeless students for Suspensions

Student groups with a red indicator at their school site:

- Aliso School – English Learners and Long Term English Learners for ELPI
- Canalino School – English Learners and Long Term English Learners for ELPI
- Carpinteria Middle School – students with disabilities, economically disadvantaged and Hispanic for suspensions
- Carpinteria High School – Hispanic for ELA; English Learners, economically disadvantaged and Hispanic for Math; English Learners and Long Term English Learners for ELPI

2025 Dashboard

Schools in CUSD with at least one red indicator:

- Carpinteria Middle School - Chronic Absenteeism and Suspensions

District wide student groups with a red indicator:

- English Learners: Suspensions
- Long-Term English Learners (LTELs): ELA, Math, Suspensions
- Students with Disabilities: Chronic Absenteeism, Suspensions
- Economically Disadvantaged Students: Chronic Absenteeism
- Homeless Students: ELA
- Hispanic Students: Chronic Absenteeism

Student groups with a red indicator at their school site:

- Aliso School - Economically Disadvantaged Students--Chronic Absenteeism
- Canalino School - Economically Disadvantaged Students--Chronic Absenteeism
- Carpinteria Middle School - English Learners--Math, Suspensions; Long-Term English Learners--ELA, Math, Suspensions; Students with Disabilities--Chronic Absenteeism, Suspensions; Economically Disadvantaged Students--Chronic Absenteeism, Suspensions; Homeless Students--ELA, Math, Suspensions; Hispanic Students--Chronic Absenteeism, Suspensions; White Students--Chronic Absenteeism, Suspensions
- Carpinteria High School - English Learners--Suspensions; Long-Term English Learners--Suspensions; Economically Disadvantaged Students--ELA; Hispanic Students--ELA

Rooted Areas for Continued Focus

The data across multiple years and indicators point to several consistent areas requiring strategic focus:

- Differentiated academic supports for English Learners, Long-Term English Learners, and Students with Disabilities, particularly in ELA and Mathematics
- Targeted attendance interventions, particularly for economically disadvantaged, Hispanic, and Students with Disabilities, where chronic absenteeism remains elevated

- Behavioral and school climate supports, as suspension disparities persist among English Learners, Students with Disabilities, and economically disadvantaged students
- Site-specific interventions, especially at Carpinteria Middle School and Carpinteria High School, where multiple student groups experience overlapping performance challenges

These identified needs will inform the development of LCAP goals and actions to ensure services are strategically aligned to improve outcomes for student groups demonstrating the greatest need.

The district will utilize unexpended 2025-26 $156,589 Learning Recovery Emergency Block Grant (LREBG) funds to implement LETRS (Language Essentials for Teachers of Reading and Spelling) professional development for elementary teachers. Reflected in Goal 1 Action 24.
This investment is intended to address identified needs in early literacy, particularly for student groups demonstrating lower performance in English Language Arts, including English Learners, Long-Term English Learners, and Students with Disabilities. The LETRS training provides educators with research-based knowledge in the science of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Action 1.24 aligns with LREBG allowable use by accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports in ELA and Literacy.

Reflections: Technical Assistance

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

CUSD is eligible for differentiated assistance (DA), year 1 based on the 2025 CA Dashboard, which indicates students with disabilities are in the lowest performance group in priority area 5 (pupil engagement) and priority area 6 (school climate). As a result of DA eligibility, SBCEO has partnered with the CUSD leadership team to develop their capacity to implement Instructional Rounds. The CUSD Implementation Theory of Action for Instructional Rounds states: if we implement and integrate instructional rounds into our system (supported by shared tools, shared understanding of the process, and focused on student learning), then we will clarify and calibrate what effective differentiated instruction looks like across classrooms and sites in the district, which will allow us to strengthen coherence in how we observe, discuss, and support instructional practice, so that we will expand effective instructional practices that ensure success for all students, particularly students with disabilities and English learners.

The CUSD Leadership team has met with SBCEO Directors four times this year to facilitate learning about Instructional Rounds, practicing using neutral language to collect data during rounds, and practicing using protocols to surface patterns in student learning based on rounds. As CUSD eligibility for DA will continue into the release of the CA Dashboard in 2027, SBCEO will continue to support CUSD in the 2026-2027 school year.

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
LCAP Team (District Leadership Team)	The District Leadership Team, comprised of school principals and district administrators, meets weekly to strategically address student learning and district goals.
Aliso Staff	Staff meet throughout the year and regularly give input regarding student learning and school climate. LCAP goals and actions were shared with staff (4/15/2026)
Aliso School Site Council	LCAP goals and actions were shared with the School Site Council members and feedback was solicited (5/5/2026) the SSC consists of 10 members.
Aliso ELAC	LCAP goals and actions were shared with ELAC members and feedback was solicited (4/10/2026), 10-15 members regularly attend.
Aliso Parent Group	LCAP goals and actions were shared with Parents for Aliso and feedback was solicited (4/29/2026). Parents of English learners, students with disabilities and economically disadvantaged students are represented in this group.
Canalino Staff	Staff meet throughout the year and regularly give input regarding student learning and school climate. LCAP goals and actions were shared with staff (4/22/2026)
Canalino School Site Council	LCAP goals and actions were shared with the School Site Council members and feedback was solicited (4/20/2026) the SSC consists of 7 members.
Canalino ELAC	LCAP goals and actions were shared with ELAC members and feedback was solicited (4/9/2026) 15 members regularly attended.

Educational Partner(s)	Process for Engagement
Canalino Parent Group	LCAP goals and actions were shared with Parents for Canalino and feedback was solicited (4/6/2026). Parents of English learners, students with disabilities and economically disadvantaged students are represented in this group.
Carpinteria Middle School Staff	Staff meet throughout the year and regularly give input regarding student learning and school climate. LCAP goals and actions were shared with staff (5/6/2026)
Carpinteria Middle School School Site Council	LCAP goals and actions were shared with the School Site Council members and feedback was solicited (5/18/2026), the SSC consists of 10 members.
Carpinteria Middle School ELAC	LCAP goals and actions were shared with ELAC members and feedback was solicited (4/9/2026), 5 members regularly attended.
Carpinteria Middle School Parent Group	LCAP goals and actions were shared with Parents for CMS and feedback was solicited (5/5/2026) Parents of English learners, students with disabilities and economically disadvantaged students are represented in this group.
Carpinteria High School Staff	Staff meet throughout the year and regularly give input regarding student learning and school climate. LCAP goals and actions were shared with staff (3/23/2026).
Carpinteria High School ELAC	LCAP goals and actions were shared with ELAC members and feedback was solicited (5/26/2026), 10 parents regularly attend.
Carpinteria High School Parent Group	LCAP goals and actions were shared with Parents for CHS and feedback was solicited (5/12/2026). Parents of English learners, students with disabilities and economically disadvantaged students are represented in this group.
Carpinteria High School Student Body	LCAP goals and actions were shared with the ASB class (5/14/2026) in addition, all CHS students were given an opportunity to provide feedback by completing the LCAP survey.
DELAC	LCAP goals and actions were shared with DELAC members (4/28/2026). DELAC is comprised of 4 members, one ELAC representative from Aliso, Canalino, CMS, and CHS.
District Parent Advisory Committee	LCAP goals and actions were shared with the District Parent Advisory Committee and feedback was solicited (4/9/2026). PAC is comprised of 12 parents.

Educational Partner(s)	Process for Engagement
Local bargaining unit (CAUSE) represents both certificated and classified staff	LCAP goals and actions were shared with CAUSE via email (4/23/2026)
SELPA	LCAP goals and actions were shared with SELPA and consultation took place on 5/11/2026

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

The development of the LCAP included input from a broad range of educational partners, including the district leadership team, certificated and classified staff, parents, School Site Councils, ELAC, DELAC, Parent Advisory Council, bargaining unit representatives, SELPA, and students at Carpinteria High School.

The district implemented multiple engagement strategies throughout the year to gather input and ensure meaningful participation. A districtwide survey was administered to parents, teachers, and staff to collect feedback on student needs, programs, and school climate. Student achievement data and progress toward outcomes were presented and discussed at Board meetings and School Site Councils reviewed site-level student performance data. Survey responses provided input regarding school safety and social-emotional supports for students. Educational partner groups, including ELAC, DELAC, SELPA, the bargaining unit, and the Parent Advisory Council, were provided opportunities to review and provide feedback on proposed LCAP goals and actions. Additionally, monthly “Coffee with the Principal” meetings created ongoing opportunities for families to share concerns and provide input directly with site leadership.

Across engagement activities, several consistent themes emerged:

Academic Program and Rigor (Goal 1):
Educational partners emphasized the need for increased academic rigor, expanded access to Advanced Placement and dual language programs, additional instructional support such as tutoring and intervention, and more differentiated instruction. There was also a strong interest in expanding enrichment opportunities including arts, STEM, and after-school programs.

Student Support and School Climate (Goal 2):
Educational partner feedback, including input from staff emphasized the importance of continuing the multi-tiered systems of support (MTSS) which increases access to counseling and behavioral supports, improves communication with families, and expands opportunities for parent engagement and student voice. Feedback also emphasized the importance of recognizing and celebrating diverse student backgrounds and achievements.

College and Career Readiness (Goal 3):
Educational partners identified a need to expand dual enrollment and CTE pathways, increase opportunities for hands-on and project-based learning, and provide earlier exposure to college and career exploration, including internships, college visits, and career-focused activities.

Facilities and Safety (Goal 4):

Feedback identified facility improvements and campus safety as priorities, including maintenance, climate control, campus supervision, and improved safety infrastructure.

Special Education and Inclusion (Goal 5):
Educational partners emphasized the importance of increasing inclusive practices, expanding specialized services and staffing, improving professional development for staff, and ensuring compliance with IEPs while enhancing supports for students with disabilities.

This feedback directly influenced the development of the LCAP goals and actions.

Goal 1 (Academic Achievement):
Input identifying the need for increased academic rigor and differentiated instruction resulted in expanded tutoring, intervention services, and professional development for teachers (Actions 1.3, 1.4, 1.11, 1.13, 1.18, 1.19, 1.20, 1.24) because these actions provide targeted instructional support and build teacher capacity to implement differentiated strategies, which increases access to grade-level content for unduplicated pupils and is expected to improve performance on ELA and math assessments.

Goal 2 (Student Support and School Climate):
Feedback emphasizing the need for stronger student supports and family engagement resulted in expanded MTSS structures and communication systems (Actions 2.1, 2.3, 2.4, 2.5, 2.8, 2.12, 2.14) because these systems provide early identification of academic and social-emotional needs and coordinated interventions, which increase student engagement and reduces barriers to attendance and behavior, as measured by chronic absenteeism and suspension rates.

Goal 3 (College and Career Readiness):
Feedback related to college and career readiness informed the expansion of CTE pathways and dual enrollment opportunities (Actions 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.13) because these programs provide students with relevant, real-world learning experiences and access to college-level coursework, which increases college and career preparedness, as measured by the College/Career indicator and CTE pathway completion rates.

Goal 4 (Facilities and Safety):
Input regarding facilities and safety resulted in prioritized investments in campus supervision and infrastructure improvements (Actions 4.1, 4.3, 4.4, 4.5) because improved physical environments and supervision increase students' sense of safety and reduce incidents, which support improved engagement and school climate outcomes.

Goal 5 (Special Education and Inclusion):
Feedback regarding special education and inclusion informed Actions 5.2 and 5.3 because these actions expand inclusive practices and professional learning, which increases access to appropriate instruction and supports for students with disabilities and is expected to improve both academic outcomes and school climate indicators for this student group.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student learning by implementing high-quality, standards-based instruction that is tailored to meet the individual needs of every student, ensuring that all students are challenged and supported to master grade level standards.	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)

An explanation of why the LEA has developed this goal.

CUSD developed Goal #1 based on data from the 2023 Dashboard. At that time, a review of the CAASPP assessment data indicated that only 38% of 5th graders, 39% of 8th graders, 39% of 11th graders; 8% English Learners; 11% of students with disabilities; 33% of economically disadvantaged students; and 31% of Hispanic students have met standard in English Language Arts (ELA). Only 26% of 5th graders, 39% of 8th graders, 27% of 11th graders; 15% of English Learners; 10% of students with disabilities; 28% of economically disadvantaged students; and 26% of Hispanic students have met standard in math.
Only 20% of English Learners scored proficient on the ELPAC and only 17% were reclassified by grade 6.
Students not meeting grade level standards need individualized, targeted academic interventions. English learners need a more effective and personalized learning plan implemented by highly trained teachers.

Educational partner feedback gathered during the 2023-24 LCAP development process informed several key actions and services. Feedback collected again during the 2024-25 and 2025-26 continued to validate the importance of these actions and confirmed that educational partners view them as effective strategies for addressing identified student needs:

- Lower class sizes (1.1)
- DLI program (1.2)
- Professional Development (1.19. 1.20)
- Student Success Center (1.18)
- Reading intervention and tutoring (1.3, 1.13)
- Project based learning (being supported through CTE efforts)
- Professional development and AI resources for teachers to create differentiated lessons (1.19, 1.20, 1.21)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Assessment of Student Performance and Progress for English Language Arts (CAASPP)	2022-23 Data: Students met or exceeded standard: 38% 5th grade 39% 8th grade 39% 11th grade English Learners: 8% 5th grade 0% 8th grade 0% 11th grade Economically Disadvantaged: 31% 5th grade 35% 8th grade 35% 11th grade Students with Disabilities: 4% 5th grade 17% 8th grade 5% 11th grade 31% Hispanic 69% White 33% Economically Disadvantaged 62% Non-Economically Disadvantaged	2023-24 Data: Students met or exceeded standard: 50% 5th grade 46% 8th grade 40% 11th grade English Learners: 0% 5th grade N/A 8th grade 5% 11th grade Economically Disadvantaged: 40% 5th grade 37% 8th grade 38% 11th grade Students with Disabilities: 17% 5th grade 0% 8th grade 13% 11th grade 35% Hispanic 67% White 37% Economically Disadvantaged 61% Non-Economically Disadvantaged	2024-25 Data Students met or exceeded standard: 45% 5th grade 36% 8th grade 50% 11th grade English Learners: 15% 5th grade N/A 8th grade N/A 11th grade Economically Disadvantaged: 38% 5th grade 31% 8th grade 43% 11th grade Students with Disabilities: 10% 5th grade 10% 8th grade 8% 11th grade 38% Hispanic 74% White 39% Economically Disadvantaged 68% Non-Economically Disadvantaged	More than 60% of students in grade 5 and more than 50% of students in grades 8 and 11 will meet or exceed standard in English Language Arts 15% increase for English learners meet or exceed standard 15% increase for economically disadvantaged meet or exceed standard 15% increase for students with disabilities meet or exceed standard Decrease the gap to 25 or less percentage points between White and Hispanic students Decrease the gap to 15 or less percentage points between	Students met or exceeded standard: 5th grade, +7% 8th grade, -3% 11th grade, +11% English Learners: 5th grade, +7% 8th grade, N/A 11th grade, N/A Economically Disadvantaged: 5th grade, +7% 8th grade, -4% 11th grade, +8% Students with Disabilities: 5th grade, +6% 8th grade, -7% 11th grade, +3% Gap between White and Hispanic students decreased 2% Gap between Economically Disadvantaged and Non-Economically Disadvantaged remained the same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Economically Disadvantaged and Non-Economically Disadvantaged students	
1.2	California Assessment of Student Performance and Progress in Math (CAASPP)	2022-23 Data: Students met or exceeded standard 26% 5th grade 39% 8th grade 27% 11th grade English Learners: 8% 5th grade 17% 8th grade 0% 11th grade Economically Disadvantaged: 18% 5th grade 35% 8th grade 20% 11th grade Students with Disabilities: 4% 5th grade 18% 8th grade 0% 11th grade 26% Hispanic 67% White 28% Economically	2023-24 Data: Students met or exceeded standard 37% 5th grade 43% 8th grade 24% 11th grade English Learners: 6% 5th grade N/A 8th grade 0% 11th grade Economically Disadvantaged: 26% 5th grade 36% 8th grade 19% 11th grade Students with Disabilities: 8% 5th grade 0% 8th grade 0% 11th grade 31% Hispanic 67% White 34% Economically	2024-25 Data: Students met or exceeded standard 33% 5th grade 25% 8th grade 31% 11th grade English Learners: 14% 5th grade N/A 8th grade N/A 11th grade Economically Disadvantaged: 26% 5th grade 18% 8th grade 26% 11th grade Students with Disabilities: 10% 5th grade 11% 8th grade 0% 11th grade 28% Hispanic 70% White	More than 40% of students in grades 5 and 11 and more than 50% of students in grade 8 will meet or exceed standard in math 15% increase for English Learners meet or exceed standard 15% increase for economically disadvantaged students meet or exceed standard 15% increase for students with disabilities meet or exceed standard Decrease the gap to 25 or less percentage points between White	Students met or exceeded standard 5th grade, +7% 8th grade, -14% 11th grade, +4% English Learners: 5th grade, +6% 8th grade, N/A 11th grade, N/A Economically Disadvantaged: 5th grade, +8% 8th grade, -17% 11th grade, +6% Students with Disabilities: 5th grade, +6% 8th grade, -7% 11th grade, 0% Gap between White and Hispanic students increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged 57% Non-Economically Disadvantaged	Disadvantaged 58% Non-Economically Disadvantaged	29% Economically Disadvantaged 60% Non-Economically Disadvantaged	and Hispanic students Decrease the gap to 15 or less percentage points between Economically Disadvantaged and Non-Economically Disadvantaged students in math	Gap between Economically Disadvantaged and Non-Economically Disadvantaged students increased 2%
1.3	STAR Reading and Math (Local Data)	2023-24 (April) Data: 3rd Grade STAR Reading: 4.0 grade level 3rd Grade STAR Math: 4.2 grade level	2024-25 (May) Data: 3rd Grade STAR Reading: 4.0 grade level 3rd Grade STAR Math: 4.0 grade level	2025-26 (May) Data: 3rd Grade STAR Reading: 4.2 grade level 3rd Grade STAR Math: 3.9 grade level	Average Grade Level on Grade 3 STAR Reading will be 3.9 or higher Average Grade Level on Grade 3 STAR Math will be 3.9 or higher	3rd Grade STAR Reading grade level increased 0.2 3rd Grade STAR Math grade level decreased 0.3
1.4	Student Grades, GPAs (Local Data)	2023-24 (1st Semester) Data: CMS: 69% of students earned a 3.0 or higher cumulative GPA, with a school average GPA of 3.22 CHS: 74% of students earned a 3.0 or higher cumulative GPA, with a school average GPA of 3.45	2024-25 (1st Semester) Data: CMS: 71% of students earned a 3.0 or higher cumulative GPA, with a school average GPA of 3.32 CHS: 77% of students earned a 3.0 or higher	2025-26 (1st Semester) Data: CMS: 70% of students earned a 3.0 or higher cumulative GPA, with a school average GPA of 3.20 CHS: 77% of students earned a 3.0 or higher	75% or more grades 6-12 students will earn a 3.0 or higher cumulative GPA	CMS: percent of students who earned a 3.0 or higher GPA increased 1% CHS: percent of students who earned a 3.0 or higher GPA increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			cumulative GPA, with a school average GPA of 3.66	cumulative GPA, with a school average GPA of 3.61		
1.5	English Language Proficiency Assessment for California (ELPAC)	2022-23 Data: 20.2% scored proficient on the ELPAC	2023-24 Data: 12.9% scored proficient on the ELPAC	2024-25 Data: 17.5% scored proficient on the ELPAC	30% or more English learners will score proficient on the ELPAC	Students who scored proficient on the ELPAC decreased 2.7%
1.6	English Learner Progress Indicator (Dashboard)	2022-23 Data: 55.1% of English learners are making progress towards English language proficiency	2024 Dashboard: 36% of English learners are making progress towards English language proficiency	2025 Dashboard: 52.6% of English learners are making progress towards English language proficiency	50% of English learners will make progress towards English language proficiency	Percent of English learners making progress towards English language proficiency decreased 2.5%
1.7	Reclassification rates (Dataquest)	2023-24 Data: 17.1% English learners were reclassified by grade 6	2024-25 Data: 10.9% English learners were reclassified by grade 6	2025-26 Data: 13.2% English learners were reclassified by grade 6	20% or more English learners will be reclassified by grade 6	English learners who were reclassified by grade 6 decreased 3.9%
1.8	Long Term English Learners (Local Data)	2022-23 Data: 11.5% Long Term English Learners	2024-25 Data: 7.5% Long Term English Learners	2025-26 Data: 4.8% Long Term English Learners	Long Term English Learners will decrease to less than 5%	Long Term English Learners decreased 6.7%
1.9	% of students who have access to instructional materials (Williams Act)	100% of students have access to instructional materials	100% of students have access to instructional materials	100% of students have access to instructional materials	100% of students will access to instructional materials	100% of students have access to instructional materials
1.10	% of teachers who are appropriately assigned and fully credentialed (Dashboard)	2022-23 Data:	2022-23 Data: 80% of teachers are appropriately	2023-24 Data: 86.4% of teachers are appropriately	100% of teachers are appropriately assigned and fully credentialed	Percent of teachers appropriately assigned and fully

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		86.8% of teachers are appropriately assigned and fully credentialed	assigned and fully credentialed	assigned and fully credentialed		credentialed decreased 0.4%
1.11	Implementation of state standards (Local Data)	Full implementation and sustainability in all academic state standards	Full implementation and sustainability in all academic state standards	Full implementation and sustainability in all academic state standards	Full implementation and sustainability in all academic state standards	Full implementation and sustainability in all academic state standards
1.12	% of students who have access and are enrolled in a broad course of study (Local Data)	100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study
1.13	% of 3rd grade students reading at grade level (DIBELS)	2025-26 Data 62% of 3rd grade students read at or above grade level (DIBELS)	NA	NA	75% of 3rd grade students will read at or above grade level (DIBELS)	NA

Goal Analysis [2025-26]

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

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

Overall, the district implemented the majority of actions associated with Goal 1 as planned, resulting in positive academic outcomes at the elementary level and for specific student groups, particularly English Learners. However, implementation challenges at the middle school level, specifically related to staffing instability, created inconsistencies in instructional delivery that limited the effectiveness of several actions.

Successes in Implementation

Several actions were implemented with strong fidelity and contributed to measurable improvements in student outcomes:

- Class size reduction, targeted interventions, and small group instruction (Actions 1.1, 1.3, 1.4) were implemented consistently at the elementary level, resulting in improved ELA and Mathematics outcomes, particularly in Grade 5. These actions increased individualized instruction because teachers were able to more effectively differentiate instruction and address specific learning needs.
- English Learner supports (Actions 1.2, 1.5, 1.15, 1.23) were implemented effectively, contributing to a 16% increase in the English Learner Progress Indicator and a reduction in Long-Term English Learners. These outcomes improved because designated and integrated language instruction increased access to grade-level content and supported language acquisition.

- Data monitoring and leadership collaboration (Actions 1.6, 1.7, 1.9, 1.12 and 1.22) were implemented as planned, with regular data analysis and coordination across leadership teams. This improved instructional responsiveness because educators used student data to adjust instruction and target interventions more effectively.
- Advanced coursework access and student support systems (Actions 1.11 and 1.18) were implemented successfully, supporting both academic growth and a high graduation rate of 92.8%. These systems were effective because they provided structured pathways and targeted supports aligned to student readiness and needs.
- Professional development in AI tools was effective in empowering teachers with strategies to differentiate instruction and better meet the diverse needs of every student in their class. Continued training in AI integration will remain a focus to support personalized learning and enhance instructional effectiveness. (Action 1.21)
- Extended Learning Opportunities (Action 10) was effective in providing academic enrichment, recreational activities, and nutritional support to students beyond the regular school year. Enrollment priority was given to unduplicated pupils to increase access for students with the greatest needs. During 2025–26, 84 students participated in the Fun in the Sun summer program, 71 students attended the Bridge the Break winter program, and 69 students participated in the Bridge the Break spring program. These programs provided additional opportunities for academic support, enrichment, and student engagement.

Implementation Challenges
While most actions were implemented as planned, differences in implementation at the middle school level impacted effectiveness, particularly in grade 8:

- Staffing challenges resulted in Grade 8 English Language Arts and Mathematics classes being taught by long-term substitute teachers. This created inconsistency in instructional delivery. This disruption limited the effectiveness of aligned actions including: Professional Learning Communities and collaboration structures (Actions 1.16, 1.19, 1.20); Instructional coaching and after-school tutoring (Actions 1.13 and 1.14)

Actions 1.8 and 1.17 were discontinued in the 2025-26 LCAP, and therefore were not implemented.

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

Action 1.1 was overspent due to increased personnel costs resulting from a negotiated 5% salary increase implemented in 2025–26, higher health insurance costs, and employee movement on the salary schedule through step and column advancements.
Action 1.10 was underspent, the planned expenditures incorrectly included the after school program staff costs. The appropriate planned expenditures should have reflected only the contracted United Way intersessions program amount.
Action 1.15 was underspend, the ELD instructional assistant was reassigned to Carpinteria High School, resulting in lower expenditures than originally budgeted.
All other actions were spent as planned.

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

Action 1.1: Reduce class size averages for grades TK–12 was effective in supporting student achievement. Smaller class sizes provided increased opportunities for individualized attention, differentiated instruction, and stronger student-teacher relationships. These supports

contributed to improved English Language Arts and Mathematics outcomes, particularly in grades 5 and 11. Results from STAR Reading and STAR Math assessments further indicate a positive correlation between smaller class sizes and student achievement. While several student groups demonstrated academic growth, the performance gap between unduplicated pupils and non-unduplicated pupils did not close at the rate anticipated, indicating a continued need for targeted supports and interventions to accelerate progress for unduplicated students.

Action 1.2: Dual Language Immersion was effective in supporting English Learners through integrated language and content instruction, which increased access to grade-level curriculum and academic language development. This contributed to improved student outcomes, with Grade 5 English Language Arts performance increasing from 8% to 15% and Math performance increasing from 8% to 14%. While English Learners demonstrated academic growth, the performance gap between English Learners and non-English Learners persists, indicating a continued need for targeted supports, language development opportunities, and instructional strategies designed to accelerate achievement and close achievement gaps.

Action 1.3 Reading intervention teachers, was effective because targeted literacy support addressed specific reading skill gaps, resulting in a 7% increase in grade 5 ELA performance and improved proficiency on STAR reading assessments.

Action 1.4: Targeted Small Group Instruction was effective at the elementary level because it enabled teachers to tailor instruction to individual student needs. This targeted support contributed to gains in English Language Arts and Math performance among Grade 5 students and several student groups. While Grade 5 students demonstrated academic growth, the performance gap between unduplicated pupils (UDP) and non-unduplicated pupils remains, indicating a continued need for targeted interventions and supports to accelerate learning and improve outcomes for unduplicated students.

Actions 1.5, 1.15, and 1.23 focused on ELD support for English Learners and Long Term English Learners, was effective because designated ELD instruction improved language acquisition, resulting in a 16% increase in the English Learner Progress Indicator from last year and a 6.7% reduction in Long Term English Learners.

Actions 1.16, 1.19, 1.20 related to PLCs, grade-level collaboration, professional development, and leadership collaboration, these actions were somewhat effective because structured collaboration provided opportunities for teachers to align instruction, share strategies, and build capacity for implementing high-quality instructional practices. However, the impact of these actions was uneven across grade levels because staffing challenges resulted in grade 8 students receiving English Language Arts and Math instruction from long-term substitute teachers. This reduced instructional continuity and consistency, which contributed to declines in grade 8 ELA and Math performance.

Actions 1.13, 1.14 CMS after school tutoring and instructional coaching, these actions appear ineffective in improving academic outcomes because grade 8 ELA and Math performance declined from baseline levels. The limited impact is attributed to staffing challenges because grade 8 students received English Language Arts and Math instruction from long-term substitute teachers, which reduced instructional continuity and consistency.

Action 1.10 Extended Learning Opportunities for TK–5, was effective because expanded learning opportunities provided students with additional academic enrichment, instructional support, and opportunities to reinforce learning during summer and intersession periods. During 2025–26, 84 students participated in the Fun in the Sun summer program, 71 students participated in the Bridge the Break winter program, and 69 students participated in the Bridge the Break spring program. These participation levels demonstrate continued student

engagement in extended learning opportunities throughout the year. In addition, STAR Reading data showed positive performance among students in grades 3–5, with average scores of 4.2 for grade 3, 5.0 for grade 4, and 6.3 for grade 5. Participation data and reading level results provide evidence that extended learning opportunities provided meaningful opportunities for students to strengthen and extend their academic learning

Action 1.11 CMS performance-based grouping for advanced math and English classes, was highly effective in providing students who demonstrated readiness with access to appropriately rigorous coursework. The effectiveness of this action is demonstrated by the significantly higher percentage of students in advanced courses who achieved Proficient or Advanced performance compared to the overall student population. In advanced mathematics, 88% of students scored Proficient or Advanced, compared to 34% of all students, a 54-percentage-point difference. In advanced ELA, 98% of students scored Proficient or Advanced, compared to 44% of all students, a 54-percentage-point difference. These results demonstrate strong academic performance among students participating in advanced coursework and support the effectiveness of performance-based grouping in providing appropriately challenging academic opportunities for students demonstrating readiness.

Action 1.12 Monitor and Analyze Student Academic Progress, was effective, as demonstrated by strong student academic performance and continued improvement in the percentage of students meeting the 3.0 GPA benchmark. At CMS, 70% of students earned a 3.0 or higher GPA, with a schoolwide average of 3.20. At CHS, 77% of students earned a 3.0 or higher GPA, with a schoolwide average of 3.61. These outcomes demonstrate that regular analysis of student academic progress provided educators with information to monitor achievement and inform instructional and intervention decisions aligned to student needs.

Action 1.18 Student Success Center, was highly effective because students had access to targeted academic support, credit recovery and guidance, which helped them stay on track for graduation, contributing to a high graduation rate of 92.8%.

Action 1.21: Professional Development in AI was effective in providing secondary teachers with tools and strategies to support differentiated instruction. Teachers reported increased capacity to use AI-based resources to personalize learning, adapt instructional materials, and provide targeted support to meet the diverse needs of students.

Action 1.22 District Leadership Team collaboration, was effective because coordinated leadership practices improved alignment of instructional priorities and supports across the district, which increased access to high-quality instruction.

Actions 1.8 ad 1.17 were discontinued in the 2025-26 LCAP, and therefore were not evaluated for effectiveness.

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.

Metric 1.4 was revised to reflect first-semester data for the 2023–24 baseline year, 2024–25 Year 1, and 2025–26 Year 2. This change was made to ensure consistency in data collection and comparison across years, allowing for a more accurate measurement of progress toward the identified outcome.
Metric 1.13 DIBELS was added to measure foundational literacy skill growth and evaluate the effectiveness of LETRS implementation.
Action 1.8 STEM ELD instruction was discontinued at the end of 2024-2025 due to budget reductions.

Action 1.10 ELOP planned expenditures were reduced to reflect only the contracted United Way intersessions program amount.
Action 1.17 Summer ELD program was discontinued at the end of 2024-2025 due to low student enrollment.
Action 1.19 TK-12 Professional development in ELA, ELD and math will be provided only to TK-5 teachers in 2026-27 in order to prioritize early literacy and foundational skill development.
Action 1.21 Professional Development in Artificial Intelligence will be reinstated and provided to secondary teachers to support differentiated instruction.
Action 1.24 LETRS training was added to strengthen literacy instruction and improve reading outcomes.

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	Reduced class size averages for grades TK-12	The district will prioritize early learning success by maintaining smaller class sizes for grades TK-12. This action supports student groups with a red performance indicator, see attached matrix.	$4,538,840.00	Yes
1.2	DLI Program	District administration will continue the dual language immersion program at Canalino and expand the DLI program to include grades K-5 at Aliso and grades 6th–8th at Carpinteria Middle School to increase biliteracy, specifically for English Learners.	$668,326.00	Yes
1.3	Elementary reading intervention teachers	Elementary reading intervention teachers will provide targeted reading instruction for students performing below grade level to increase reading levels. This action supports student groups with a red performance indicator, see attached matrix.	$377,507.00	No
1.4	Targeted small group instruction in reading and math	Elementary teachers will differentiate instruction by providing targeted small group instruction in reading and math with the support of instructional assistants. This action supports student groups with a red performance indicator, see attached matrix.	$463,302.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Elementary daily designated ELD instruction	Elementary teachers will provide daily designated structured English Language Development (ELD) instruction to support English Learners in mastering academic language and content. This action supports student groups with a red performance indicator, see attached matrix.	$0.00	No
1.6	Elementary PLCs	Elementary PLCs will meet regularly to analyze student performance data from assessments to identify areas needing improvement and develop targeted instructional strategies and learning activities to address identified needs.	$0.00	No
1.7	Elementary grade level teams	Elementary district wide grade level teams will meet regularly to ensure consistent implementation of District adopted curriculum with a focus on grade level standards and inclusive instructional practices.	$50,000.00	No
1.8	STEM ELD instruction	STEM ELD Instruction is discontinuing at the end of 2024-2025. CUSD no longer has an elementary GATE teacher position. ELD Students will continue to receive both designated ELD and integrated ELD with their classroom teacher. The elementary GATE teacher will provide STEM ELD instruction specifically designed to support English Learners in developing both STEM knowledge and English language proficiency to 4th and 5th grade English Learners.	$0.00	No
1.9	Bridges Unit Assessments	Elementary teachers will utilize Bridges unit assessments to diagnose student strengths and weaknesses in math and provide targeted interventions to address identified learning gaps. This action supports student groups with a red performance indicator, see attached matrix.	$0.00	No
1.10	Extended Learning Opportunities for TK-5	The District will implement Extended Learning Opportunities for TK-5 during Winter/Spring/Summer breaks that provide academic enrichment, recreation, socialization, and nutrition. The ELO Program will be operated by United Way in alignment with the Expanded Learning Opportunities	$223,385.00	No

Action #	Title	Description	Total Funds	Contributing
		(ELO-P) requirements. English Learners, homeless, foster and low income students will be given priority enrollment.		
1.11	CMS performance-based grouping	CMS will implement performance-based grouping to place students in advanced math and ELA classes to ensure students are challenged at an appropriate level.	$0.00	No
1.12	CMS and CHS monitor and analyze student academic progress	CMS and CHS teachers and counselors will collaboratively monitor and analyze student academic progress, including grade reports, to identify students who may benefit from additional academic support.	$0.00	No
1.13	CMS after school tutoring	CMS teachers will provide after school tutoring in ELA and math to accelerate student academic growth specifically for English Learners, Long Term English Learners, Homeless, foster youth, low income, and students with disabilities. This action supports student groups with a red performance indicator, see attached matrix.	$21,988.00	No
1.14	CMS instructional coaching program for teachers	The CMS Principal will implement an instructional coaching program for teachers to improve student engagement and classroom instruction.	$0.00	No
1.15	CMS designated ELD instruction	CMS teachers will provide daily designated English Language Development (ELD) instruction to support English Learners and Long Term English Learners in mastering academic language and content. This action supports student groups with a red performance indicator, see attached matrix.	$143,587.00	No
1.16	CMS and CHS PLCs	CMS and CHS PLCs will analyze common interim assessment data to collaboratively develop and refine data-driven instruction that improves student learning outcomes and achievement for all students.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.17	CHS summer ELD program	CHS Summer ELD program is sunsetting at the end of 2024-2025 due to low enrollment. CHS will offer a comprehensive 45-hour summer ELD program for level 1 and level 2 English Learners and Long Term English Learners to accelerate English language acquisition.	$0.00	No
1.18	CHS Student Success Center	The CHS Student Success Center (SSC) will offer a comprehensive support system for identified students struggling academically, including personalized interventions and counseling services to address learning gaps and improve academic performance. This action supports student groups with a red performance indicator, see attached matrix.	$140,406.00	Yes
1.19	TK-12 Professional Development in ELA, ELD, and math	The District will provide TK-12 targeted professional development opportunities in ELA, ELD, and math to increase the effectiveness of classroom instruction to address low performing student groups in ELA (English learners, students with disabilities, homeless) and in math (students with disabilities)	$0.00	No
1.20	TK-12 Professional Development in PLCs	The District will provide professional development opportunities focused on strengthening teacher collaboration skills within Professional Learning Communities (PLCs). This will include workshops, coaching, and collaborative planning time for teachers across all grade levels (TK-12) to develop effective strategies for data analysis, curriculum alignment, and shared instructional practices.	$0.00	No
1.21	CMS and CHS professional development in the implementation of Artificial Intelligence	The District will provide professional development for CMS and CHS teachers to equip them with the necessary skills and knowledge to effectively integrate Artificial Intelligence (AI) tools into their classrooms for increased student engagement and learning.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.22	District Leadership Team collaboration	The District Leadership Team will collaborate weekly to develop and implement strategies that strengthen school leadership and improve student learning. The district qualifies for technical assistance and will collaborate with SBCEO to develop and implement effective actions that improve instructional practices to meet the specific needs of English learners and students with disabilities.	$0.00	No
1.23	Support for Long Term English Learners	CMS teachers will provide designated English Language Development (ELD) instruction specifically tailored for LTELs, focusing on explicit language instruction crucial for their progress. CHS will offer individualized support to LTELs in the Student Success Center, providing additional assistance to help them master academic language. This action supports student groups with a red performance indicator, see attached matrix. (This action's expenditures are already reported in 1.15 and 1.18)	$0.00	No
1.24	LETRS Professional Learning and Early Literacy Implementation (LREBG Funded Action)	The District will provide Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning for elementary teachers to strengthen evidence-based literacy instruction aligned to the science of reading. Training will focus on foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, language comprehension, and structured literacy instructional practices. This action was selected based on local data indicating that a significant number of students in grades K–5, particularly low-income students, English learners, and students with disabilities, are performing below grade level in foundational reading skills and early literacy benchmarks. Strengthening Tier 1 literacy instruction is intended to improve early reading outcomes and reduce achievement gaps for unduplicated student groups. Research supports the selection of LETRS training because the program is grounded in structured literacy and the science of reading, including the work of Dr. Louisa Moats, Dr. Carol Tolman. Evidence-based literacy research demonstrates that systematic instruction in phonological awareness, decoding, fluency, vocabulary, and language comprehension	$207,000.00	No

Action #	Title	Description	Total Funds	Contributing
		improves reading outcomes, particularly for students experiencing reading difficulties and historically underserved groups. LETRS was selected because it builds educator understanding of how student develop reading proficiency and provides instructional practices that can be implemented consistently across classrooms. Research on LETRS professional learning demonstrates improvement in teacher instructional knowledge and classroom practice. Lexia's extensive research includes 21 empirical studies, including peer-reviewed publications, external evaluations, and doctoral dissertations, establishing a strong evidence base for the curriculum. multiple independent studies meet the Every Student Succeeds Act (ESSA) Tier 2 evidence standard and show a correlation between strong implementation of LETRS practices and increased student reading proficiency, including reductions in the percentage of students reading below grade level. The District will monitor the effectiveness of this action using the following metrics: CAASPP English Language Arts performance for applicable grade levels (metric 1.1) STAR Reading assessments (metric 1.3) DIBELS (metric 1.13) LREBG funds allocated to support this action: 2025-26 allocation $156,589 2026-27 allocation $50,411		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will actively engage in learning and participate in a positive school culture in partnership with parents.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CUSD developed Goal #2 based on data from the 2023 Dashboard. At that time, review of the California Healthy Kids Survey data indicated that the school climate needs improvement, specifically in school connectedness, and academic motivation. The schools need to create a learning environment where students, staff, and families feel connected, safe, motivated, respected, and welcomed.
The 2023 Dashboard data showed that chronic absenteeism rate is high at 25%, school administrators need to daily monitor student attendance, work with students and families to provide resources to assist students and families to decrease chronic absenteeism.

Educational partner feedback in 2023-24 informed these actions. Feedback from 2024-25 and 2025-26 continue to validate their importance:

- Continue meeting monthly with parents (2.12, 2.13, 2.14)
- Maintain a focus on school culture and community building (2.14)
- Increase opportunities for parent engagement and participation (2.12, 2.13, 2.14)
- Host cultural events that reflect and celebrate the diversity of our community (2.14)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School connectedness, academic motivation, and high expectations California Healthy Kids Survey (CHKS)	2023-24 Data: Average for grades 7th, 9th & 11th School connectedness: 88%	2024-25 Data: Average for grades 7th, 9th & 11th	2025-26 Data: Average for grades 7th, 9th & 11th	Average for grades 7th, 9th & 11th School connectedness: 90% or higher	School connectedness: +4% Academic motivation: +3% High expectations: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic motivation: 89% High expectations: 93%	School connectedness: 90% Academic motivation: 90% High expectations: 94%	School connectedness: 92% Academic motivation: 92% High expectations: 95%	Academic motivation: 90% or higher High expectations: 90% or higher	
2.2	School safety California Healthy Kids Survey (CHKS)	2023-24 Data: Schools are safe: Average for grades 7th, 9th & 11th - 92% Staff - 98% Parents - 95%	2024-25 Data: Schools are safe: Average for grades 7th, 9th & 11th - 93% Staff - 94% Parents - 90%	2025-26 Data: Schools are safe: Average for grades 7th, 9th & 11th - 97% Staff - 97% Parents - 88%	Schools are safe: Average for grades 7th, 9th & 11th - 90% or higher Staff - 90% or higher Parents - 90% or higher	Average for grades 7th, 9th & 11th: +5% Staff: -1% Parents: -7%
2.3	Parent participation in school conferences and events California Healthy Kids Survey (CHKS)	2023-24 Data: Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school was 74%	2024-25 Data: Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school was 68%	2025-26 Data: Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school was 72%	Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school will be 75% or higher	Average attendance at a school or class event, a general school meeting, a parent-teacher conference, a parent group meeting, and volunteered in classroom or school decreased 2%
2.4	Attendance rates (Local Data)	2023-24 94.06% Average Daily Attendance	2024-25 (P-2) 93.6% Average Daily Attendance	2025-26 (P-2) 94.4% Average Daily Attendance	95% or higher Average Daily Attendance	Average Daily Attendance increased 0.3%
2.5	Chronic absenteeism (Dashboard)	2023-24	2024-25	2025-26 (May)	10% or less chronic	Chronic absenteeism rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		17% chronic absenteeism Chronic absenteeism rate for English Learners: 19.5% Chronic absenteeism rate for Students with Disabilities: 27.4%	17% chronic absenteeism Chronic absenteeism rate for English Learners: 14.5% Chronic absenteeism rate for Students with Disabilities: 22.9%	14.3% chronic absenteeism Chronic absenteeism rate for English Learners: 11.3% Chronic absenteeism rate for Students with Disabilities: 15%	absenteeism for all students	for all students decreased 2.7% Chronic absenteeism rate for English Learners decreased 8.2% Chronic absenteeism rate for Students with Disabilities decreased 12.4%
2.6	Suspension rates (Dashboard) Expulsion rates (Dataquest)	2023-24 6% suspension rate Suspension rate for English Learners: 7% Suspension rate for Students with Disabilities: 10.4% 0.1% expulsion rate	2024-25 (May) 6% suspension rate for all students Suspension rate for English Learners: 9.3% Suspension rate for Students with Disabilities: 8.4% 0.05% expulsion rate	2025-26 (Aug-April) 5.9% suspension rate for all students Suspension rate for English Learners: 7.9% Suspension rate for Students with Disabilities: 6.7% 0.05% expulsion rate	5% or less suspension rate for all students 1% or less expulsion rate	Suspension rate for all students maintained at 5.9% Suspension rate for English Learners increased by 0.9% Suspension rate for Students with Disabilities decreased 3.7% Expulsion rate decreased .05%
2.7	Family engagement with ParentSquare communications regarding family	2025-26 69% of parents of low-income students	N/A	N/A	Increase ParentSquare communications interaction to 75%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	engagement events or informational meetings (ParentSquare)	interacted with ParentSquare communications regarding family engagement events or informational meetings 65% of parents of English Learners inter with ParentSquare messages regarding family engagement events or informational meetings 69% of parents of students with disabilities interacted with ParentSquare messages regarding family engagement events or information meetings				

Goal Analysis [2025-26]

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

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

Overall, actions under Goal 2 contributed to improvements in student attendance, school climate, engagement, and school connectedness. Implementation of the goal demonstrated several successes, while also identifying areas where refinement and additional support are needed to further strengthen family engagement and perceptions of school safety.

Successful implementation included monitoring attendance and sending monthly letters to families of students with chronic absenteeism (Action 2.1), which supported improved awareness and communication regarding attendance concerns. Strong mental health teams continued to provide counseling and support services to students and families (Actions 2.3 and 2.4). In addition, social-emotional learning lessons and restorative justice practices contributed positively to school climate and student connectedness (Actions 2.5 and 2.7). Teacher-

parent conferences, effective use of ParentSquare communication, Coffee with the Principal meetings, and family engagement events strengthened relationships between schools and families and increased opportunities for parent involvement (Actions 2.10, 2.11, 2.12, and 2.14).

One substantive difference between planned actions and actual implementation occurred with Action 2.2. The planned implementation of social workers was not carried out. Instead, the district partnered with the CCP Family Resource Center to provide support and services to families with the greatest needs.

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

Action 2.3 was overspent due to increased personnel costs resulting from a negotiated 5% salary increase implemented in 2025–26, higher health insurance costs, and employee movement on the salary schedule through step and column advancements.
Action 2.7 was underspent, as no costs were incurred by the District during the 2025-26 school year. All program costs were fully funded through a one time grant awarded directly to AHA!
Action 2.9 was overspent. Additional extended learning activities and enrichment opportunities were offered during the 2025-26 school year, as a result, actual expenditures exceeded the amount originally budgeted.
All other actions were spent as planned.

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

Action 2.1 Monitor daily student attendance, was highly effective, as the chronic absenteeism rate decreased from 17% to 14.3% because consistent monitoring allowed for earlier identification of attendance concerns and timely interventions, which reduced barriers to regular attendance. Improvements were observed both overall and among identified student groups.

Actions 2.3 and 2.4 Mental health teams and counseling services, these actions were effective, as school connectedness increased by 4% and academic motivation increased by 3% because access to counselors, psychologists, and mental health therapists provided students with targeted social emotional support, which reduced barriers to engagement and improved student's sense of belonging.

Actions 2.5 and 2.7 Social Emotional Learning Lessons and AHA!, these actions were effective because SEL instruction provided students with skill to manage emotions and build positive relationships, which contributed to improved school climate and slightly lower suspension rates.

Action 2.6: Enrichment Activities were effective in increasing student engagement by providing meaningful, interest-based learning experiences that enhanced students' connection to school. These opportunities contributed to a more positive overall school experience and increased student participation. The effectiveness of this action is reflected in the reduction of the chronic absenteeism rate from 17% to 14.3%, indicating improved student attendance and engagement.

Action 2.8 Restorative Justice Practices was somewhat effective because student reported perceptions of safety improved and suspension rates declined slightly, indicating progress in student experience. However, parent perceptions of safety did not improve, which indicates that implementation may not yet be consistently visible or understood by families.

Action 2.9 CMS Extended Learning Opportunities Program, was effective because extended learning opportunities provided structured, supervised environments where students could explore interests and build peer connections, which increased engagement and strengthened school connectedness, school connectedness increased by 4%.

Action 2.10 Parent Square communication, this action showed limited effectiveness because while communication systems increased family access to school information and updates, participation rates did not significantly improve, indicating that communication alone was not sufficient to remove barriers to engagement or promote active participation, parent participation decreased 2%

Action 2.11 Teacher Parent Conferences were highly effective because structured conferences provided meaningful opportunities for direct communication between teachers and families. These interactions increased shared understanding of student strengths, needs, and progress, while fostering alignment of supports between home and school. Strengthened family engagement and collaboration contributed to positive student outcomes, as evidenced by students reporting high levels of school connectedness and academic motivation on the California Healthy Kids Survey (CHKS).

Action 2.12 Monthly “Coffee with the Principal” meetings were effective because they provided consistent, informal opportunities for families to communicate directly with school leadership. These sessions increased transparency, strengthened trust, and improved responsiveness to family concerns. As a result, a high percentage of parents reported that the school encourages and supports them to be active partners in their child’s education.

Action 2.13 Monthly Parent Group Meetings were effective because they provided a structured forum for sharing information, celebrating student progress, and addressing school-related concerns. These consistent meetings supported ongoing family engagement and strengthened communication between families and the school. As a result, a high percentage of parents reported that they feel welcome to participate in school events.

Action 2.14 Family Activity Nights were highly effective because they provided opportunities for families to engage with school staff, learn about curriculum and instructional practices, and participate in their children's educational experiences. These events strengthened relationships between families and schools, fostered a greater sense of belonging within the school community, and increased family participation in school activities. The positive impact of this action is reflected in students reporting high levels of school connectedness and academic motivation on the California Healthy Kids Survey (CHKS).

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.

Action 2.2: Social Workers was discontinued in the 2024–25 LCAP and is no longer being implemented.

Action 2.7: AHA! will not continue at Carpinteria Middle School and will instead concentrate its services exclusively at Carpinteria High School.
Metric 2.7: was added to disaggregate data for unduplicated pupil groups and students with disabilities to better evaluate when families are receiving information promoting student programs and events.

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	Monitor daily student attendance	School administrators will closely monitor daily student attendance to ensure all students are on track for success. This includes early identification of attendance concerns and providing timely support to students and families. This action specifically supports student groups with a red performance indicator, see attached matrix.	$0.00	No
2.2	Social Workers	This action was not implemented in 2024-2025 and will be discontinued due to ongoing personnel shortages and budget reductions. School social workers will partner with families to address barriers to attendance and develop a comprehensive plan to reduce chronic absenteeism, ensuring all students have the opportunity to thrive in school. This action specifically supports student groups with a red performance indicator, see attached matrix.	$0.00	No
2.3	Mental Health Teams	School mental health teams will collaborate monthly to identify student needs, monitor student progress, and create personalized intervention plans to ensure all students receive the appropriate mental health support.	$381,740.00	Yes
2.4	Counselors, Psychologists, and Mental Health Therapists	School counselors, psychologists and mental health therapists will provide a range of therapeutic services to address students with emotional challenges.	$282,836.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Social Emotional Learning Lessons	Elementary teachers will implement weekly social-emotional learning lessons from the district adopted Second Step curriculum. This will equip students with the skills and knowledge to manage emotions, build healthy relationships, and make responsible decisions, fostering a positive and supportive learning environment.	$0.00	No
2.6	Enrichment activities	Elementary teachers will implement enrichment activities that provide new learning experiences, teach critical thinking, communication, and collaboration skills, and contribute to social emotional health. Enrichment activities include weekly arts lessons, music, swim lesson program for third graders, curriculum field trips, Battle of the Books, County Math Bowl, STEM projects, student clubs, and student council.	$12,753.00	Yes
2.7	AHA!	CHS will partner with AHA! to provide social emotional learning lessons to equip students with the skills and strategies to develop social competence. AHA will also provide social-emotional learning councils, student groups, and peace builders programs to build positive relationships, resolve conflicts, and create a more respectful school community. This action specifically supports student groups with a red performance indicator, see attached matrix.	$105,000.00	No
2.8	Restorative Justice Practices	CMS and CHS will implement restorative justice practices and positive behavioral interventions and supports (PBIS) that focus on improved student relationships and a stronger sense of school community, thus reducing suspensions and expulsions. The Ripple Effects program, a comprehensive, digital suite of programs designed to foster social-emotional learning, mental health, and behavioral supports for students, will also be implemented. This action specifically supports student groups with a red performance indicator, see attached matrix.	$0.00	No
2.9	CMS Extended Learning	CMS will expand its after-school program through the ELO-P initiative to offer a wider range of engaging activities, including skateboarding, soccer, fishing, and volleyball. This will provide students with opportunities to	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Opportunities Program	explore their interests, develop new skills, and connect with peers in a positive and supervised environment.		
2.10	Parent Square Communication	The District will continue to utilize Parent Square communication in English and Spanish to keep families informed and engaged in their child's education.	$9,000.00	No
2.11	Teacher-Parent Conferences	Elementary teachers will conduct bi-annual parent conferences to discuss student's academic progress, social-emotional well-being, and opportunities for home support. These conferences will foster a collaborative partnership between teachers and families, ensuring all students receive the comprehensive support they need to thrive.	$0.00	No
2.12	Monthly "Coffee with the Principal"	School principals will host monthly "Coffee with the Principal" to provide an open forum for parents and community members to connect with their principal, discuss current school issues, and ask questions. This initiative fosters a collaborative environment where all stakeholders feel informed and valued.	$0.00	No
2.13	Monthly Parent Group Meetings	Principals will establish a regular schedule of monthly meetings with parent groups, site councils, and ELAC. These collaborative meetings will provide opportunities to discuss student progress, celebrate school achievements, and address any parental concerns in a transparent and collaborative manner.	$0.00	No
2.14	Family Activity Nights	Principals will develop and implement a calendar of family engagement events throughout the school year, extending beyond traditional Back-to-School Night and Open House. These events will provide opportunities for families to connect with their child's school community, learn about curriculum and instructional practices, and participate in fun and interactive activities together.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate from high school and be college & career ready	Broad Goal

State Priorities addressed by this goal.

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.

CUSD developed Goal 3 based on data from the 2023 Dashboard, which indicated that 39% of graduates are not college and career prepared and 46% of graduates are not meeting the UC/CSU requirements. These data points demonstrated the need to strengthen and systems and supports to ensure that all students are prepared for success in college, career, and postsecondary pathways.

Educational partner feedback gathered in 2023-24 informed the development of these actions and feedback from the 2024-25 and 2025-26 continues to validate their importance. Stakeholders emphasized the need to provide students with opportunities to explore career interests and career pathways (Actions 3.1, 3.4, and 3.6), continue the 8th grade CTE wheel at CHS (Action 3.3), maintain the Student Success Center at CHS to support college and career readiness (Action 3.12), expand internship opportunities through the partnership with SBCEO (Action 3.6), and continue providing computer science opportunities at CMS and CHS (Action 3.2). These actions are intended to increase student engagement, expand access to career exploration experiences, and improve college and career readiness outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation rates (Dashboard)	2022-23 Data: 93.9% graduation rate	2023-24 Data: 91.6% graduation rate	2024-25 Data: 92.8% graduation rate	100% of seniors will graduate from high school	Graduation rate decreased 1.1%
3.2	College and Career readiness rates (Dashboard)	2022-23 Data: 66.1% college and career prepared	2023-24 Data: 60.5% college and career prepared	2024-25 Data: 69.7% college and career prepared	70% of graduates will be college and career ready	Students prepared for college and career increased 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	UC/CSU requirements (Dashboard)	2022-23 Data: 55.8% of graduates met UC/CSU requirements	2023-24 Data: 53.9% of graduates met UC/CSU requirements	2024-25 Data: 54.2% of graduates met UC/CSU requirements	65% of graduates will meet the UC/CSU requirements	Graduates met UC/CSU requirements decreased 1.6%
3.4	Advanced Placement (AP) exams Students who scored a 3 or higher on at least two AP Exams (Dashboard)	2022-23 Data: 28.4% of students tested scored a 3 or higher on at least two AP exams	2023-24 Data: 25.1% of students tested scored a 3 or higher on at least two AP exams	2024-25 Data: 18.5% of students tested scored a 3 or higher on at least two AP exams	30% of students tested will score a 3 or higher on two AP exams	Students tested scored 3 or higher on two AP exams decreased 9.9%
3.5	Enrollment in AP/Honors and Dual Enrollment courses (Local Data)	2023-24 Data: 65% of students are enrolled in AP, Honors or Dual Enrollment courses	2024-25 Data: 73% of students are enrolled in AP, Honors or Dual Enrollment courses	2025-26 Data: 73% of students are enrolled in AP, Honors or Dual Enrollment courses	75% or more students will enroll in AP, Honors or Dual Enrollment courses	Students enrolled in AP, Honors or Dual Enrollment courses increased 8%
3.6	Students who completed at least one CTE Pathway (Dashboard)	2022-23 Data: 47.9% of students completed at least one CTE Pathway	2023-24 Data: 44.3% of students completed at least one CTE Pathway	2024-25 Data: 35.3% of students completed at least one CTE Pathway	55% or more students will complete a CTE Pathway	Students completed at least one CTE Pathway decreased 12.6%
3.7	Enrollment in CTE courses (Local Data)	2023-24 Data: 55% of students are enrolled in CTE courses	2024-25 Data: 45% of students are enrolled in CTE courses	2025-26 Data: 45% of students are enrolled in CTE courses	60% or more students will enroll in CTE courses	Students enrolled in CTE courses decreased 10%
3.8	Students who met UC/CSU requirements	2022-23 Data:	2023-24 Data:	2024-25 Data:	35% or more graduates will meet UC/CSU	Graduates met UC/CSU requirements and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and at least one CTE Pathway (Dashboard)	30.9% of graduates met UC/CSU requirements and at least one CTE Pathway	31.1% of graduates met UC/CSU requirements and at least one CTE Pathway	20.3% of graduates met UC/CSU requirements and at least one CTE Pathway	requirements and at least one CTE Pathway	at least one CTE Pathway decreased 10.6%
3.9	State Seal of Biliteracy (Dataquest)	2022-23 Data: 12.9% of graduates earned the State Seal of Biliteracy	2023-24 Data: 15% of graduates earned the State Seal of Biliteracy	2024-25 Data: 24.8% of graduates earned the State Seal of Biliteracy	20% or more students will earn the State Seal of Biliteracy	Students earned the State Seal of Biliteracy increased 11.9%
3.10	High School dropout rates (Dataquest) Middle School dropout rates (Local Data)	2022-23 Data: 1.8% high school dropout rate 0% middle school dropout rate	2023-24 Data: 3.6% high school dropout rate 0% middle school dropout rate	2024-25 Data: 2% high school dropout rate 0% middle school dropout rate	1% of less high school drop out rate 0% middle school drop out rate	High School dropout rate increased 0.2%

Goal Analysis [2025-26]

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

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

All of the actions in Goal 3 were implemented as planned. Overall, actions under Goal 3 contributed to a 3.6% increase in college and career readiness, expanded access to postsecondary pathways and and increase of 8% of students enrolled in advanced coursework.

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

Action 3.11 was overspent due to two AVID sections at Carpinteria Middle School that were not included in the adopted budget, resulting in higher-than-planned staffing and program costs.
All other actions were spent as planned.

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

Action 3.1: Get Focused Stay Focused was effective, as college and career readiness increased by 3.6 percentage points and the graduation rate remained high. Structured goal-setting and postsecondary planning supported students in connecting academic choices to future pathways, increasing persistence and completion of required coursework. College and career readiness rates demonstrate continued progress for all student groups, with an overall rate of 69.7%. English Learners achieved a rate of 53.1%, representing an 18.8% increase over the prior year, and socioeconomically disadvantaged students reached 65%, a 7.4% increase. These gains indicate that achievement gaps are beginning to narrow, particularly for English Learners and socioeconomically disadvantaged students, while continued efforts are needed to sustain and accelerate this progress.

Actions 3.2 and 3.3, CMS Computer Science courses and the Introductory CTE Wheel, were effective because early exposure to career pathways and technical skills increased student awareness of available options and supported smoother transitions into high school CTE and academic programs. This effectiveness is evidenced by 50% of 9th grade students being enrolled in a CTE course, indicating strong continuation and engagement in CTE pathways. Of those 9th graders enrolled in a CTE course, 73% are unduplicated students, demonstrating that these actions are effectively engaging and preparing unduplicated students for postsecondary career pathways.

Actions 3.4, 3.5, 3.6, 3.7, and 3.8 related to CTE pathway industry experience, certifications, internships, recognition, and SBCC course alignment were somewhat effective because they strengthened the structure, alignment, and quality of CTE pathways through expanded industry experiences, certifications, internships, and course alignment. However, declines in CTE enrollment and pathway completion indicate that additional efforts are needed to increase student participation, suggesting a need for additional strategies to improve access, awareness, and student engagement in CTE pathways.

Actions 3.9 and 3.10, College Parent Workshops and college field trips/exploration were effective because they increased awareness of college requirements and postsecondary options for both students and families, which supported informed decision-making and contributed to increased college and career readiness indicators.

Action 3.11 AVID classes were highly effective because AVID provides structured academic support, college readiness skills, and explicit instruction in organization and study strategies, which increased students' preparedness for postsecondary education. This is reflected in improved college and career readiness outcomes. Of the 12th-grade students enrolled in AVID, 90% are unduplicated pupils and 86% met A–G requirements, demonstrating strong college and career readiness among participating students.

Action 3.12, the Student Success Center, was highly effective because access to credit recovery, academic counseling, and targeted support allowed students to address credit deficiencies and stay on track for graduation, which contributed to maintaining a graduation rate above 90%.

Action 3.13, SBCC qualifications to teach Dual Enrollment courses, was effective because building teacher capacity to meet dual enrollment requirements expanded access to college-level coursework, which is reflected in increased participation in AP/Honors/Dual Enrollment enrollment from 65% to 73%.

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.

Action 3.11 - Planned expenditures were increased to include AVID sections offered at both Carpinteria High School and Carpinteria Middle School, resulting in expanded program costs to support implementation across both sites.
No other changes were made to the planned goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Get Focused Stay Focused	All 9th graders will participate in the Get Focused Stay Focused program to guide them in exploring their academic and career interests and setting personalized goals for their future success in college or a chosen career path.	$58,950.00	Yes
3.2	CMS Computer Science courses	CMS will offer computer science courses to prepare students for CTE pathways at CHS.	$77,652.00	Yes
3.3	Introductory CTE Wheel	CHS will provide an introductory CTE wheel, Engineering, Ag, and Robotics to 60 CMS eighth graders to prepare them for the CTE pathways at CHS.	$20,000.00	No
3.4	CTE pathways industry experience	CHS will develop and implement a comprehensive strategy to expand industry experience opportunities for all students enrolled in CTE pathways. This may include guest speakers, job shadowing, internships, and mentorships with industry professionals. By integrating real-world experiences into the curriculum, students will gain valuable insights into their chosen career fields, develop essential workplace skills, and strengthen their college and career readiness.	$0.00	No
3.5	CTE Pathways Industry Certification	CHS will integrate industry-recognized certification opportunities into each CTE pathway. This may include certifications such as OSHA-10, ServSafe,	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
		YouScience, and Haas certifications, aligning with the specific requirements of each pathway. Earning these credentials will demonstrate student's mastery of industry skills and increase their competitiveness in the job market.		
3.6	Internship program with SBCEO for CTE pathways completers	CHS will collaborate with SBCEO to develop and implement an internship program for qualified 12th grade students upon successful completion of their CTE pathway. This program will provide valuable on-the-job experience in their chosen career fields, allowing students to apply their knowledge and skills in real-world settings. Interns will gain mentorship from industry professionals, further strengthening their career readiness and facilitating a smooth transition to the workforce or higher education.	$0.00	No
3.7	Recognition program for CTE pathways completers	CHS will develop a recognition program to celebrate students' achievements in completing their CTE pathways and earning industry-recognized certifications. By acknowledging their hard work and dedication, this program will motivate students, inspire their peers, and showcase the value of CTE programs.	$1,000.00	No
3.8	Alignment of SBCC courses with CTE Pathways	CHS will collaborate with SBCC to identify existing SBCC courses that can be directly aligned with our CTE pathway curriculum. By offering these courses for dual credit, CTE students will have the opportunity to earn college credit while fulfilling their high school graduation requirements. This initiative will streamline the transition to higher education and provide students with a head start on their college degrees.	$5,000.00	No
3.9	College Parent Workshops	CHS counselors will offer a series of informative parent workshops to equip parents with the knowledge and resources they need to navigate the college application process, increasing college participation rates.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	College field trips and college exploration activities	CHS will offer a range of college field trips and college exploration activities for 11th and 12th graders. These experiences will allow students to explore different colleges and universities, gain firsthand knowledge about campus life, and make informed decisions about their post-secondary education path, increasing college participation.	$25,000.00	No
3.11	AVID classes	CMS and CHS will offer AVID classes to ensure that students are prepared for success in college and beyond.	$137,876.00	Yes
3.12	Student Success Center	CHS will provide all students with a clear pathway to graduation by expanding credit recovery opportunities within the Student Success Center. This will allow students who have fallen behind to recover missed credits in a flexible and supportive environment, ensuring they stay on track to graduate on time. (This action's expenditures were already reported in 1.18)	$0.00	No
3.13	SBCC qualifications to teach Dual Enrollment Courses	CHS will identify staff members that meet Santa Barbara City College minimum qualifications to teach dual enrollment courses. Dual enrollment courses will be expanded and an Early College program with SBCC will be created by the 2025-2026 school year to increase the number of college bound students.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Facilities are safe, updated, and well-maintained for all students and staff	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CUSD developed Goal 4 based on data from the 2023 California Healthy Kids Survey (CHKS), which showed that an average of 85% of students and staff reported schools as clean and well maintained. While these results reflect a generally positive perceptions of school facilities and conditions, there remains a continued need to modernize facilities, maintain safe and clean learning environments, and ensure ongoing compliance with cleanliness and safety regulations.

Educational partner feedback gathered in 2023-24 informed the development of these actions, and feedback in 2024-25 and 2025-26 continue to validate these actions:

- Cleaner facilities (4.1)
- Continue to evaluate safety measures, policies and practices (4.3, 4.5)
- Increase campus security at CHS and CMS campus (4.4)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Clean and well maintained facilities California Healthy Kids Survey (CHKS)	2023-24 Data: Schools are clean and well maintained Average for grades 7th, 9th & 11th: 83% Staff: 87% Parents: 95%	2024-25 Data: Schools are clean and well maintained Average for grades 7th, 9th & 11th: 84% Staff: 84% Parents: 90%	2025-26 Data: Schools are clean and well maintained Average for grades 7th, 9th & 11th: 93% Staff: 88% Parents: 89%	Schools are clean and well maintained Average for grades 7th, 9th & 11th: 90% or higher Staff: 90% or higher Parents: 90% or higher	Students: +10% Staff: +1% Parents: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Measure U Projects	Canalino Learning Center Aliso TK/K Building	The Canalino Learning Center was successfully completed in December 2024 The Aliso TK/K Building project is currently in the planning stages	Construction for the Aliso TK/K Building project is underway and is scheduled to be completed in April 2027	Canalino Learning Center will be completed January 2025 Aliso TK/K Building will be completed April 2027	The Canalino Learning Center was successfully completed in December 2024 The Aliso TK/K Building project is currently underway

Goal Analysis [2025-26]

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

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

Overall, the district demonstrated positive progress in maintaining and improving school facilities and advancing major construction projects. Implementation was generally consistent with planned actions. However, parent perceptions of facility conditions remain an area for continued attention and improvement.

A major success in implementation was the completion of the Canalino Learning Center in December 2024, which expanded instructional space and improved learning conditions for students. In addition, ongoing facility maintenance efforts and planned safety and modernization projects continued to support clean, safe, and well-maintained campuses across the district.

While implementation largely aligned with planned actions, challenges remain in fully shifting stakeholder perceptions regarding facility conditions, particularly among parents. These perceptions suggest a continued need for communication about facility improvements, as well as visible, ongoing investment in campus upkeep and safety enhancements to strengthen community confidence.

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 material differences.

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

Action 4.1 Clean and well-maintained facilities, was effective, as student perception of cleanliness improved by 10% because consistent maintenance practices ensured that school sites remained clean and operational, which improved daily student and staff experiences.

Action 4.2, Technology Tools and Resources, was effective because providing updated technology tools and resources supported instructional delivery, classroom functionality, and student access to digital learning opportunities. Educational partner feedback emphasized the importance of maintaining current technology to support effective classroom instruction. The majority of teachers reported using technology to facilitate interactive and engaging learning experiences, provide access to digital resources, and support a variety of instructional strategies. The continued availability and integration of updated technology demonstrates that this action effectively addressed teaching and learning needs across the district.

Action 4.3 School safety teams, was effective because proactive identification and response to safety concerns allowed school sites to address issues before escalation, which contributed to maintaining a safe learning environment.

Action 4.4 Security Personnel was effective because the presence of trained staff increased campus supervision, visibility, and response capacity, contributing to a strong perception of safety across stakeholders. As evidenced by CHKS survey results, 97% of students, 97% of staff, and 88% of parents reported that schools are safe. In addition, the suspension rate remained stable at 5.9%, further indicating that security personnel play an important role in maintaining safe and orderly campus environments.

Action 4.5 Standard Response Protocol, was effective because training staff in consistent emergency procedures increased preparedness and coordination during potential incidents, which strengthened overall school safety systems.

Action 4.6 Measure U projects, was highly effective because major construction projects were completed and progressed according to planned timelines, including the completion of the Canalino Learning Center and the implementation of the Aliso TK/K building, which increased access to modern, functional learning environments aligned to student needs.

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

No changes made to the planned goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Clean and well-maintained facilities	School administrators will prioritize creating a clean and healthy learning environment for all students and staff. This will be achieved through regular inspections and collaboration with the custodial teams.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Technology tools and resources	The District will provide teachers with the latest technology tools and resources to enhance classroom instruction. By integrating these tools effectively, teachers can create engaging and interactive learning experiences that prepare students for success in a technology-driven world.	$169,715.00	No
4.3	School safety teams	School site safety teams will hold regular meetings to proactively identify and address safety concerns. The teams will develop comprehensive recommendations for the District Leadership Team, ensuring the safety and well-being of all students and staff.	$0.00	No
4.4	Security personnel	CMS and CHS security personnel will monitor campuses for safety violations and respond when necessary to maintain safe and secure campuses.	$416,457.00	No
4.5	Standard Response Protocol	All district staff will be trained in the Standard Response Protocol (SRP), the training will equip staff with the knowledge and skills to respond effectively to a variety of emergency situations, fostering a safe and secure learning environment for everyone.	$0.00	No
4.6	Measure U projects	The Measure U projects which include the Canalino Learning Center and TK/K Aliso building will be completed.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Students with disabilities will increase their performance on the CAASPP	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CUSD developed Goal 5 based on data from the 2023 Dashboard. At that time, a review of the CAASPP data indicated a significant gap between students with disabilities and students without disabilities. The 2024 Dashboard data indicates some improvement but the gap still remains.

Educational partner feedback in 2023-24 informed these actions and feedback from 2024-25 and 2025-26 continue to validate these actions:

- Professional development for special education teachers (5.3)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA	2022-23 Data: 10.9% of students with disabilities met or exceeded standard in CAASPP ELA	2023-24 Data: 14.6% of students with disabilities met or exceeded standard in CAASPP ELA	2024-25 Data: 12% of students with disabilities met or exceeded standard in CAASPP ELA	20% of students with disabilities will meet or exceed standard in CAASPP ELA	Students with disabilities who met or exceeded standard in CAASPP ELA increased 1.1%
5.2	CAASPP Math	2022-23 Data: 10.2% of students with disabilities met or exceeded standard in CAASPP math	2023-24 Data: 13.7% of students with disabilities met or exceeded standard in CAASPP math	2024-25 Data: 13% of students with disabilities met or exceeded standard in CAASPP math	20% of students with disabilities will meet or exceed standard in CAASPP math	Students with disabilities who met or exceeded standard in CAASPP Math increased 2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Least Restrictive Environment (CALPADS)	2023-24 Data: Percentage of students with disabilities who spend 80% or more of their day in general education setting: 55.7%	2024-25 Data: Percentage of students with disabilities who spend 80% or more of their day in general education setting: 62.6%	2025-26 Data: 67.8% of students with disabilities spend 80% or more of their day in general education setting	Percentage of students with disabilities who spend 80% or more of their day in general education setting will be 70% or higher	Percentage of students with disabilities who spend 80% or more of their day in general education setting increased 12.1%

Goal Analysis [2025-26]

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

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

Overall, actions under Goal 5 contributed to modest academic improvement and increased inclusion for students with disabilities. Implementation generally aligned with planned actions and supported expanded access to inclusive practices, specialized supports, and interventions designed to improve student outcomes. These efforts contributed to greater participation of students with disabilities in general education settings and increased collaboration between special education and general education staff.

The district experienced successes in strengthening inclusive instructional practices and maintaining support services for students with disabilities. Professional collaboration, targeted interventions, and continued focus on individualized student supports helped promote student engagement and access to instruction.

Despite these successes, academic growth for students with disabilities was not yet sufficient to significantly reduce performance gaps, indicating a need for stronger and more targeted implementation moving forward. Challenges included ensuring consistent implementation of interventions across sites, addressing varying student needs, and increasing the intensity and effectiveness of academic supports. These findings highlight the need to continue refining instructional practices, strengthening progress monitoring systems, and expanding targeted supports to accelerate achievement for students with disabilities.

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 material differences.

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

Actions 5.1 and 5.2, Math formative assessments and targeted supports and interventions, were somewhat effective because the use of formative assessments and targeted interventions allowed teachers to identify specific learning needs and provide individualized support, which contributed to small increases in English Language Arts and Mathematics performance. However, the gains were limited and did not substantially reduce disparities between students with disabilities and their peers, indicating that current interventions require increased intensity, more consistent implementation, and stronger progress monitoring to accelerate student outcomes.

Action 5.3, SPED Professional Development, was effective because professional development increased staff capacity to implement inclusive instructional practices and provide appropriate supports within the general education setting, which contributed to both academic growth and a substantial increase in the percentage of students with disabilities participating in general education for 80% or more of the school day. Increased access to core instruction is expected to support improved academic outcomes over time, as measured by inclusion rates and academic performance indicators.

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

No changes made to the planned goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Math formative assessments	Special education teachers will utilize formative assessments to identify specific areas where each student needs additional support.	$0.00	No
5.2	Targeted support and interventions	Special education teachers will leverage data from formative assessments to tailor specialized instruction for each student's specific needs. This personalized approach will ensure students with disabilities receive targeted support and interventions to address learning gaps and master grade level standards. This action specifically supports student groups with a red performance indicator, see attached matrix.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	SPED Professional Development	Special education teachers will participate in professional learning to refine and improve their instructional skills and strategies to help students with disabilities master grade level standards.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,764,059	$424,997

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
20.857%	0.000%	$0.00	20.857%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Reduced class size averages for grades TK-12 **Need:** Data from the California School Dashboard and local measures indicate that unduplicated students are not performing at the same levels as their peers, demonstrating a continued need for targeted supports and increased or improved services.	Reducing class sizes addresses the identified needs of unduplicated pupils, including English Learners and low-income students, who are not meeting proficiency at the same levels as their peers and demonstrate persistent achievement gaps in English Language Arts and Mathematics. This action increases or improves services for unduplicated pupils because smaller class sizes allow teachers to provide more individualized and targeted instruction, more frequent progress	1.1, 1.2 CAASPP ELA and Math, 1.3 STAR reading, 1.4 local academic grades,

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
	A persistent achievement gap exists between economically disadvantaged and non-economically disadvantaged students, with the gap remaining unchanged in English Language Arts and increasing by 2 percentage points in Math. English Learners and economically disadvantaged students also demonstrate lower average GPA outcomes compared to the general student population Although English Learner CAASPP scores increased in 2025, overall proficiency levels remain low. **Scope:** LEA-wide	monitoring, and timely intervention when learning gaps are identified. English Learners benefit from increased opportunities for language interaction, feedback, and scaffolding, while low-income students benefit from additional academic support and differentiated instruction aligned to their specific learning needs. Reducing class sizes is provided on an LEA-wide basis because unduplicated pupils are enrolled across all schools and grade levels in the district, and their needs cannot be addressed effectively through a more limited or targeted approach. Implementing smaller class sizes districtwide ensures that all unduplicated pupils have consistent access to increased teacher attention and instructional support regardless of school site or grade level.	
1.2	**Action:** DLI Program **Need:** Data indicates that unduplicated students are not meeting proficiency levels comparable to other student populations. Although CAASPP results show improvement for English Learners, overall overall proficiency remains low and continues to reflect a persistent achievement gap. However, local STAR Reading data from the DLI program indicates that students are performing at or near grade-level expectation	The DLI program is designed to directly address the identified academic needs of unduplicated pupils, particularly English Learners by strengthening literacy development in both the home language and English through a structured bilingual instructional model. The program uses a progressive language allocation model: 90/10 in Kindergarten, 80/20 in 1st grade, 70/30 in 2nd grade, 60/40 in 3rd grade, and 50/50 by 4th grade and beyond. This design provides sustained, systematic exposure to academic language in both languages, which builds foundational literacy skills and accelerated English language acquisition. Because English Learners in the district continue to demonstrate lower proficiency levels on CAASPP despite recent gains, this bilingual	1.1 CAASPP ELA; 1.5 ELPAC; 1.3 STAR Reading and Math

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
	in reading, with results that are comparable to, and in some cases exceed, those of English Only (EO) students. This suggests that sustained bilingual instruction and integrated language development approaches are associated with stronger literacy outcomes for participating students. **Scope:** LEA-wide	instructional approach is intended to address the need for stronger language development supports that close persistent achievement gaps. The DLI program addresses these needs by creating structured opportunities for students to develop biliteracy through grade-level content instruction in two languages. This includes intentional language scaffolding, peer-to-peer language modeling between English Learners and native English speakers, and consistent academic language development across content areas. These mechanisms are designed to increase English Learner access to grade-level standards, which is necessary to improve performance on state assessments and accelerate reclassification rates. This action is provided on an LEA-wide or schoolwide basis because bilingual program implementation benefits from consistent instructional design, staffing, and curriculum alignment across grade levels and classrooms. Implementing the program at scale ensures equitable access for all eligible students, maintains program integrity, and allows for coherent articulation of language development over time. Additionally, while the program is principally directed toward English Learners and other unduplicated pupils, it is implemented schoolwide because integrated classrooms intentionally leverage linguistic diversity to improve outcomes for all students, including native English speakers, through reciprocal language development and collaborative learning structures.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Targeted small group instruction in reading and math **Need:** Data indicates persistent disparities in academic proficiency rates between all students and unduplicated student groups, specifically English Learners and socioeconomically disadvantaged students, in both ELA and Math. These gaps suggest that English Learners and socioeconomically disadvantaged students are not yet receiving sufficient access to grade-level instruction and/or targeted academic supports that enable them to consistently meet state standards. As a result, these student groups continue to demonstrate lower proficiency rates compared to their peers on state and local assessments. The pattern of underperformance indicates a need for more effective, sustained instructional strategies that accelerate learning, strengthen foundational skills, and increase access to rigorous grade-level content. This includes addressing barriers such as language development needs, gaps in prior learning, and uneven access to academic support structures that are necessary for closing achievement gaps in ELA and Math. **Scope:** Schoolwide	Instructional assistants provide targeted academic support through small group and individualized instruction, which directly addresses the identified needs of unduplicated pupils—particularly English Learners and socioeconomically disadvantaged students—who are performing below grade level in ELA and Mathematics. This support addresses identified achievement gaps in CAASPP proficiency by increasing students' access to differentiated instruction and additional learning time focused on foundational skills, language development, and grade-level standards. Instructional assistants enable more frequent and structured small group instruction, allowing teachers to provide targeted re-teaching, scaffolding, and intervention aligned to student needs. This increased instructional intensity is intended to accelerate learning for students who are not yet meeting proficiency standards, particularly English Learners who require additional language support and socioeconomically disadvantaged students who may have reduced access to academic support outside of school. This action is provided on an LEA-wide or schoolwide basis because instructional assistant support is integrated into the core instructional program and is necessary to ensure equitable access to tiered supports across classrooms and grade levels. Implementing this strategy schoolwide ensures consistent availability of small group instruction structures, maximizes staffing efficiency, and allows for flexible grouping based on ongoing assessment data. While the action is	1.1, 1.2 CAASPP ELA and Math, 1.3 STAR Reading and Math

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
		principally directed toward unduplicated pupils due to their demonstrated achievement gaps, all students benefit from the increased capacity for differentiated instruction and reduced student-to-adult ratios within classroom settings.	
1.18	**Action:** CHS Student Success Center **Need:** Data indicates significant utilization of the Student Success Center (SSC) by unduplicated pupil groups, with nearly one-third of English Learners accessing this academic support and over half of participating students identified as low-income. This level of participation suggests that English Learners and socioeconomically disadvantaged students are more likely to require supplemental academic support outside of core classroom instruction, indicating ongoing gaps in access to grade-level content, foundational skill development, and/or academic language proficiency during regular instructional time. The higher concentration of SSC use among these student groups reflects an identified need for additional structured academic intervention to support progress toward grade-level proficiency in core subjects. **Scope:** Schoolwide	The Student Success Center (SSC) provides structured academic intervention and counseling support designed to address the identified needs of unduplicated pupils, including English Learners, low-income students, and students experiencing housing instability. The SSC delivers targeted academic assistance through individualized and small-group support, focusing on strengthening foundational skills, improving access to grade-level coursework, and supporting academic language development. This action directly addresses identified needs by providing additional instructional time, personalized academic support, and access to adult guidance beyond the core classroom setting. These supports are intended to reduce barriers that contribute to lower academic performance among unduplicated pupils, particularly gaps in literacy, content mastery, and academic progress in core subjects. The participation of approximately one third of English Learners and a majority of low-income students indicates that these student groups are actively relying on supplemental academic supports to access and succeed in grade-level instruction. While the SSC is open to all students, it is principally directed toward unduplicated pupils because data shows these groups are disproportionately represented among participants	1.4 student grades; 3.1 graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and have greater academic need for structured intervention services. The SSC is provided on an schoolwide basis to ensure equitable access to academic and counseling supports to receive timely intervention aligned to their individual needs. This approach also ensures efficient use of staffing and resources while maintaining flexibility to respond to varying levels of student need.	
2.3	**Action:** Mental Health Teams **Need:** The California Healthy Kids Survey (CHKS) data indicates that a significant proportion of students across grade levels experience social emotional distress, including chronic sadness or feelings of hopelessness. Specifically 19% of 7th grade students, 18% of 9th grade students, and 17% of 11th grade students reported these experiences. These findings suggest a consistent and developmentally persistent need for expanded social-emotional learning (SEL) supports and mental health services across secondary grade levels. The data indicates that a meaningful subset of students are experiencing emotional well-being challenges that may negatively impact engagement, attendance, and academic performance if not addressed through structured school-based supports. For unduplicated pupil groups—who are often at increased risk due to socioeconomic	A districtwide multi-tiered system of social-emotional support is implemented to address the identified needs of students experiencing social-emotional distress, with a focus on unduplicated pupils who demonstrate higher levels of need based on referral data. Tier 1 – School-Based Counselors (All Sites): School counselors provide short-term, early intervention support for a broad range of student needs. This universal level of support addresses emerging social-emotional concerns before they escalate, increasing access to timely intervention and reducing barriers to learning and engagement. Tier 2 – Contracted Marriage and Family Therapists: These providers deliver longer-term, intensive mental health services for students experiencing chronic or more severe social-emotional distress. This tier directly addresses sustained mental health needs that may interfere with attendance, engagement, and academic performance by providing ongoing therapeutic intervention. Tier 3 – School Psychologists: School psychologists provide specialized support,	2.1 CHKS

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
	barriers, trauma exposure, and reduced access to external mental health resources—these needs underscore the importance of sustained, school-based interventions that provide proactive SEL instruction, early identification of mental health concerns, and access to counseling and support services. **Scope:** LEA-wide	including assessment, consultation, and targeted intervention for students with complex social, emotional, and behavioral needs across both general and special education settings. This tier supports individualized intervention planning and more intensive behavioral or emotional support when needed. This system is principally directed toward unduplicated pupils, as they account for 70% of mental health referrals. This disproportionate representation indicates a higher level of need among English Learners, low-income students, and other unduplicated groups, who may experience greater exposure to stressors and have reduced access to external mental health services. As a result, the tiered system is designed to prioritize equitable access to increasingly intensive supports based on student need. This action is provided on an LEA-wide basis to ensure consistent access to a coordinated system of mental health services across all school sites. Implementing the tiered system districtwide allows for standardized referral processes, equitable access to services regardless of school location, and the ability to respond flexibly to varying levels of student need through a structured continuum of care.	
2.4	**Action:** Counselors, Psychologists, and Mental Health Therapists **Need:** The California Healthy Kids Survey (CHKS) data indicates that a significant proportion of	A districtwide multi-tiered system of social-emotional support is implemented to address the identified needs of students experiencing social-emotional distress, with a focus on unduplicated pupils who demonstrate higher levels of need based on referral data.	2.1 CHKS

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
	students across grade levels experience social emotional distress, including chronic sadness or feelings of hopelessness. Specifically 19% of 7th grade students, 18% of 9th grade students, and 17% of 11th grade students reported these experiences. These findings suggest a consistent and developmentally persistent need for expanded social-emotional learning (SEL) supports and mental health services across secondary grade levels. The data indicates that a meaningful subset of students are experiencing emotional well-being challenges that may negatively impact engagement, attendance, and academic performance if not addressed through structured school-based supports. For unduplicated pupil groups—who are often at increased risk due to socioeconomic barriers, trauma exposure, and reduced access to external mental health resources—these needs underscore the importance of sustained, school-based interventions that provide proactive SEL instruction, early identification of mental health concerns, and access to counseling and support services. **Scope:** LEA-wide	Tier 1 – School-Based Counselors (All Sites): School counselors provide short-term, early intervention support for a broad range of student needs. This universal level of support addresses emerging social-emotional concerns before they escalate, increasing access to timely intervention and reducing barriers to learning and engagement. Tier 2 – Contracted Marriage and Family Therapists: These providers deliver longer-term, intensive mental health services for students experiencing chronic or more severe social-emotional distress. This tier directly addresses sustained mental health needs that may interfere with attendance, engagement, and academic performance by providing ongoing therapeutic intervention. Tier 3 – School Psychologists: School psychologists provide specialized support, including assessment, consultation, and targeted intervention for students with complex social, emotional, and behavioral needs across both general and special education settings. This tier supports individualized intervention planning and more intensive behavioral or emotional support when needed. This system is principally directed toward unduplicated pupils, as they account for 70% of mental health referrals. This disproportionate representation indicates a higher level of need among English Learners, low-income students, and other unduplicated groups, who may experience greater exposure to stressors and have reduced access to external mental health	

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
		services. As a result, the tiered system is designed to prioritize equitable access to increasingly intensive supports based on student need. This action is provided on an LEA-wide basis to ensure consistent access to a coordinated system of mental health services across all school sites. Implementing the tiered system districtwide allows for standardized referral processes, equitable access to services regardless of school location, and the ability to respond flexibly to varying levels of student need through a structured continuum of care.	
2.6	**Action:** Enrichment activities **Need:** California Healthy Kids Survey (CHKS) data from 5th grade students indicates that a portion of students report experiencing indicators of lower emotional well-being, including frequent sadness (8%) and not feeling happy or good some of the time (15%). These findings suggest that a subset of elementary students are experiencing early signs of social-emotional distress that may impact engagement, classroom participation, and overall school connectedness. Early elementary indicators of reduced emotional well-being are significant because they can affect students' readiness to learn, sense of belonging at school, and ability to fully engage in academic and peer interactions.	Elementary teachers implement structured enrichment activities designed to support students' social-emotional development and engagement in learning. These activities provide intentional opportunities for students to engage in collaborative learning, develop critical thinking and communication skills, and participate in meaningful, interest-based experiences that promote positive school engagement and a sense of belonging. This action addresses the identified need for improved social-emotional well-being, as indicated by CHKS data showing that a portion of 5th grade students report frequent sadness and reduced feelings of happiness. Enrichment activities help respond to this need by increasing student engagement in school, strengthening peer relationships, and providing positive experiences that contribute to emotional connection and school connectedness. For unduplicated pupils, these structured experiences are particularly important as they may have fewer opportunities outside of	2.1 CHKS

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
	For unduplicated pupils, who may face additional socioeconomic and environmental stressors, these needs underscore the importance of proactive, school-based supports that strengthen positive school experiences, increase engagement, and build a sense of belonging during the elementary years. **Scope:** LEA-wide	school to participate in enrichment activities that build confidence, engagement, and a sense of belonging. While enrichment activities are available to all students, this action is provided on an LEA-wide and schoolwide basis to ensure equitable access to consistent, high-quality enrichment opportunities across all classrooms and schools. Implementing this approach at scale ensures that all students—including unduplicated pupils—benefit from regular exposure to engagement-building activities that support both academic and social-emotional development. A schoolwide implementation model also allows for consistent program delivery, equitable access regardless of school site, and integration of enrichment into the core instructional program.	
3.1	**Action:** Get Focused Stay Focused **Need:** The College and Career Indicator data demonstrates that unduplicated student groups are less prepared for postsecondary pathways compared to the overall student population. This disparity indicates that English Learners, socioeconomically disadvantaged students, and other unduplicated pupil groups are not yet achieving the same levels of readiness for college and career success, as measured by state and local indicators. In addition, graduation rate data shows that unduplicated students graduate at lower rates	The Get Focused, Stay Focused program supports incoming ninth-grade students in developing a structured 10-year college and career plan while transitioning into high school. This action directly addresses identified needs related to lower college and career readiness and graduation rates among unduplicated pupils by helping students establish clear academic and postsecondary goals early in their high school experience. The program addresses these needs by providing structured guidance in academic planning, career exploration, and goal setting, which helps students understand the connection between high school coursework and postsecondary pathways. This early planning process supports improved student engagement, increases awareness of graduation requirements, and helps students make informed	3.1 graduation rates, 3.2 College and Career readiness

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
	than the overall student population. This persistent gap suggests that unduplicated pupils may be experiencing systemic barriers related to academic preparedness, credit accumulation, access to college and career pathways, and/or engagement in school that impact their ability to complete graduation requirements on time. Together, these findings indicate a need for sustained, targeted supports that improve academic readiness, strengthen pathway access, and address structural barriers that impact both graduation outcomes and preparedness for postsecondary success. **Scope:** Schoolwide	course selections that keep them on track for graduation and postsecondary readiness. For unduplicated pupils, this support is particularly important as they may experience additional barriers during the transition to high school, including limited access to college planning resources or academic guidance outside of school. While this program is open to all incoming students, it is principally directed toward unduplicated pupils because these student groups are disproportionately represented in lower college and career readiness and graduation rate indicators. Providing this support early in high school ensures equitable access to structured planning tools and reduces disparities in preparedness over time. This action is provided on an schoolwide basis to ensure consistent implementation of college and career readiness supports for all students. A schoolwide approach ensures that all incoming students receive the same foundational planning experience, promotes equitable access to postsecondary planning resources, and supports coherent implementation of college and career readiness expectations across the school.	
3.2	**Action:** CMS Computer Science courses **Need:** The College and Career Indicator demonstrates that unduplicated student groups are less prepared for postsecondary pathways compared to the overall student population. This disparity indicates that	Offering computer science courses to all students provides equitable access to foundational technology and computational thinking skills that are increasingly essential for college and career readiness. This action directly addresses identified needs related to lower College and Career Indicator performance among unduplicated pupils by expanding early exposure to rigorous, skills-	3.2 College and Career readiness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, socioeconomically disadvantaged students, and other unduplicated pupil groups are not yet achieving comparable levels of readiness for college and career success as measured by state indicators. These gaps suggest that unduplicated pupils may be experiencing barriers related to academic preparedness, access to rigorous coursework, exposure to postsecondary planning opportunities, and sustained guidance toward college and career pathways. As a result, these students are not consistently demonstrating the same levels of readiness for postsecondary success as their peers. Together, these findings indicate a need for targeted and sustained supports that strengthen academic preparation, increase access to college and career planning systems, and reduce disparities in postsecondary readiness outcomes for unduplicated pupil groups. **Scope:** Schoolwide	based coursework that supports preparation for postsecondary pathways. Computer science instruction builds critical thinking, problem-solving, and digital literacy skills that are directly aligned to both college readiness expectations and emerging career pathways. For unduplicated pupils, this access is particularly important as data and local observations suggest these students may have fewer opportunities to develop technology-related skills outside of school. Providing structured exposure within the school day helps reduce disparities in access and supports more equitable preparation for advanced coursework, CTE pathways, and postsecondary options. While computer science courses are available to all students, this action is provided on a schoolwide basis to ensure equitable access to rigorous, standards-aligned instructional opportunities across all student groups. A schoolwide approach ensures consistent course availability, promotes participation from underrepresented student groups, and supports the integration of technology skills into the broader instructional program, thereby strengthening college and career readiness outcomes for all students.	
3.11	**Action:** AVID classes **Need:** The College and Career Indicator data demonstrates that unduplicated student groups are less prepared for postsecondary	AVID (Advancement Via Individual Determination) is a college preparatory program designed to support students from traditionally underserved backgrounds by building the academic skills, organizational strategies, and college knowledge necessary for success in four-year postsecondary pathways. This action directly addresses identified	3.2 College ad Career readiness, 3.1 Graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	pathways compared to the overall student population. This gap indicates that English Learners, socioeconomically disadvantaged students, and other unduplicated pupil groups are not yet demonstrating comparable levels of readiness for college and career success as measured by state accountability indicators. In addition, graduation rate data shows that unduplicated students graduate at lower rates than the overall student population. This persistent disparity suggests that unduplicated pupils may be experiencing systemic barriers that impact academic progress, credit accumulation, access to rigorous coursework, and sustained engagement in school, all of which are critical to on-time graduation and postsecondary readiness. Together, these findings indicate a need for targeted, sustained, and coherent supports that strengthen academic preparedness, increase access to college and career pathways, and address structural barriers that contribute to lower graduation and College and Career Indicator outcomes for unduplicated pupil groups. **Scope:** Schoolwide	needs among unduplicated pupils related to lower College and Career Indicator performance and graduation rates by strengthening students' readiness for rigorous coursework and improving their ability to remain on track for graduation. The program addresses these needs by providing structured academic support, including explicit instruction in writing, inquiry, collaboration, organization, and reading. These practices increase student access to rigorous grade-level content, improve study and time-management skills, and strengthen academic behaviors that are essential for success in advanced coursework such as A–G requirements, CTE pathways, and dual enrollment opportunities. For unduplicated pupils, this support is particularly important as data indicates they are more likely to experience gaps in academic preparedness and access to college-going resources. While AVID is open to all students who meet program criteria, it is principally directed toward unduplicated pupils because these groups are disproportionately represented in lower College and Career Indicator and graduation rate outcomes. AVID targets these disparities by increasing access to structured academic support and college readiness systems for students who are not yet meeting college-ready benchmarks. This action is provided on a schoolwide basis to ensure consistent access to college preparatory supports and to promote a coherent, schoolwide college-going culture. Implementing AVID at scale ensures equitable access to rigorous instructional	

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
		strategies, supports alignment across grade levels, and increases opportunities for students across all subgroups to develop the skills necessary for postsecondary success.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

CUSD has 4 out of 6 schools that have an unduplicated pupil enrollment of 55% or higher. Aliso, Canalino, Carpinteria Middle School, and Carpinteria High School. CUSD has provided additional staff who provide direct services in the following ways: Reading intervention teachers at Aliso and Canalino (action 1.3). Additional school-based mental health and therapists at Aliso, Canalino, CMS, and CHS (actions 2.3 and 2.4). Smaller class sizes at all schools (action 1.1).

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	1:50	1:28
Staff-to-student ratio of certificated staff providing direct services to students	1:19	1:15

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	22,841,081	4,764,059	20.857%	0.000%	20.857%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,551,440.00	$560,373.00	$105,000.00	$377,507.00	$8,594,320.00	$8,089,852.00	$504,468.00

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	Reduced class size averages for grades TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,538,840.00	$0.00	$4,538,840.00	$0.00	$0.00	$0.00	$4,538,840.00	0
1	1.2	DLI Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Canalino, Aliso, and CMS	Ongoing	$668,326.00	$0.00	$668,326.00	$0.00	$0.00	$0.00	$668,326.00	0
1	1.3	Elementary reading intervention teachers	All	No			Specific Schools: Aliso and Canalino	Ongoing	$377,507.00	$0.00	$0.00	$0.00	$0.00	$377,507.00	$377,507.00	0
1	1.4	Targeted small group instruction in reading and math	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aliso and Canalino	Ongoing	$463,302.00	$0.00	$463,302.00	$0.00	$0.00	$0.00	$463,302.00	0
1	1.5	Elementary daily designated ELD instruction	English Learners	No			TK-5	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.6	Elementary PLCs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.7	Elementary grade level teams	All	No			TK-5	Ongoing	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0
1	1.8	STEM ELD instruction	English Learners	No			4th-5th	Discontinued at end of 2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.9	Bridges Unit Assessments	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.10	Extended Learning Opportunities for TK-5	All	No			TK-5	Ongoing	$223,385.00	$0.00	$0.00	$223,385.00	$0.00	$0.00	$223,385.00	0
1	1.11	CMS performance-based grouping	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	CMS and CHS monitor and analyze student academic progress	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.13	CMS after school tutoring	All	No			Specific Schools: CMS	Ongoing	$21,988.00	$0.00	$0.00	$21,988.00	$0.00	$0.00	$21,988.00	0
1	1.14	CMS instructional coaching program for teachers	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.15	CMS designated ELD instruction	English Learners	No			Specific Schools: CMS	Ongoing	$143,587.00	$0.00	$143,587.00	$0.00	$0.00	$0.00	$143,587.00	0
1	1.16	CMS and CHS PLCs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.17	CHS summer ELD program	English Learners	No			Specific Schools: CHS	Discontinued at end of 2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.18	CHS Student Success Center	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CHS	Ongoing	$140,406.00	$0.00	$140,406.00	$0.00	$0.00	$0.00	$140,406.00	0
1	1.19	TK-12 Professional Development in ELA, ELD, and math	All	No			All Schools TK-5	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.20	TK-12 Professional Development in PLCs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.21	CMS and CHS professional development in the implementation of Artificial Intelligence	All	No			Specific Schools: CMS and CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.22	District Leadership Team collaboration	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.23	Support for Long Term English Learners	Long Term English Learners	No			Specific Schools: CMS and CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.24	LETRS Professional Learning and Early Literacy Implementation (LREBG Funded Action)	All	No			K-3	Ongoing	$107,000.00	$100,000.00	$0.00	$207,000.00	$0.00	$0.00	$207,000.00	0
2	2.1	Monitor daily student attendance	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.2	Social Workers	All	No			All Schools	Discontinued at end of 2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.3	Mental Health Teams	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$381,740.00	$0.00	$381,740.00	$0.00	$0.00	$0.00	$381,740.00	0

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	2.4	Counselors, Psychologists, and Mental Health Therapists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$282,836.00	$0.00	$282,836.00	$0.00	$0.00	$0.00	$282,836.00	0
2	2.5	Social Emotional Learning Lessons	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.6	Enrichment activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Aliso, Canalino	Ongoing	$0.00	$12,753.00	$12,753.00	$0.00	$0.00	$0.00	$12,753.00	0
2	2.7	AHA!	All	No			Specific Schools: CHS	Ongoing	$0.00	$105,000.00	$0.00	$0.00	$105,000.00	$0.00	$105,000.00	0
2	2.8	Restorative Justice Practices	All	No			Specific Schools: CMS and CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.9	CMS Extended Learning Opportunities Program	All	No			Specific Schools: CMS	Ongoing	$0.00	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$50,000.00	0
2	2.10	Parent Square Communication	All	No			All Schools	Ongoing	$0.00	$9,000.00	$9,000.00	$0.00	$0.00	$0.00	$9,000.00	0
2	2.11	Teacher-Parent Conferences	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.12	Monthly "Coffee with the Principal"	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.13	Monthly Parent Group Meetings	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.14	Family Activity Nights	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.1	Get Focused Stay Focused	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CHS	Ongoing	$58,950.00	$0.00	$58,950.00	$0.00	$0.00	$0.00	$58,950.00	0
3	3.2	CMS Computer Science courses	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CMS	Ongoing	$77,652.00	$0.00	$77,652.00	$0.00	$0.00	$0.00	$77,652.00	0
3	3.3	Introductory CTE Wheel	All	No			8th grade	Ongoing	$0.00	$20,000.00	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	0
3	3.4	CTE pathways industry experience	All	No			Specific Schools: CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

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
3	3.5	CTE Pathways Industry Certification	All	No			Specific Schools: CHS	Ongoing	$0.00	$7,000.00	$0.00	$7,000.00	$0.00	$0.00	$7,000.00	0
3	3.6	Internship program with SBCEO for CTE pathways completers	All	No			Specific Schools: CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.7	Recognition program for CTE pathways completers	All	No			Specific Schools: CHS	Ongoing	$0.00	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$1,000.00	0
3	3.8	Alignment of SBCC courses with CTE Pathways	All	No			Specific Schools: CHS	Ongoing	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	0
3	3.9	College Parent Workshops	All	No			Specific Schools: CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.10	College field trips and college exploration activities	All	No			11th & 12th grade	Ongoing	$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	0
3	3.11	AVID classes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CMS and CHS	Ongoing	$137,876.00	$0.00	$137,876.00	$0.00	$0.00	$0.00	$137,876.00	0
3	3.12	Student Success Center	All	No			Specific Schools: CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.13	SBCC qualifications to teach Dual Enrollment Courses	All	No			Specific Schools: CHS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.1	Clean and well-maintained facilities	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.2	Technology tools and resources	All	No			All Schools	Ongoing	$0.00	$169,715.00	$169,715.00	$0.00	$0.00	$0.00	$169,715.00	0
4	4.3	School safety teams	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.4	Security personnel	All	No			Specific Schools: CMS and CHS	Ongoing	$416,457.00	$0.00	$416,457.00	$0.00	$0.00	$0.00	$416,457.00	0
4	4.5	Standard Response Protocol	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.6	Measure U projects	All	No			Specific Schools: Canalino and Aliso	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

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
5	**5.1**	Math formative assessments	Students with Disabilities	No			Specific Schools: CMS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
5	**5.2**	Targeted support and interventions	Students with Disabilities	No			Specific Schools: CMS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
5	**5.3**	SPED Professional Development	Students with Disabilities	No			Specific Schools: CMS	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
22,841,081	4,764,059	20.857%	0.000%	20.857%	$6,762,681.00	0.000%	29.608 %	**Total:**	$6,762,681.00
								LEA-wide Total:	$5,884,495.00
								Limited Total:	$0.00
								Schoolwide Total:	$878,186.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Reduced class size averages for grades TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,538,840.00	0
1	**1.2**	DLI Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Canalino, Aliso, and CMS	$668,326.00	0
1	**1.4**	Targeted small group instruction in reading and math	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Aliso and Canalino	$463,302.00	0
1	**1.18**	CHS Student Success Center	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CHS	$140,406.00	0
2	**2.3**	Mental Health Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$381,740.00	0
2	**2.4**	Counselors, Psychologists, and Mental Health Therapists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$282,836.00	0
2	**2.6**	Enrichment activities	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Aliso, Canalino	$12,753.00	0

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 (%)
					Low Income			
3	**3.1**	Get Focused Stay Focused	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CHS	$58,950.00	0
3	**3.2**	CMS Computer Science courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CMS	$77,652.00	0
3	**3.11**	AVID classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CMS and CHS	$137,876.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,556,576.00	$8,256,446.00

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**	Reduced class size averages for grades TK-12	Yes	$4,432,149.00	$4,568,612.00
1	**1.2**	DLI Program	Yes	$653,490.00	$656,601.00
1	**1.3**	Elementary reading intervention teachers	No	$378,430.00	$397,362.00
1	**1.4**	Targeted small group instruction in reading and math	Yes	$468,529.00	$469,944.00
1	**1.5**	Elementary daily designated ELD instruction	No	$0.00	$0.00
1	**1.6**	Elementary PLCs	No	$0.00	$0.00
1	**1.7**	Elementary grade level teams	No	$50,000.00	$32,888.00
1	**1.8**	STEM ELD instruction	No	$0.00	$0.00
1	**1.9**	Bridges Unit Assessments	No	$0.00	$0.00
1	**1.10**	Extended Learning Opportunities for TK-5	No	$658,800.00	$208,385.00
1	**1.11**	CMS performance-based grouping	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	CMS and CHS monitor and analyze student academic progress	No	$0.00	$0.00
1	1.13	CMS after school tutoring	No	$26,188.00	$21,553.00
1	1.14	CMS instructional coaching program for teachers	No	$0.00	$0.00
1	1.15	CMS designated ELD instruction	No	$177,419.00	$142,780.00
1	1.16	CMS and CHS PLCs	No	$0.00	$0.00
1	1.17	CHS summer ELD program	No	$0.00	$0.00
1	1.18	CHS Student Success Center	Yes	$132,897.00	$139,203.00
1	1.19	TK-12 Professional Development in ELA, ELD, and math	No	$0.00	$0.00
1	1.20	TK-12 Professional Development in PLCs	No	$0.00	$0.00
1	1.21	CMS and CHS professional development in the implementation of Artificial Intelligence	No	$0.00	$0.00
1	1.22	District Leadership Team collaboration	No	$0.00	$0.00
1	1.23	Support for Long Term English Learners	No	$0.00	$0.00
2	2.1	Monitor daily student attendance	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Social Workers	No	$0.00	$0.00
2	2.3	Mental Health Teams	Yes	$326,990.00	$365,390.00
2	2.4	Counselors, Psychologists, and Mental Health Therapists	Yes	$258,970.00	$274,157.00
2	2.5	Social Emotional Learning Lessons	No	$0.00	$0.00
2	2.6	Enrichment activities	Yes	$11,300.00	$10,510.00
2	2.7	AHA!	No	$105,000.00	$0.00
2	2.8	Restorative Justice Practices	No	$0.00	$0.00
2	2.9	CMS Extended Learning Opportunities Program	No	$50,000.00	$80,963.00
2	2.10	Parent Square Communication	No	$8,700.00	$9,134.00
2	2.11	Teacher-Parent Conferences	No	$0.00	$0.00
2	2.12	Monthly "Coffee with the Principal"	No	$0.00	$0.00
2	2.13	Monthly Parent Group Meetings	No	$0.00	$0.00
2	2.14	Family Activity Nights	No	$0.00	$0.00
3	3.1	Get Focused Stay Focused	Yes	$53,973.00	$56,070.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	CMS Computer Science courses	Yes	$73,542.00	$76,764.00
3	3.3	Introductory CTE Wheel	No	$20,000.00	$12,801.00
3	3.4	CTE pathways industry experience	No	$0.00	$0.00
3	3.5	CTE Pathways Industry Certification	No	$7,000.00	$1,925.00
3	3.6	Internship program with SBCEO for CTE pathways completers	No	$0.00	$0.00
3	3.7	Recognition program for CTE pathways completers	No	$1,000.00	$967.00
3	3.8	Alignment of SBCC courses with CTE Pathways	No	$5,000.00	$20,670.00
3	3.9	College Parent Workshops	No	$0.00	$0.00
3	3.10	College field trips and college exploration activities	No	$25,000.00	$8,485.00
3	3.11	AVID classes	Yes	$82,199.00	$137,211.00
3	3.12	Student Success Center	No	$0.00	$0.00
3	3.13	SBCC qualifications to teach Dual Enrollment Courses	No	$0.00	$0.00
4	4.1	Clean and well-maintained facilities	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.2**	Technology tools and resources	No	$150,000.00	$138,786.00
4	**4.3**	School safety teams	No	$0.00	$0.00
4	**4.4**	Security personnel	No	$400,000.00	$425,285.00
4	**4.5**	Standard Response Protocol	No	$0.00	$0.00
4	**4.6**	Measure U projects	No	$0.00	$0.00
5	**5.1**	Math formative assessments	No	$0.00	$0.00
5	**5.2**	Targeted support and interventions	No	$0.00	$0.00
5	**5.3**	SPED Professional Development	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,779,709	$6,494,039.00	$6,754,462.00	($260,423.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Reduced class size averages for grades TK-12	Yes	$4,432,149.00	$4,568,612.00	0	0
1	1.2	DLI Program	Yes	$653,490.00	$656,601.00	0	0
1	1.4	Targeted small group instruction in reading and math	Yes	$468,529.00	$469,944.00	0	0
1	1.18	CHS Student Success Center	Yes	$132,897.00	$139,203.00	0	0
2	2.3	Mental Health Teams	Yes	$326,990.00	$365,390.00	0	0
2	2.4	Counselors, Psychologists, and Mental Health Therapists	Yes	$258,970.00	$274,157.00	0	0
2	2.6	Enrichment activities	Yes	$11,300.00	$10,510.00	0	0
3	3.1	Get Focused Stay Focused	Yes	$53,973.00	$56,070.00	0	0
3	3.2	CMS Computer Science courses	Yes	$73,542.00	$76,764.00	0	0
3	3.11	AVID classes	Yes	$82,199.00	$137,211.00	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$22,494,587.00	4,779,709	0	21.248%	$6,754,462.00	0.000%	30.027%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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