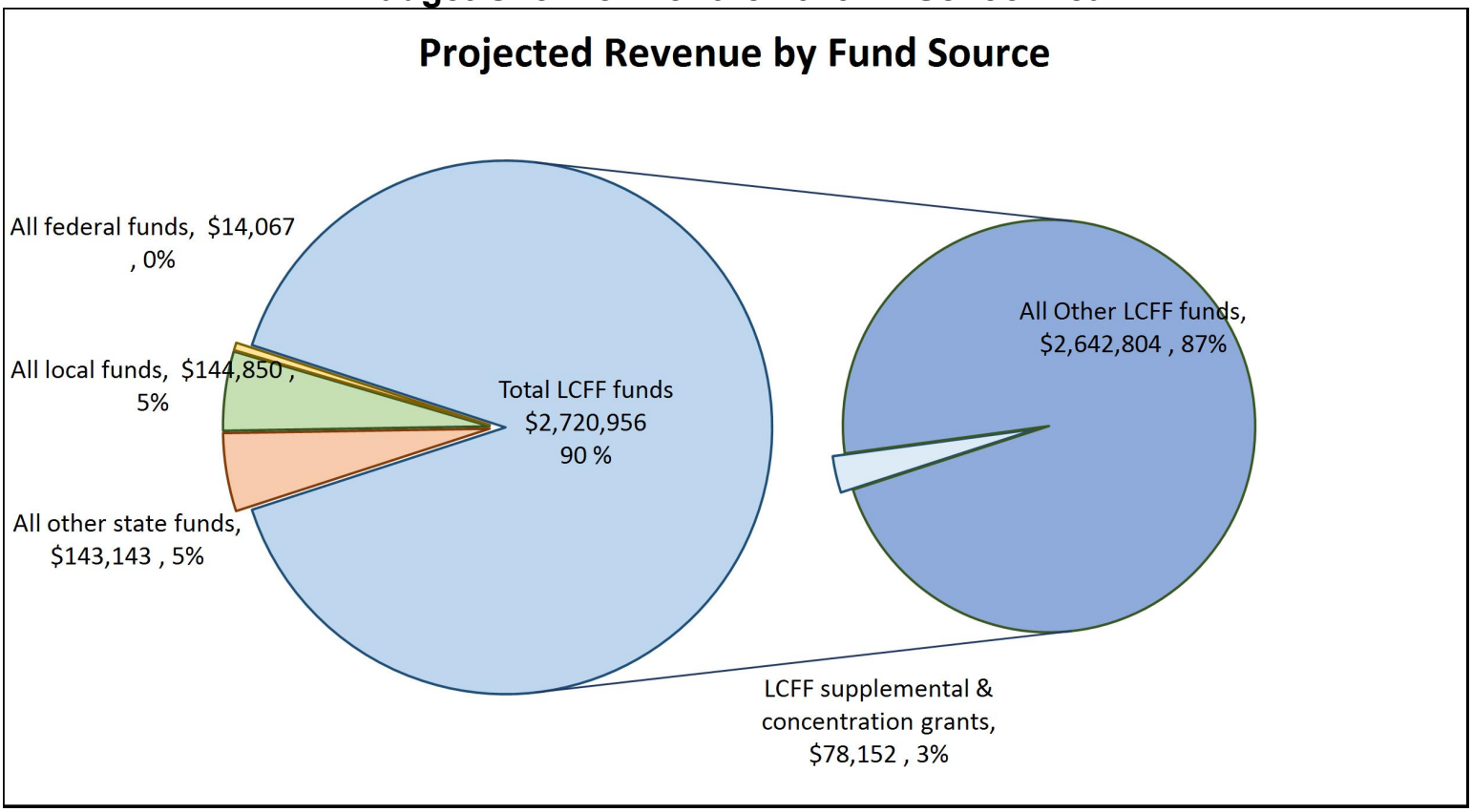
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Olivos Elementary School District
CDS Code: 42692456045710
School Year: 2026-27
LEA contact information:
Ray Vazquez
Superintendent/Principal
rvazquez@losolivosschool.org
8056884025

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

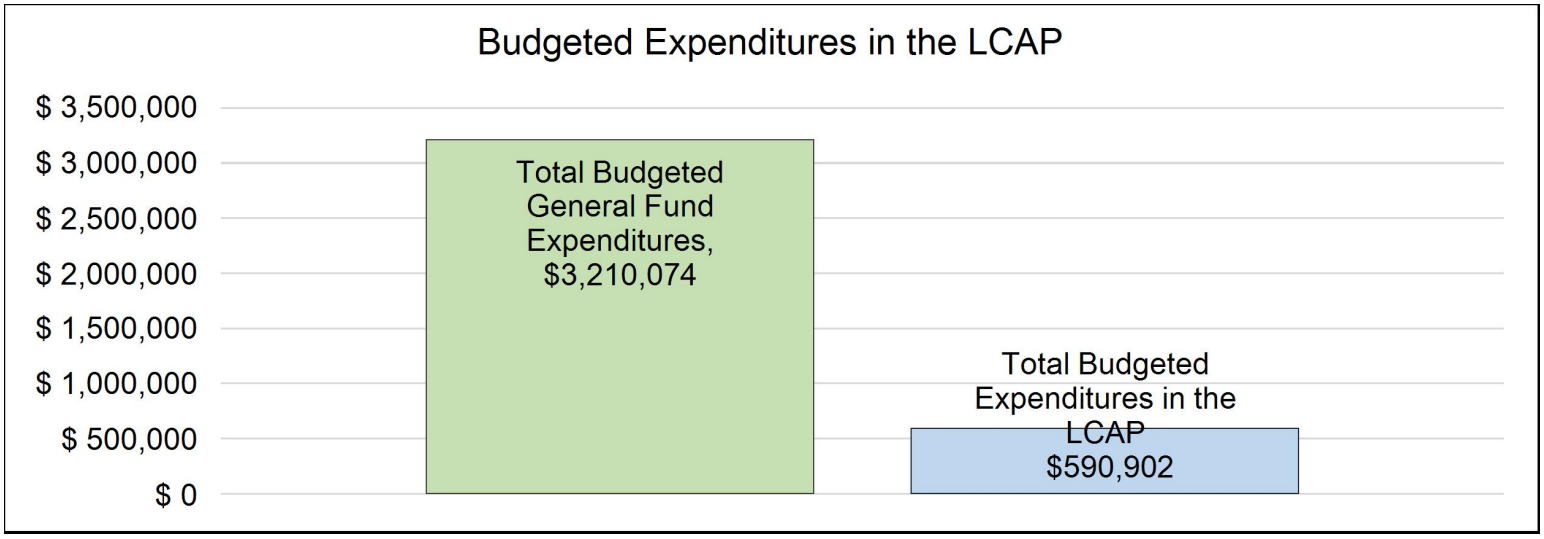


This chart shows the total general purpose revenue Los Olivos Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Olivos Elementary School District is $3,023,016, of which $2,720,956 is Local Control Funding Formula (LCFF), $143,143 is other state funds, $144,850 is local funds, and $14,067 is federal funds. Of the $2,720,956 in LCFF Funds, $78,152 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 Los Olivos Elementary 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: Los Olivos Elementary School District plans to spend $3,210,074 for the 2026-27 school year. Of that amount, $590,902 is tied to actions/services in the LCAP and $2,619,172 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

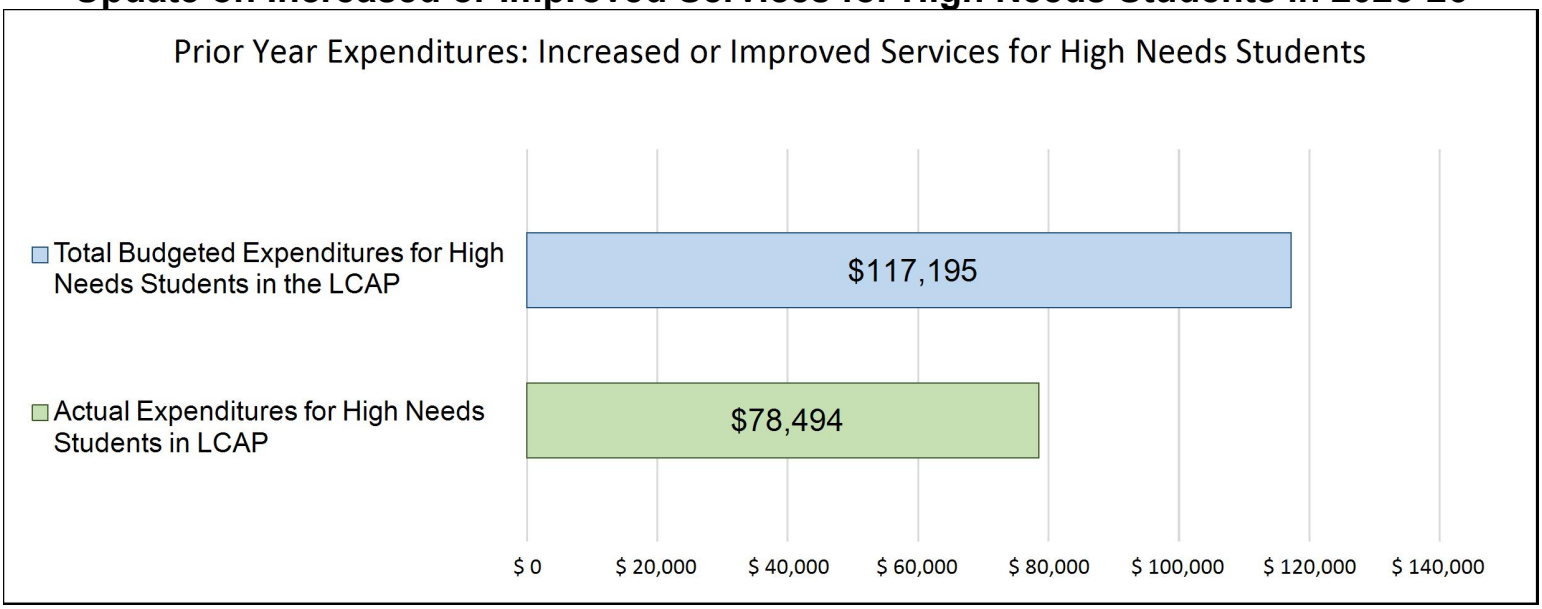
General Fund expenditures not included in the LCAP include costs associated with the district's basic educational program and operational functions, such as general administration, business services, facilities maintenance and operations, transportation, utilities, insurance, custodial services, and other routine operating expenses. Additional expenditures include salaries and benefits for staff and programs funded through unrestricted General Fund resources that are not specifically identified as LCAP actions. These expenditures support the overall operation of the district and ensure a safe, effective learning environment for all students.

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

In 2026-27, Los Olivos Elementary School District is projecting it will receive $78,152 based on the enrollment of Foster Youth, English learner, and low-income students. Los Olivos Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Olivos Elementary School District plans to spend $92,240 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 Los Olivos Elementary 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 Los Olivos Elementary 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, Los Olivos Elementary School District's LCAP budgeted $117,195 for planned actions to increase or improve services for high needs students. Los Olivos Elementary School District actually spent $78,494 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $38,701 had the following impact on Los Olivos Elementary School District's ability to increase or improve services for high needs students:

In 2025–26, Los Olivos Elementary School District budgeted $117,195 for actions and services designed to increase or improve services for unduplicated pupils. Actual expenditures totaled $78,494, resulting in a difference of $38,701. The difference was primarily attributable to lower than anticipated expenditures in several contributing actions. Planned after-school enrichment opportunities for middle school students were not fully implemented, resulting in expenditures significantly below budget. In addition, certain intervention and support services cost less than originally projected due to staffing and implementation adjustments throughout the school year.
While actual expenditures were lower than budgeted, the district continued to provide targeted academic and intervention supports for high-needs students. These services included Response to Intervention (RTI) support in English Language Arts and Mathematics, targeted English Language Development instruction for English Learners, access to standards-aligned instructional materials, and ongoing teacher collaboration through Professional Learning Communities (PLCs) to address student needs.
The district recognizes that some planned services were not fully implemented as originally designed and will continue to refine staffing, intervention, and enrichment opportunities in 2026–27 to ensure high-needs students receive the full benefit of planned supports. Particular attention will be given to expanding intervention services and strengthening supports for socioeconomically disadvantaged students as the district works to close achievement gaps and improve student outcomes.
Although actual expenditures were lower than budgeted, the district met its obligation to increase or improve services for unduplicated pupils through the implementation of contributing actions and services that were principally directed toward and effective in meeting the needs of high-needs students.

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
Los Olivos Elementary School District	Ray Vazquez Superintendent/Principal	rvazquez@losolivosschool.org 8056884025

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.

Los Olivos Elementary School is home of the Spartans and a five-time California Distinguished School and a 2016 National Blue Ribbon School recipient. Los Olivos Elementary School is located in Los Olivos, California, a picturesque small town in the Santa Ynez Valley. We are a semirural, single school district serving approximately 159 students in grades transitional kindergarten through eighth grade. The school is dedicated to providing comprehensive educational programs and services to a diverse student population. Demographically, 6.3% of our students are designated as English Learners and 19.5% are designated as economically disadvantaged. The Los Olivos School District is a dedicated partnership of students, staff, parents and the community that creates a safe and positive learning environment. This partnership strives to develop the full potential of all students, and promotes their well-being which enables them to be prepared for the challenges of our ever-changing world. The Los Olivos School Governance Board has set the following vision for our school. We believe: Every student can learn and be successful; every student can benefit from participating in a balanced curriculum; education is a shared responsibility requiring the active collaboration of all educational partners; a successful learning environment is dependent upon respect, integrity and equity; a safe and clean environment is essential for effective learning, and continuous fiscal solvency is critical to the success of the district. Los Olivos faculty and staff also created a vision statement in 2024, this is our vision statement, this shared vision will serve as our compass when stress at school arises. We will follow a “why” not a “who”. Los Olivos is a community where everyone feels welcomed and supported, and where we value respect and inclusion. We believe in creating supportive teaching environments where students feel loved, seen, and heard. We prepare students through rigorous hands-on learning opportunities that promote critical thinking, collaboration, adaptability, and creative problem-solving skills for students to achieve academic, social, and emotional successes for life. These guiding principles set the direction of the district and are the foundation for student success. All educational partners provide valuable input for the Local Control Accountability Plan (LCAP) which outlines our school's initiatives. Los Olivos' staff believes that we are a welcoming, small

town community of creative and hardworking educators who encourage each other to be positive, exploratory risk-takers who embrace our differences. We believe every experience is an opportunity for growth and a path towards success. The Los Olivos Spartan Alliance and Los Olivos School Foundation, are parent led organizations that support academic and enrichment programs such as visual and performing arts, music, technology, science, and gardening. The involvement of our parents makes an impact on the school culture and the success of our students. The efforts of all of our educational partners are what contributes to the success of Los Olivos Elementary School. The commitment of all educational partners to provide the best educational experience for our students is the key ingredient to the overall academic, social and fiscal health of our school.

Reflections: Annual Performance

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

In 2024, our chronic absenteeism for all students dropped from 17.1% to 7.1%. In 2025, chronic absenteeism went up to 8.1%. The District notified families through ParentSquare immediately if their child was absent or tardy, and this message, which reaches 100% of our families, is in both in English and Spanish. Hispanics, and our Socio-economically disadvantaged were our two highest sub categories. In 2024, these subgroups improved drastically from 22.6% to 8.8% for Hispanics, and from 29.5 for SED's to 11.6% in 2024. In 2025, per the CA Dashboard, Hispanics are in the green, and our SED kids increased 7.8% to a 19.4% CA.
Chronic absenteeism for all students increased from 7.1% in 2024 to 8.1% in 2025. While this reflects a concerning trend, it mirrors ongoing statewide attendance challenges seen across California following the pandemic. Contributing factors likely include increased student illness, mental health concerns, family-related absences, and the impact that a small number of chronically absent students can have on overall percentages in a small school setting. The school will continue strengthening family communication, attendance monitoring, student engagement, and intervention supports to improve attendance outcomes. We had 7 children take the ELPAC and 0% reclassified. Three students earned a 3, and next year we will have 5 EL's.

Los Olivos School continues to demonstrate strong academic performance when compared to state averages. According to the California Dashboard, Los Olivos students scored 18.6 points above standard in English Language Arts, while the California state average was 8.1 points below standard. In mathematics, Los Olivos students scored 9.8 points below standard, compared to the state average of 42.4 points below standard. These results reflect the dedication of our teachers, support staff, students, and families in maintaining high academic expectations and providing targeted support for student learning.
CAASPP results for the 2025–2026 school year are expected to be released in late June, and I fully expect our scores to continue improving due to the focused instructional approach of our teachers and the strength of our robust RTI (Response to Intervention) program. Through targeted interventions, small-group instruction, data analysis, and ongoing support for students at all levels, our staff has worked diligently to ensure that every child receives the academic assistance needed to be successful.
The continued growth of our students is a reflection of the collaborative efforts between staff, families, and the entire Los Olivos School District community.
Based on the 2023 California Dashboard, the following student groups were in the lowest performance level (red) for chronic absenteeism: All students, Hispanic students, and socio-economically disadvantaged
Los Olivos has unexpended LREBG funds and plans to utilize the remaining balance during the 2027-28 school year.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Spartan Alliance	The principal maintains regular communication with the Spartan Alliance during drop-off and pick-up times, as well as through email. On Thursday, November 13, 2025, after drop-off, the Spartan Alliance hosted a “Coffee with the Principal” event. During this gathering, the principal discussed the school’s LCAP (Local Control and Accountability Plan) goals, shared the school’s vision, and invited feedback from attendees. The event also served as an opportunity to explain the roles and purposes of both the Los Olivos Foundation and the Spartan Alliance, and to encourage family members to become involved. The feedback collected during this event contributed directly to the development of the current LCAP.
Los Olivos Foundation	The principal maintains regular communication with the Foundation president through informal communications at drop-off and pick-up, attending meetings, as well as by email. Our conversations stem from what are our needs and how do those needs apply to the LCAP. This information/feedback was used to develop the current LCAP. The LO Foundation is the parent ran fundraising arm of the school, the money they raise goes directly to student programs and supports. This past year we purchased chromeboooks to remain 1 to 1, funding the complete overhaul of our middle school garden, paid for a portion of our RTI's teachers salary, and allocated some funds for campus improvements and principal discretionary funds.
Parents	Parents were asked to take the LCAP survey through SurveyMonkey on Thursday February 19, 2026, and the California Healthy Kids Survey (CHKS) for parents through ParentSquare on Friday January

Educational Partner(s)	Process for Engagement
	16, 2026. The Principal has an open door policy, communicates weekly through a parentsquare post, and coffee with the Principal on Thursday, November 13, 2025. This information/feedback was used to develop the current LCAP.
Students	Morning meetings where teachers find out how their students are feeling. Principal has been in classrooms over 500 times this school year. Our 5th and 7th graders surveyed through the CHKS on Tuesday, January 7, 2026. This information/feedback was used to develop the current LCAP.
Teachers/CBA	Los Olivos Faculty and Staf were asked to comple the California Healthy Kids Survey on Tuesday Janaury 20, 2026 via e-mail. Also, the principal meets with teachers every Thursday on early release days. During these early release days teachers share information and input as to the development of the LCAP. This fosters strong relationships and open communication. The principal also maintains regular dialogue with the Los Olivos teacher who serves as the union representative. A negotiation meeting was held on Wednesday, March 19, 2025, during which the union presented a proposal for a 7% salary increase and an additional $3,000 contribution toward benefits. A follow-up meeting took place on Monday, May 19, 2025. By that time, the Los Olivos School Board had authorized the principal to offer a 5% salary increase and to match the $3,000 contribution toward benefits. The Board also empowered the principal to pursue a three-year agreement, with salary increases for the second and third years tied to property tax revenue: If property tax growth is below 4%, teachers would receive a 2% salary increase. If property tax growth is between 4% and 7%, the increase would be 3%. If property tax growth exceeds 7%, teachers would receive a 4% increase. The California Teachers Association (CTA) agreed to these terms on the same day.
SELPA- Dr. Stacey McCrath-Smith	Principal met with Dr. Stacey McCrath-Smith, SELPA Director on Tuesday 4.21.2026 at 9:00 via ZOOM, and reviewed the LCAP plan

Educational Partner(s)	Process for Engagement
	for the schoolyear 2026-2027. Dr. McCrath was informed that Los Olivos School was planning on going with direct services through the Santa Barbara County Office of Education for ALL special education services. “Dr. McCrath emphasized that implementing Universal Design for Learning (UDL) supports the success of all students. By designing instruction and interventions that are inclusive from the start, we ensure equitable access for every learner, including students with disabilities.”
Classified staff	In 2024-2025, we established a leadership team to support communication efforts and effectively disseminate information across the school community. In 2025-2026 we continued with this practice. The team includes the school secretary, HR representative, fiscal specialist, one elementary school teacher, one middle school teacher, and the principal. Through this collaborative group, we have engaged in challenging but productive conversations that are contributing to improved outcomes schoolwide, as well as focusing on current LCAP goals. Next week this leadership team will morph into the School Site Council. The main responsibilities of a School Site Council include: Reviewing school achievement data Identifying school needs and priorities Developing and approving the School Plan for Student Achievement (SPSA) Monitoring how certain state and federal funds are spent Evaluating whether school improvement strategies are effective Supporting parent involvement and communication The SSC does not manage daily school operations or personnel decisions. Instead, it serves as an advisory and approval body focused on student achievement and school improvement.

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

The principal meets with faculty and staff every Thursday for weekly faculty meetings, Professional Learning Communities (PLCs), and professional development sessions. These meetings are used to discuss our LCAP (Local Control and Accountability Plan) goals and the actions we are taking to achieve them. In addition, an LCAP survey is distributed to parents via SurveyMonkey to gather feedback and

assess progress. The principal also meets regularly with the presidents of the Spartan Alliance and the Los Olivos Foundation—both of which are parent-driven organizations that provide essential support to the school. Their contributions include funding electives, technology, RTI teacher salaries, and funded the complete overhaul of our middle school garden. On November 13, 2025, we hosted a “Coffee with the Principal” event, which provided an informal opportunity to connect with families and build relationships within our school community.
Based on responses to the LCAP survey, when asked whether Los Olivos provides quality counseling or other ways to support students’ social and emotional needs, 53% of families strongly agreed or agreed, 47% neither agreed or disagreed. Additionally, 72% of respondents strongly agreed or agreed that the school provides parents with resources to support their child's social and emotional well-being, 28% neither agree nor disagree. Metric 2.8 (Morning Meetings) and Action 2.9 (Morning Meetings and referrals) support our communities prioritization of these services.
To address and support student wellness, we offer daily morning meetings that foster connection and emotional awareness. We also utilize Care Solace, an online mental health care coordination platform that connects individuals with appropriate mental health and substance use treatment providers. Care Solace is advertised weekly in our "Friday at Five" newsletter by the school secretary, ensuring families are continually aware of this valuable resource. Furthermore, our school psychologist who works closely with our SPED (Special Education) students, and our general education students for mental health support through counseling. We will continue our partnership with Care Solace to ensure wraparound support is available for every student, staff member, and family in the Los Olivos community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Promote and celebrate a culture of academic excellence through teacher quality, evaluation, curriculum, instruction and student assessment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Los Olivos has a long history of academic success. The goal is to maintain all conditions of learning, and to improve CAASPP scores, so we increased duration and frequency of RTI grades TK-5. Through targeted intervention and support we will specifIcally target these gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Williams Act Reports	100% of teachers are fully accreddited and appropriately assigned per the Williams Act school year 2023-2024.	100% of teachers are fully accreddited and appropriately assigned per the Williams Act school year 2024-2025.	100% of teachers are fully accreddited and appropriately assigned per the Williams Act school year 2025-2026.	Maintain 100% of teachers are fully accreddited and appropriately assigned per the Williams Act school year 2026-2027.	We have maintained 100% of teachers are fully credentialed. There is no difference.
1.2	Access to standards through aligned	100% of students have access to state aligned	100% of students have access to state aligned	100% of students have access to state aligned	Maintain 100% of students have access to state	We have maintained 100% of students have

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials and instruction, including for unduplicated students, and students with disabilities. English Leanrers have access to state standards, and ELD standards.	materials per Williams Act. 100% of teachers are trained in CA standards as related to their subject matter area school year 2023-2024.	materials per Williams Act. 100% of teachers are trained in CA standards as related to their subject matter area school year 2024-2025	materials per Williams Act. 100% of teachers are trained in CA standards as related to their subject matter area school year 2025-2026	aligned materials per Williams Act. 100% of teachers are trained in CA standards as related to their subject matter area. school year 2026-2027.	access to state aligned materials per Williams Act. There is no difference
1.3	Professional Learning Communities (PLC).	Currently 25% of professional development during our Thursday early release days will be dedicated to student data analysis, interventions and supports through PLCs school year 2023-2024.	Currently 25% of professional development during our Thursday early release days will be dedicated to student data analysis, interventions and supports through PLCs school year 2024-2025.	Currently 25% of professional development during our Thursday early release days will be dedicated to student data analysis, interventions and supports through PLCs school year 2025-2026.	50% of professional development will be dedicated to student data analysis, interventions and supports through PLC's school year 2026-2027.	No difference from baseline.
1.4	Parent Engagement	100% of parents attended SST meetings in 2024. 100% parent involvement at reclassification meeting school year 2023-2024.	100% of parents attended SST meetings in 2025. 100% parent involvement at reclassification meeting school year 2024-2025.	100% of parents attended SST meetings in 2025-2026. We did not reclassify any students in 2025-2026.	Maintain 100% of parents attended SST meetings in 2024. 100% parent involvement at reclassification meetings school year 2026-2027.	We have maintained 100% of parents attended SST meetings in 2024. There is no difference.
1.5	CAASPP ELA scores	The most current, reliable and valid data per CA Dashboard indicate that our ELA CAASPP test scores for grades 3-8 are 12.8	The most current, reliable and valid data per CA Dashboard indicate that our ELA CAASPP test	The most current, reliable and valid data per CA Dashboard indicate that our ELA CAASPP test	Maintain or improve performance for the all student group, and improve ELA	Our ELA CAASPP test scores are trending up as we saw an increase of 5.8 points above standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points above state standard school year 2022-2023. Socioeconomically disadvantaged students were 56 points below state standards.	scores for grades 3-8 are 3.7 points below standard school year 2023-2024. Socioeconomically disadvantaged students were 74.3 points below state standard.	scores for grades 3-8 are 18.6 points above state standard school year 2024-2025. Socioeconomically disadvantaged students scored 55.9 points below state standard.	academic performance for (SED) by 10 points each year by school year 2025-2026.	Socioeconomically disadvantaged students maintained at 56 points below standard.
1.6	CAASPP Math scores	The most current, reliable and valid data per CA Dashboard indicate that our MATH CAASPP test scores for grades 3-8 are 38.2 points below state standard school year 2022-2023. Socioeconomically disadvantaged students scored 95.7 points below state standard.	The most current, reliable and valid data per CA Dashboard indicate that our MATH CAASPP test scores for grades 3-8 are 45.8 points below state standard school year 2023-2024. Socioeconomocially disadvantaged students scored 112 points below state standard.	The most current, reliable and valid dataper CA Dashboard indicate that our MATH CAASPP test scores for grades 3-8 are 9.8 points below state standard school year 2024-2025. Socioeconomically disadvantaged students were 24.3 points below state standards.	Maintain or improve performance for the all student group and improve Math academic performance for SED's by 15 points by the end of the 3rd year.	Our Math CAASPP test scores are trending up as we saw an increase of 28.4 points above standard. SED's increased by 71.4 points still below state standards but making progress.
1.7	Broad course of study	100% of all students, including unduplicated students, and students with disabilities are enrolled in basic courses (ELA/ELD Math, Social Studies, Science and the Arts.) school year 2023-2024.	100% of all students, including unduplicated students, and students with disabilities are enrolled in basic courses (ELA/ELD Math, Social Studies, Science	100% of all students, including unduplicated students, and students with disabilities are enrolled in basic courses (ELA/ELD Math, Social Studies, Science	To maintain 100% of all students, including unduplicated students, and students with disabilities are enrolled in basic courses (ELA/ELD Math, Social	We have maintained 100% of all students, including unduplicated students, and students with disabilities are enrolled in basic courses (ELA/ELD,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and the Arts.) school year 2024-2025.	and the Arts.) school year 2025-2026.	Studies, Science and the Arts.) school year 2026-2027.	Math, Social Studies Science and the Arts.) There is no difference
1.8	Intervention Services	100% of identifed students by benchmark assessments to receive Math and ELA Response to Intervention) RTI support in grades TK-5 school year 2023-2024.	100% of identifed students by benchmark assessments to receive ELA Response to Intervention) RTI support in grades TK-5 school year 2024-2025.	100% of identifed students by benchmark assessments to receive ELA Response to Intervention) RTI support in grades TK-5 school year 2025-2026.	To maintain 100% of identifed students receive Math and ELA RTI support in grades TK-5 school year 2026-2027.	We have maintained 100% of identifed students receive Math and ELA RTI support in grades TK-5. There is no difference
1.9	Reclassification rates for EL's	33% of our English Language Learners reclassified to fluent english proficient) RFEP in school year 2023-2024	20% of our English Language Learners reclassified to fluent english proficient) RFEP in school year 2024-2025	0% of our English Language Learners reclassified to fluent english proficient) RFEP in school year 2025-2026	To maintain or improve our 33% reclassification rate in school year 2026-2027.	We have 0% reclassification rates in 2024-2025. It is down -33%.
1.10	Physical Fitness Test	100% of middle school students will particpate in the physical fitness test in 2023-2024. The main goal of the test is to help students in starting life-long habits of regular physical activity.	100% of middle school students particpated in the physical fitness test in 2024-2025. The main goal of the test is to help students in starting life-long habits of regular physical activity.	100% of middle school students particpated in the physical fitness test in 2025-2026. The main goal of the test is to help students develop life-long habits of regular physical activity.	To maintain 100% participation in the physcial fitness test in 2026-2027.	We have maintained 100% participation in the physcial fitness test. There is no difference

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 actions and services associated with this goal were substantially implemented as planned during the 2025–26 school year. The district continued to provide academic intervention services, targeted support for English learners and students performing below grade level, supplemental instructional materials, professional development for staff, and programs designed to increase student engagement and achievement.

While the majority of planned actions were implemented, some expenditures were lower than originally budgeted due to staffing adjustments, scheduling changes, and the availability of existing resources that reduced the need for certain planned purchases. These differences did not significantly impact the district's ability to provide services to students, and the intended supports remained available throughout the year.

The district experienced several successes during implementation. Teachers effectively utilized intervention time to provide targeted academic support, staff collaborated regularly to analyze student data and adjust instruction, and students benefited from additional academic and enrichment opportunities. Parent communication and engagement efforts remained strong, contributing to positive relationships between home and school.

Challenges included managing limited staffing resources, addressing chronic absenteeism among a small group of students, and balancing intervention services with instructional time. For example, we needed to reduce the contract for our Math RTI provider, (Action 1.5), we were unable to staff our after school enrichment program at the levels that we had hoped for (Action 1.7), and we were unable to recruit a middle school spanish tacher (Action 1.9). Despite these challenges, staff worked collaboratively to ensure that students received needed supports and that program implementation remained aligned with the goal's intended outcomes.

Overall, the district believes the actions implemented during the year positively contributed to student learning, engagement, and academic growth, and the experiences from this year will be used to refine and strengthen services moving forward.

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 1.4
The district budgeted $48,600.00 for this action; however, estimated actual expenditures as of May 27, 2026, were $25,800.00. The lower expenditures were primarily due to reduced program costs and adjustments in implementation during the school year while still maintaining services for students.

Action 1.5
The district budgeted $22,069.00 for RTI math intervention services. Estimated actual expenditures as of May 27, 2026, were $9696.00 A middle school teacher trained in RTI provided math intervention support to students in grades TK–5 during afternoon sessions four days per week. Actual expenditures were lower than anticipated due to staffing costs/hours being less than originally projected.

Action 1.7
The district budgeted $8,000.00 to provide after-school enrichment opportunities for students in grades 6–8, with a focus on supporting socioeconomically disadvantaged students. Estimated actual expenditures, were $514.18. The district had difficulty fully implementing the planned enrichment opportunities during the school year, resulting in significantly lower expenditures than originally budgeted.

Action 1.8
The district budgeted $12,000.00 for this action, and estimated actual expenditures were $10,582.00. Expenditures were generally aligned with the original budget, with only minor differences due to actual program and supply costs.

Action 1.9
The district budgeted $18,000 for a part-time middle school Spanish teacher; however, the position remained vacant due to difficulties recruiting qualified candidates.

Action 1.10
The district budgeted $27,526.00 for this action; however, estimated actual expenditures totaled $31,902.00. The increase was due to a salary adjustment for the librarian position as well as additional work hours needed to support student services and program implementation.

Action 1.11 (Non-Contributing Action)
The district budgeted $440.00 for this action and estimated actual expenditures totaled $1,688.00. The increase occurred because the district initially purchased the IXL program for a small number of classrooms. After observing positive student academic growth and increased student engagement, the district expanded the program to all students in grades 3–8.

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

Action 1.1 – Credentialing
The district successfully maintained appropriately credentialed teachers and staff, ensuring students received instruction from qualified educators. This action remains effective in supporting high-quality instruction and compliance with state requirements.

Action 1.2 – Standards-Aligned Instructional Materials
All students continued to have access to standards-aligned textbooks and instructional materials. This action was effective in providing equitable access to grade-level curriculum and supporting student achievement.

Action 1.3 – Professional Learning Communities (PLCs)
PLC collaboration provided teachers with opportunities to analyze student data, discuss instructional strategies, and align curriculum. This action contributed to improved instructional consistency and informed decision-making.

Action 1.4 – English Response to Intervention (RTI)
English RTI services were effective, they provided targeted support for students needing additional assistance in literacy. Student progress monitoring and intervention support contributed to improvements in reading and language arts performance.

Action 1.5 – Math Response to Intervention (RTI)
Math RTI services were effective in identifying and supporting students experiencing academic difficulties. Targeted intervention and small-group instruction helped address learning gaps and improve mathematical understanding.

Action 1.6 – Parent Engagement
Parent engagement efforts remained strong. 100% of families receive messages throug ParentSquare. Parent surveys indicated high levels of satisfaction with school communication and opportunities for involvement. Active participation in school events and parent organizations demonstrated the effectiveness of this action.

Action 1.7 – After School Enrichment
After-school enrichment programs provided students with additional learning opportunities beyond the regular school day. Student participation remained strong, there was a decline in chronic absenteeism, and the programs supported student engagement, academic growth, and social development.

Action 1.8 – Intervention Teacher Coaching and Mentoring
Coaching and mentoring support helped strengthen (TK-5) instructional practices and provided teachers with individualized professional growth opportunities. Targeted intervention and small-group instruction helped address learning gaps and improve ELA and Mathematical understanding. This action supported continuous improvement in classroom instruction.

Action 1.9 – Spanish Offered to Middle School Grades 6–8
This action was not effective. The district budgeted funds to hire a part-time Spanish teacher but was unable to fill the position due to recruitment challenges. To provide students with access to world language instruction, Spanish coursework continued through the Edmentum online learning platform. While students maintained access to Spanish instruction, the district recognizes that a credentialed classroom teacher would provide a more robust learning experience.

Action 1.10 – Library Media Services to Support Student Literacy
Library media services continued to be effective, it promotes literacy, independent reading, and access to educational resources. SED students are maintaining their performance on CAASPP ELA and there is improvement for students over all. Students regularly utilized library materials, supporting literacy development and a positive reading culture.

Action 1.11 – Math Assessment Tool for Elementary Grades
The math assessment tool provided teachers with timely student performance data that informed instruction and intervention planning. This action was effective in identifying learning needs and monitoring student progress as evidenced by CAASPP math scores.

Action 1.12 – English Language Development (ELD)
ELD services although they supported English Learners in developing language proficiency and accessing grade-level content, were not effecive; we did not reclassify one student in 2025-2026.

Action 1.13 – Special Education Support

Special education services provided students with disabilities access to individualized supports and services consistent with their Individualized Education Programs (IEPs). This action was effective in helping students access the curriculum and make progress toward their educational goals.

Overall, the implementation of these actions contributed to progress toward Goal 1 by supporting student achievement, providing targeted interventions, maintaining access to standards-based instruction, and fostering strong partnerships between the school and families.

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.

Based on reflections from the 2025–2026 school year, several refinements have been made to strengthen instructional support systems and improve the monitoring of student subgroup performance.

In 2025–2026, the school was able to successfully implement RTI support in both Math and ELA for students in grades TK–5. This targeted intervention model will continue into the upcoming year, as it has been identified as a key driver in providing timely academic support for students who are below or approaching grade level standards. However, a staffing change will be necessary, as the current Math RTI provider will need to be replaced. Ensuring a qualified replacement will be a priority to maintain continuity of services.

This RTI model will continue to replace and strengthen prior “Spartan Support” structures, allowing for more intentional, data-driven intervention for identified students. The goal is to ensure that students who are academically at risk receive consistent, skill-specific instruction aligned to their needs, supporting greater academic success in both ELA and Math.

Because the Santa Ynez Valley Special Education Consortium has dissolved, Los Olivos School has partnered with the County Office of Education for SPED services.

Related to this, target outcomes have been updated to explicitly focus on closing the achievement gap between the All Students group and the SED student group. This adjustment strengthens the school’s focus on equity by ensuring that progress is measured not only in overall performance but also in reducing outcome disparities between student groups.

Metrics 1.2 (Standard Aligned Instruction), and Metric 1.7 (Broad Course of Study), have been modified to include unduplicated students, and students with disabilities.

These changes reflect a continued commitment to data-informed instruction, targeted intervention, and equitable outcomes for all students.

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	Credentialing	Administrator will ensure that all teachers are fully credentialed and appropriately assigned. Williams report.	$0.00	No
1.2	Standards-all students have access to standard aligned textbooks.	Administrator will report Williams annually. This is to ensure that all California public school students have textbooks and instructional materials and that their schools are clean, safe, and functional. It also took steps toward assuring all students have qualified teachers.	$0.00	No
1.3	PLC's	Teachers will use early release Thursdays will be dedicated to collaboration, student data analysis, interventions and supports through PLC's.	$0.00	No
1.4	English RTI	Our English Intervention teacher will administer benchmark assessments to determine and support our English Learners and low Income children in grades TK-5 through targeted Tier 2 instrution to improve English achievement.	$30,350.00	Yes
1.5	Math RTI	Our Math Intervention teacher will administer benchmark assessments to determine and support our English Learners and low Income children in grades TK-5 through targeted Tier 2 instrution to improve Math achievement.	$10,350.00	Yes
1.6	Parent Engagement	Communicate to parents via ParentSquare, Website, Surveys. Engage parents in the SST process, as well as the IEP process, and celebrate the reclassification of our students. Coffee with the Principal, Trimester Awards, Open House, Back to School Night, Winter and Spring Sing, and parent-teacher conferences are also ways our parents remain engaged.	$0.00	No
1.7	After school enrichment	Offer after-school hands-on courses (6-8) specifically targeted for our unduplicated students to connect them to school, and improve chronic absenteeism.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Intervention-Teacher coaching and mentoring.	Our current Reading Specialist will coach our TK-2 teachers and consult with our 3-5 teachers for the 2025-2026 school year. This is based on benchmark assessments to improve our supports and services for our English Learners and socioeconomically disadvantaged in both Math and English.	$10,000.00	Yes
1.9	Spanish offered to the Middle School grades 6-8	The Spanish teacher will provide instruction weekly to 6th - 8th grade students. This will help prepare all of our children for High School Spanish.	$15,000.00	No
1.10	Library Media Services to support student literacy	This action is principally directed towards meeting the needs of unduplicated students with a focus on English learners, and students of poverty, as well as our GATE students. Our Librarian will specifically work with our RTI teacher to identify students who's scores are below standard, students who are unduplicated by hosting Book clubs and after hours library time. Evidence from multiple library impact studies concluded that many unduplicated students have limited access to reading materials. Research has shown that students that live in poverty perform poorly on reading tests because they have little access to books at home and in their communities. Having access to reading materials provides a path toward greater academic achievement. In order to support student literacy, students' access to library books and materials that are aligned to the grade level curriculum, as well as Williams Act compliance, the District will provide, as funding allows: One part-time librarian to assist students in learning basic informational skills and locating and selecting appropriate materials to enhance their learning, integrate curriculum, and host/support instructional programming and after hours library time.	$34,540.00	Yes
1.11	Math Assessment tool for elementary grades.	Los Olivos is purchasing IXL assessment tool for Math to serve as a roadmap in terms of benchmarks.	$1,688.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	English Language Development	Teachers will use state standards and ELD standards to support ELs, in their English language development.	$0.00	No
1.13	Special Education Support	Special education students have access to the curriculum and teachers are supporting students with IEP's by meeting their IEP minutes to support their learning and their IEP goals.	$298,571.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To promote a culture of community and a culture of service through service projects at every grade level as well as morning meetings which service as a social and emotional check-in for our students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Los Olivos School District understands that we need community support to be successful. Successful students will one day return and contribute to the well being of their community. Los Olivos Elementary School is a small school that is very fortunate to have such a caring community. It is our mission to promote a culture of service which requires consistent effort and genuine commitment from everyone involved. By creating meaningful service opportunities and fostering an environment where service is valued, Los Olivos Elementary School can become a place where students develop a lifelong appreciation for giving back to their community. Familes are highly involved in our two parent run organizations; Spartan Alliance and the Los Olivos Foundation. 21 families completed this years LCAP survey, and 92.4% surveyed said their families are satisifed or very satisfied with the communication at Los Olivos School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Engagement	64 families participated in the 2023-2024 LCAP survey (55%). 92% of families that took the LCAP survey said that their level of satisfaction is satisfied or very satisfied with communication at Los Olivos School in school year 2023-2024.	31 families participated in the 2024-2025 LCAP survey (39%). 97% of families that took the LCAP survey said that their level of satisfaction is satisfied or very satisfied with	21 families participated in the 2025-2026 LCAP survey (28%). 95% of families that took the LCAP survey said that their level of satisfaction is satisfied or very satisfied with	Maintain (55%) of our families participating in the LCAP survey 2026-2027. Maintain 92% of families that said that their level of satisfaction is satisfied or very satisfied with	We dropped 27% in families participation and percentage in the LCAP survey We have maintained 92% or more of families that said that their level of satisfaction is satisfied or very

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of families have access to and are enrolled in Parent Square notifications in school year 2023-2024.	communication at Los Olivos School in school year 2024-2025. 100% of families have access to and are enrolled in Parent Square notifications in school year 2024-2025.	communication at Los Olivos School in school year 2025-2026. 100% of families have access to and are enrolled in Parent Square notifications in school year 2025-2026.	communication at Los Olivos School in 2026-2027. 100% of familes have access to and are enrolled in Parent Square notifications in 2026-2027.	satisfied with communication at Los Olivos School. 100% of familes have access to and are enrolled in Parent Square notifications.
2.2	Student Engagement	90% of students took the CHKS in 2023-2024, the other 10%, opted out of testing. CHKS for MS students, 80% strongly agree, or agree that they are a part of this school, 16% neither disagree or agree.	84% of students took the CHKS in 2024-2025, the other 16%, opted out of testing. CHKS for MS students, 89% strongly agree, or agree that they are a part of this school, 10% neither disagree or agree.	96% of students took the CHKS in 2025-2026, the other 4%, opted out of testing. CHKS for MS students, 92% strongly agree, or agree that they are a part of this school, 8% neither disagree or agree.	Maintain 90% of students that take the CHKS in 2026-2027. Maintain 80% strongly agree, or agree that they are a part of this school.	We increased by 6% in percentage from 90% to 96% of students taking the CHKS with 16% opting out. We exceeded the 80% goal of strongly agree, or agree that they are a part of this school by 12% to an 92%.
2.3	Teacher Engagement	100% of teachers took the CHKS in 2023-2024. CHKS taken by staff, 100% strongly agree, or agree that this school is a supportive and inviting place for students to learn. Also, 100% strongly agree, or agree that this school promotes personnel	100% of teachers took the CHKS in 2024-2025. CHKS taken by staff, 100% strongly agree, or agree that this school is a supportive and inviting place for students to learn.	100% of teachers took the CHKS in 2025-2026. CHKS taken by staff, 100% strongly agree, or agree that this school is a supportive and inviting place for students to learn.	Maintain 100% of teachers took the CHKS in 2026-2027. Maintain100% strongly agree, or agree that this school promotes personnel participation in decision-making	We maintained 100% of teachers took the CHKS. 100% strongly agree, or agree that this school is a supportive and inviting place for students to learn. We dropped from 100% to 89%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participation in decision-making that affects school practcies and policies.	89% strongly agree, or agree that this school promotes personnel participation in decision-making that affects school practices and policies. 11% disagree.	93% strongly agree, or agree that this school promotes personnel participation in decision-making that affects school practices and policies. 7% strongly disagree.	that affects school practices and policies.	strongly agree, or agree that this school promotes personnel participation in decision-making that affects school practices and policies.
2.4	Student Attendance	Los Olivos has 95% attendance rate in school year 2023-2024.	Los Olivos has 94.13% attendance rate in school year 2024-2025.	Los Olivos has 94.07% attendance rate in school year 2025-2026, as of April 13.	Maintain 95% attendance rate or higher in 2026-2027.	There was a slight drop from 95% attendance rate in 24-25 to 94.07% in 25-26.
2.5	Suspension Rates	Suspension rate of 2.6% in 2023-2024	Suspension rate of 2.6% in 2024-2025	Suspension rate of 0% in 2025-2026	Maintain a low suspension rate of 0-2.6% in 2026-2027	We maintained a low suspension rate of 0-2.6%
2.6	Expulsion Rates	0% expulsion rates in 2023-2024	0% expulsion rate in 2024-2025.	0% expulsion rate in 2025-2026	Maintain 0% expulsion rates in 2026-2027.	We maintained 0% expulsion rate.
2.7	Student-led service projects. This could be as simple as classroom clean-ups or as complex as organizing a school-wide charity event.	100% of Students participate in one or more service projects on campus in school year 2023-2024.	100% of Students participate in one or more service projects on campus in school year 2024-2025.	100% of Students participate in one or more service projects on campus in school year 2025-2026.	Maintain 100% in one or more service projects on campus or in the community in 2026-2027.	We mainained 100% in one or more service projects on campus or in the community
2.8	Morning meetings at every grade level. This is an opportunity for teachers to check-in daily with our students	100% of grade levels and middle school homerooms offer morning meetings every	100% of grade levels and middle school homerooms offer morning meetings every	100% of grade levels and middle school homerooms offer morning meetings every	Maintain 100% of grade level and middle school homeroom	We maintained 100% of grade level and middle school homeroom morning meetings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and see how they are doing socially and emotionally.	day in school year 2023-2024.	day in school year 2024-2025.	day in school year 2025-2026	morning meetings in 2026-2027.	
2.9	Middle School drop-out rates.	0% student drop-out rate in 2023-2024.	0% student drop-out rate in 2024-2025.	0% student drop-out rate in 2025-2026.	Maintain 0% of student drop-out rate in 2026-2027.	We maintained 0% of student drop-out rate.
2.10	Chronic absenteeism for all students	17.1% CA for all students in 2023	7.1% CA for all students in 2024	8.6% CA for all students in 2025.	To improve CA for all students in 2026-2027 to 7%.	We improved CA for all students by 8.5%.
2.11	Chronic absenteesim for Hispanic students.	19.4% CA for Hispanic students in 2023	8.8% CA for Hispanics in 2024	7.1% CA for our Hispanic students in 2025	To improve CA for our Hispanic students in 2026-2027 to 9.4%.	We improved CA for our Hispanic students by 12.3%.
2.12	Chronic absenteeism for Socioeconomically disadvantaged	27.3% CA for SED's in 2023	11.6% CA for SED's in 2024	19.4 % CA for SED's in 2025.	To improve CA for our SED's in 2026-2027 to 17%.	We improved CA for our SED's by 7.9%.

Goal Analysis [2025-26]

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

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

The district substantially implemented the actions and services associated with Goal 2 during the 2025–26 school year. Through ongoing stakeholder engagement, family communication, and program evaluation, the district worked to strengthen connections between the school, families, and community while supporting student engagement and attendance.

Action 2.1
Parent and Student Input
The district successfully implemented this action by utilizing feedback gathered through the annual LCAP Survey administered through SurveyMonkey. Input from parents, staff, students, and community members was reviewed and directly informed the development of district goals, actions, and services. This process ensured that district priorities remained aligned with stakeholder needs and supported meaningful engagement in the Local Control and Accountability Plan development process.

A success of implementation was the district's continued use of multiple communication platforms, including ParentSquare, to distribute the survey and encourage participation. The survey was sent to families on three separate occasions to maximize opportunities for stakeholder

input. Additionally, feedback from staff, students, and community members provided valuable insights that were incorporated into district planning.

A challenge encountered during implementation was lower-than-anticipated parent participation. Although ParentSquare reaches all district families and multiple reminders were sent, the district did not meet its target of 55% parent participation. Parent participation declined from 39% in 2024–25 to 28% in 2025–26. While the feedback received was valuable and representative of engaged stakeholders, increasing parent participation remains an area of focus for future implementation. The district will continue exploring additional strategies to improve survey participation and ensure broader family representation in the decision-making process.

Action 2.2: The district continued to monitor and address student attendance through attendance tracking, family outreach, and intervention efforts. Despite these efforts, the overall chronic absenteeism rate increased from 7.1% to 8.1%. The Hispanic student subgroup demonstrated improvement, moving from a chronic absenteeism rate of 8.8% and achieving Green performance status on the California School Dashboard. However, the Socioeconomically Disadvantaged subgroup experienced an increase from 11.6% to 19.4%. These increases reflect ongoing challenges related to student illness, family circumstances, transportation issues, and other barriers that can impact consistent attendance. The district will continue to analyze attendance data and strengthen targeted interventions for student groups experiencing higher rates of absenteeism.

Action 2.5: The district successfully maintained communication with all families through ParentSquare, achieving 100% family connectivity. Consistent communication ensured that households received important school information, event announcements, attendance notifications, and access to resources. This achievement strengthened family engagement and supported positive home-school partnerships throughout the year.

Action 2.6: The district conducted its annual review of middle school programs and elective offerings to evaluate student participation, engagement, efficiency, and alignment with academic and social-emotional goals. This ongoing process provided valuable information for planning future course offerings and ensuring that programs continue to meet the needs and interests of students while supporting district priorities.

Overall, the district successfully implemented the majority of planned actions under this goal. Key successes included meaningful stakeholder participation in the LCAP process, full family engagement through ParentSquare, and continued program evaluation efforts. The primary challenge remained addressing chronic absenteeism among certain student groups, which will continue to be an area of focus in the coming year.

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

Action 2.1
Parent and Student Input
The district budgeted $900 for stakeholder engagement and survey tools associated with gathering parent and student input. Actual expenditures totaled $1,080 due to increased costs associated with the SurveyMonkey platform and related survey administration expenses.

The additional expenditure supported the district's continued commitment to collecting meaningful stakeholder feedback to inform LCAP development and decision-making.

Action 2.4
Student Engagement Opportunities
The district budgeted $80,450 for student engagement opportunities and estimated actual expenditures were $89,703.The difference is attributed to slightly higher than anticipated expenditures in certain planned activities and purchases during the school year. Funding for this action is provided directly through the Spartan Alliance (PTA) and the Los Olivos Foundation, both parent-led organizations that support student programs and enrichment opportunities. These funds were used to support electives, technology enhancements, campus beautification projects, principal discretionary funds, and garden-related expenses.

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

Action 2.1
Parent and Student Input
The district continues to seek parent and student input through surveys, meetings, and informal feedback opportunities. This action has been effective in helping the district identify areas of strength and opportunities for improvement while ensuring that stakeholder voices are considered in decision-making processes.

Action 2.2
Student Attendance Monitoring Rates
This action has been effective in maintianing high student attendance. Regular monitoring of attendance data has allowed the district to identify attendance concerns early and provide timely interventions. As a result, the district's chronic absenteeism rate has improved, demonstrating the effectiveness of this practice.

Action 2.3
School Attendance Review Board (SARB) Process and Attendance Letters
The SARB process and attendance notification letters have been effective in supporting students who are chronically absent. Consistent communication with families and the implementation of intervention strategies have maintained high level of student attendance and increased awareness of the importance of regular school attendance.

Action 2.4
Student Engagement Opportunities
This action has been effective in supporting student engagement and enhancing the overall learning environment. The Principal, Spartan Alliance, and Los Olivos Foundation presidents regularly collaborate to identify and prioritize funding opportunities for electives, field trips, assemblies, technology, and the school garden. These programs provide students with enriching educational experiences beyond the core curriculum and contribute to increased student engagement and school connectedness. The continued financial commitment from these parent-led organizations demonstrates the value and effectiveness of these opportunities. The district budgeted $80,450 during the previous year and has allocated $77,000 for the 2026–27 school year, reflecting continued support for these programs while maintaining a sustainable funding level.

Action 2.5
Family Communication Through ParentSquare
This action has been highly effective. ParentSquare has enabled the district to communicate with 100% of families, ensuring that parents receive timely information regarding school events, student activities, attendance, and important announcements. The platform has strengthened family engagement and improved communication between home and school. The district's ability to consistently reach all families supports increased participation in school activities and promotes stronger partnerships with parents.

Action 2.6
Evaluate Middle School Programs
The district continues to evaluate middle school programs to ensure they meet the academic, social, and developmental needs of students. This process has been effective in identifying program strengths and areas for improvement, helping the district make informed decisions regarding curriculum, student supports, and enrichment opportunities.

Action 2.7
School Nutrition Program
This action is expected to have a positive impact on student well-being, attendance, and readiness to learn. The district is working toward operating its own kitchen to provide breakfast and lunch services directly to students. This action is principally directed toward supporting Socioeconomically Disadvantaged students by ensuring access to two healthy meals each school day; however, all students will benefit from improved meal access and nutrition. Research consistently shows that students who have access to nutritious meals are better prepared to engage in learning and maintain consistent attendance. The district has budgeted $92,743 in both 2025–26 and 2026–27 to support the implementation and sustainability of this effort. As the program continues to develop, the district anticipates positive outcomes for student health, engagement, and academic success.

Action 2.8
Service Projects
This action has been highly effective. All students participated in service-learning projects either on campus or within the community. These opportunities fostered civic responsibility, leadership skills, and a sense of connection to the school and local community while supporting the district's goal of developing well-rounded students.

Action 2.9
Morning Meetings and Referrals
Morning meetings and the referral process have been highly effective in supporting students' social-emotional needs. The practice has strengthened student connections with staff, promoted a positive school climate, and increased appropriate referrals to the district's Licensed Marriage and Family Therapist (LMFT). Students have benefited from timely access to counseling and support services, contributing to their overall well-being and success in school.

Overall, these actions have contributed positively toward achieving the goal by increasing student engagement, strengthening family communication, and expanding access to resources that support student well-being and success. Continued implementation and monitoring will help ensure these actions remain effective and responsive to student and family 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.

Based on a review of implementation data, stakeholder feedback, and student outcome measures, the district has made only minor adjustments to this goal for the coming year. The overall goal remains unchanged, as the actions continue to align with district priorities related to family engagement, student connectedness, attendance, and student well-being.

The district will continue to utilize annual LCAP survey results to guide decision-making and ensure stakeholder voices are reflected in district planning. Given the success of ParentSquare in reaching 100% of families, the district will maintain and expand its use of the platform to further strengthen communication and family engagement.

In response to attendance data showing an increase in chronic absenteeism, particularly among Socioeconomically Disadvantaged students, the district will place additional emphasis on attendance monitoring, family outreach, and early intervention strategies. While the action itself remains unchanged, implementation efforts will be strengthened to address identified attendance concerns.

Additionally, the district will continue moving forward with plans to operate its own school kitchen and provide breakfast and lunch services directly to students. This action remains a priority due to its potential to improve student wellness, readiness to learn, and support for Socioeconomically Disadvantaged students.

Funding levels for student engagement opportunities supported by the Spartan Alliance and Los Olivos Foundation have been adjusted slightly from $80,450 to $77,000 to reflect anticipated contributions and expenditures for the 2026–27 school year. This adjustment is not expected to reduce the quality or availability of enrichment opportunities for students.

Overall, the district's reflections indicate that the current goal and actions remain appropriate, with refinements focused on strengthening implementation, addressing attendance challenges, and sustaining successful family engagement and student support programs.

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	Parent and Student input.	The Principal will utilize SurveyMonkey software to seek parent input to inform decision making, through the CHKS, & LCAP survey results. This will further determine the needs and necessary services of our English Learners and Low Income students, as well as students with disabilities.	$1,080.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Student attendance monitoring rates.	School secretary to monitor attendance rates and inform the principal on a monthly basis. This action item is directed towards socioeconomically disadvantaged students and our Hispanic students to reduce chronic absenteeism.	$0.00	No
2.3	SARB process, send out attendance letters to support students who are chronically absent.	School secretary will monitor attendance rates and collaborate with the principal and SARB representatives to keep families informed of their students attendance.	$0.00	No
2.4	Student engagement opportunities	Principal, Spartan Alliance, and Los Olivos Foundation presidents will collaborate to discuss funding electives, field trips, assemblies and our school garden, to enhance the learning environment by engaging all students.	$77,000.00	No
2.5	Systemic out-reach to parents.	Los Olivos will continue using ParentSquare to communicate with educational partners.	$6,500.00	No
2.6	Evaluate Middle School programs	Principal and MS Team will review STEM program and electives to ensure student engagement.	$0.00	No
2.7	Nutritious breakfast and lunch program.	Los Olivos is looking to run their own kitchen to serve our students breakfast and lunch. This action is principally directed for our SED students and it will ensure that they are receiving two healthy meals a day, which will also benefit all students.	$92,743.00	No
2.8	Service projects	Develop and highlight internal and external service projects.	$0.00	No
2.9	Morning meetings and referrals	Our morning meeting data leads to referrals to our licensed Marriage and Family Therapist.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain the District plan, which provides for the long term financial health of the school district.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Los Olivos Elementary School, is a one school district. We are a small TK-8 school of 159 students. The financial goal is to remain in the black, and we currently have very healthy reserves of 47% which are critical to keeping the school in good repair, hiring and keeping qualified personnel, and also maintaining strong programs. Our Fiscal Specialist is in her 7th year and she is exceptional at knowing and understanding our budget. She works closely with the Santa Barbara County Office of Education to ask questions to maintain a positive budget. The Los Olivos school board is very conscientious of being good stewards of taxpayer dollars in order to keep the school in good operating order.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Budget certifications	100% certification. The district is projected to be able to meet its financial obligations all three years.	100% certification. The district is projected to be able to meet its financial obligations.	100% certification. The district is projected to be able to meet its financial obligations.	Maintain 100% certification 2026-2027.	We maintained a 100% certification.
3.2	Facility Inspection Tool (FIT)	100% EXEMPLARY mark of FIT observations.	100% EXEMPLARY mark of FIT observations on June 6, 2025	FIT observations is schedule for June, 30,2026	Maintain an EXEMPLARY mark with a 100% of FIT observations 2026-2027	We maintained EXEMPLARY mark witrh a 100% of FIT observations.

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 was able to implement the majority of the planned actions associated with this goal effectively and with fidelity. The initiatives outlined in the LCAP were carried out as intended and contributed positively to maintaining fiscal stability, operational efficiency, and effective governance. Regular budget updates to the Board, ongoing collaboration regarding facilities and maintenance needs, and fiscal planning support all occurred as planned and provided meaningful benefits to the district.

One notable exception was Action 3.2 – Brown Act Training for the Board of Trustees. While the district had planned to provide Brown Act training during the 2025–26 school year, the training was not completed. During the year, all Board members participated in the newly required Ethics Training pursuant to Assembly Bill 2158. Coordinating the schedules of all five Board members for this mandatory training proved challenging and limited the district's ability to schedule an additional Brown Act training session during the same timeframe.

Although the Brown Act training was not implemented as planned, the district remains committed to ensuring that all Board members have the knowledge necessary to effectively fulfill their governance responsibilities. This need is particularly important given recent changes in Board membership and the importance of maintaining compliance with open meeting laws. As a result, Brown Act training will be a priority focus during summer planning and calendaring for the 2026–27 school year.

Despite this challenge, the district successfully implemented the remaining actions within this goal. Key successes included maintaining transparent communication with the Board regarding fiscal matters, proactively addressing facilities and maintenance needs, and strengthening budget planning through ongoing consultation and fiscal analysis. These efforts contributed to informed decision-making, responsible stewardship of district resources, and continued support for student programs and services.

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 3.2 – Brown Act Training for Board Members
The district budgeted $1,580 for Brown Act training for Board members; however, actual expenditures were $870.00 because the training was not conducted during the 2025–26 school year. Scheduling challenges associated with changes in Board membership and coordinating the availability of all Board members, combined with the completion of the mandatory AB 2158 Ethics Training, prevented the district from implementing the training as planned. The district intends to prioritize Brown Act training during the 2026–27 school year.

Action 3.4 – Professional Development and Consultation Services
The district budgeted $3,500 for professional development and consultation services with Scott Siegel; however, actual expenditures totaled $1,625. The lower expenditure reflects cost savings while still providing regular consultation and support to the Principal/Superintendent. Through ongoing meetings focused on budget development, fiscal analysis, long-term planning, and negotiation preparation, the district was able to achieve the intended outcomes of the action at a lower cost than originally anticipated. The consultation services effectively strengthened the Principal/Superintendent's capacity to manage the district's fiscal responsibilities and maintain fiscal solvency.

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

Action 3.1
Board Budget Updates and Fiscal Transparency
This action was highly effective in supporting the district's goal of maintaining fiscal stability and transparency. The Principal/Superintendent regularly provided budget updates to the Board throughout the year, ensuring that trustees remained informed about revenues, expenditures, budget projections, and fiscal challenges. These ongoing discussions promoted shared accountability, informed decision-making, and a clear understanding of the district's financial position.

Action 3.2
Brown Act Professional Development
The district planned to provide Brown Act professional development for Board members during the 2025–26 school year to strengthen governance practices and ensure continued compliance with open meeting requirements. However, this action was not implemented as planned. Due to scheduling conflicts and changes in Board membership throughout the year, the district was unable to identify a time when all Board members could participate in the training.
As a result, the professional development did not occur, and the budgeted funds were not expended. This represents a substantive difference between the planned action and actual implementation. The primary challenge was coordinating schedules among Board members while maintaining regular Board business and accommodating membership transitions.
The district recognizes the importance of Brown Act training and plans to revisit this action in the future to ensure all Board members receive consistent training on governance responsibilities, legal requirements, and best practices for conducting public meetings

Action 3.3
Facilities Maintenance and Campus Upkeep
This action was effective in maintaining safe, clean, and well-functioning facilities. The Principal/Superintendent met or communicated monthly with the school custodian to review campus needs, prioritize maintenance projects, and address facility concerns. This consistent collaboration allowed issues to be identified and resolved in a timely manner, contributing to improved campus conditions, operational efficiency, and a positive learning environment for students and staff.

Action 3.4
Fiscal Planning and Leadership Support
This action was highly effective in strengthening the district's fiscal management and long-term planning efforts. The Principal/Superintendent met monthly with retired superintendent Scott Siegel to review budget assumptions, analyze fiscal trends, evaluate financial projections, and prepare for collective bargaining negotiations. These meetings provided valuable expertise and guidance, helping to build leadership capacity, support fiscal solvency, and contribute to successful negotiations with certificated staff. The collaboration also enhanced the district's ability to make informed financial decisions while maintaining a balanced budget.

Overall, these actions have been extremely effective in advancing the district's goal of fiscal responsibility and operational efficiency. Regular communication with the Board, proactive facilities management, and ongoing fiscal planning have strengthened transparency, supported sound decision-making, and helped ensure the district remains financially stable while continuing to meet the needs of students and staff.

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.

This past school year 2025-2026 the Los Olivos Board underwent Mandatory Ethics Training Requirement Assembly 2158, but based on our reflections and implementation review from the previous year, the only change made to the planned goals, metrics, target outcomes, or actions for the coming year is the inclusion of a scheduled Brown Act training for the Los Olivos Board of Trustees early in the 2026–2027 school year. This adjustment addresses the missed implementation of Action Item 3.2 and reflects our commitment to ensuring all board members—particularly new appointees—receive timely and comprehensive governance training. No other substantive changes to goals, metrics, or action plans were deemed necessary at this time.

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	Fiscally sound budget, including analyzing allocations and interim budget checks.	Principal, Fiscal Specialist and Governing Board will receive a monthly budget update to maintain transparency and keep all informed of the current state of the budget.	$0.00	No
3.2	Brown Act professional development.	Principal and Governing board members to participate in Brown Act training from Lozano Smith.	$1,580.00	No
3.3	Campus grounds including play areas, equipment, and facilities.	Principal and lead custodian meet monthly to discuss school campus needs in order to maintain the quality of the campus.	$0.00	No
3.4	Professional development and consultation with Leaders 4ward.	The Principal meets monthly with Scott Siegel retired Superintendent to understand our budget, trends, and determine if we are fiscally sound.	$3,500.00	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
$$78,152	$$0.00

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
3.985%	0.000%	$0.00	3.985%

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
1.4	**Action:** English RTI **Need:** While our CAASPP English scores for all students are 18.6 above the standard, our socioeconomically disadvantaged sub group is 55.9 points below standard in 2024-2025. **Scope:**	English RTI will be used as a safety net to find strugglng students much earlier in the process and catch them up to speed for their next grade level, as well as state testing.The Dibels benchmark assessment and STAR testing benchmarks at the beginning of the year will lead to earlier diagnosing of struggling students, specifically, our EL and SED students. Los Olivos is providing this action schoolwide to effectively target and to address the diverse academic needs of all of our students.	Dibels benchmarks, STAR testing benchmarks, formative and summative assessments in the classroom and CAASPP testing for SED students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.5	**Action:** Math RTI **Need:** While our CAASPP Math scores for all students are 9.8 points below the standard, our socioeconomically disadvantaged sub group is 24.3 points below standard in 2024-2025. **Scope:** Schoolwide	Math RTI will be used as a safety net to find strugglng students much earlier in the process and catch them up to grade level, as well as to improve state testing. We have purchased IXL for the 2024-2025 school year grades 1-5 for benchmark assessing. and we will continue with it in 2025-2026. IXL's benchmark assessment at the beginning of the school year will lead to earlier diagnosing of struggling students, specifically, our EL and SED students. Los Olivos is providing this action schoolwide to effectively target and to address the diverse academic needs of all of our students.	IXL benchmarks, formative and summative assessments in the classroom and CAASPP testing for SED students.
1.7	**Action:** After school enrichment **Need:** After school enrichment is specifically directed towards our socio- economically disadvantaged students whose rates of chronic absenteeism increased from 11.6% in 2023-2024, to 19.4% in 2024-2025. **Scope:** Schoolwide	Los Olivos will provide enrichment which is student interest driven to increase engagement and improve chronic absenteeism. Equitable access to all subject matter including Art, Music, and Spanish and CTE courses for our Middle school students. This access serves to engage our EL's and SED students at higher levels as well as introducing them to career pathways. Los Olivos is providing this action to address, engage, students and reduce our chronic absenteeism rates. Although the enrichment is specifically directed towards our SED students with CA, Los Olivos is also providing this action schoolwide to effectively target and to address the diverse academic needs of all of our students.	Chronic absenteesim for SED students, as well as Parent, student, and faculty surveys, and teacher feedback, course enrollment and student attendance.
1.8	**Action:** Intervention-Teacher coaching and mentoring. **Need:**	To help our English learners and our low income students, specifically focusing on tier 1 whole classroom and tier 2 small group interventions because the two sub group students mentioned are below grade level. We also have a strong RTI	Math and English benchmarks, teacher evaluations, and CAASPP test scores for SED students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While our CAASPP English scores for all students are 18.6 above the standard, our socioeconomically disadvantaged sub group is 55.9 points below standard in 2024-2025, and while our CAASPP Math scores for all students are 9.8 points below the standard, our socioeconomically disadvantaged sub group is 24.3 points below standard in 2024-2025. Intervention, teacher coaching and mentoring will principally support our English learners and our low income students that participate at higher rates in our RTI program. Six out of our ten teachers have been at Los Olivos for four years or less. Coaching and mentoring will offer them support as well as retention of new teachers. Lastly our CAASPP Math scores are 9.8 points below standard, and our English CAASPP scores are 18.6 points above statndard. CAASPP information is from 2024-2025. **Scope:** Schoolwide	program, our TK-5 teachers receive coaching and mentoring from a local Reading Specialist. This focused approach serves as a support for not only our English learners and our low income students, but also our highly skilled teachers. Los Olivos is providing this action to identify and address learning gaps early-on to help close the achievement gap for our students. Also, providing this action schoolwide to effectively target and to address the diverse academic needs of all of our students.	
1.10	**Action:** Library Media Services to support student literacy **Need:** While our CAASPP English scores for all students are 18.6 above the standard, our socioeconomically disadvantaged sub group is 55.9 points below standard in 2024-2025. Our socioeconomically disadvantaged students chronic absenteeism rose from	This action will provide before and after school access to all of our students, with a librarian there to support them, but specifically our EL and SED children who dont have access to books at home. It also serves as a resource for our students who have projects due as grades TK-5 have library time built into their weekly schedule. Also, some of our EL and SED students families have to drop off their students early to get to their jobs, or they are not able to pick-up their child in the middle of the day at 2:45, and often they lack the financial	CAASPP ELA and chronic absenteeism for SED students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	11.6% in 2023-2024 to 19.4% in 2024-2025. Input from educational partners indicates the need for providing a safe space before and after school to support all of our students to improve chronic absenteeism. **Scope:** Schoolwide	means to pay for after school care. This action targets the above mentioned, and will provide additional instructional support. Los Olivos is providing this schoolwide action to address, engage students, and reduce our chronic absenteeism rates.	

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.

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,961,248	$78,152	3.985%	0.000%	3.985%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$425,249.00	$58,236.00	$93,417.00	$14,000.00	$590,902.00	$160,318.00	$430,584.00

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	Credentialing	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Standards-all students have access to standard aligned textbooks.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	PLC's	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	English RTI	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools	ongoing	$30,000.00	$350.00	$30,350.00	$0.00	$0.00	$0.00	$30,350.00	
1	1.5	Math RTI	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools	ongoing	$10,000.00	$350.00	$10,350.00	$0.00	$0.00	$0.00	$10,350.00	
1	1.6	Parent Engagement	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.7	After school enrichment	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools	ongoing	$8,000.00	$0.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	
1	1.8	Intervention-Teacher coaching and mentoring.	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools	ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
1	1.9	Spanish offered to the Middle School grades 6-8	All	No			All Schools	ongoing	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	$0.00	$15,000.00	
1	1.10	Library Media Services to support student literacy	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools	ongoing	$32,540.00	$2,000.00	$33,540.00	$0.00	$1,000.00	$0.00	$34,540.00	
1	1.11	Math Assessment tool for elementary grades.	All	No			All Schools	ongoing	$0.00	$1,688.00	$0.00	$1,688.00	$0.00	$0.00	$1,688.00	
1	1.12	English Language Development	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.13	Special Education Support	All	No			All Schools	ongoing	$0.00	$298,571.00	$298,571.00	$0.00	$0.00	$0.00	$298,571.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.1**	Parent and Student input.	All	No			All Schools	ongoing	$0.00	$1,080.00	$1,080.00	$0.00	$0.00	$0.00	$1,080.00	
2	**2.2**	Student attendance monitoring rates.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.3**	SARB process, send out attendance letters to support students who are chronically absent.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.4**	Student engagement opportunities	All	No			All Schools	ongoing	$0.00	$77,000.00	$0.00	$0.00	$77,000.00	$0.00	$77,000.00	
2	**2.5**	Systemic out-reach to parents.	All	No			All Schools	ongoing	$0.00	$6,500.00	$6,500.00	$0.00	$0.00	$0.00	$6,500.00	
2	**2.6**	Evaluate Middle School programs	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.7**	Nutritious breakfast and lunch program.	All	No			All Schools	ongoing	$64,778.00	$27,965.00	$21,778.00	$56,548.00	$417.00	$14,000.00	$92,743.00	
2	**2.8**	Service projects	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.9**	Morning meetings and referrals	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.1**	Fiscally sound budget, including analyzing allocations and interim budget checks.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.2**	Brown Act professional development.	All	No			All Schools	ongoing	$0.00	$1,580.00	$1,580.00	$0.00	$0.00	$0.00	$1,580.00	
3	**3.3**	Campus grounds including play areas, equipment, and facilities.	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.4**	Professional development and consultation with Leaders 4ward.	All	No			All Schools	1 year	$0.00	$3,500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,961,248	$78,152	3.985%	0.000%	3.985%	$92,240.00	0.000%	4.703 %	**Total:**	$92,240.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$92,240.00

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	**1.4**	English RTI	Yes	Schoolwide	English Learners Low Income	All Schools	$30,350.00	
1	**1.5**	Math RTI	Yes	Schoolwide	English Learners Low Income	All Schools	$10,350.00	
1	**1.7**	After school enrichment	Yes	Schoolwide	English Learners Low Income	All Schools	$8,000.00	
1	**1.8**	Intervention-Teacher coaching and mentoring.	Yes	Schoolwide	English Learners Low Income	All Schools	$10,000.00	
1	**1.10**	Library Media Services to support student literacy	Yes	Schoolwide	English Learners Low Income	All Schools	$33,540.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$730,871.00	$682,785.00

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**	Credentialing	No	$0.00	$0.00
1	**1.2**	Standards-all students have access to standard aligned textbooks.	No	$0.00	$0.00
1	**1.3**	PLC's	No	$0.00	$0.00
1	**1.4**	English RTI	Yes	$48,600.00	$25,800.00
1	**1.5**	Math RTI	Yes	$22,069.00	$9696.00
1	**1.6**	Parent Engagement	No	$0.00	$0.00
1	**1.7**	After school enrichment	Yes	$8,000.00	$514.00
1	**1.8**	Intervention-Teacher coaching and mentoring.	Yes	$12,000.00	$10582.00
1	**1.9**	Spanish offered to the Middle School grades 6-8	No	$18,000.00	$0.00
1	**1.10**	Library Media Services to support student literacy	Yes	$27,526.00	$31,902.00
1	**1.11**	Math Assessment tool for elementary grades.	No	$440.00	$1688.00

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	English Language Development	No	$0.00	$0.00
1	1.13	Special Education Support	No	$408,563.00	$408,563.00
2	2.1	Parent and Student input.	No	$900.00	$1,080.00
2	2.2	Student attendance monitoring rates.	No	$0.00	$0.00
2	2.3	SARB process, send out attendance letters to support students who are chronically absent.	No	$0.00	$0.00
2	2.4	Student engagement opportunities	No	$80,450.00	$89,703.00
2	2.5	Systemic out-reach to parents.	No	$6,500.00	$6,484.00
2	2.6	Evaluate Middle School programs	No	$0.00	$0.00
2	2.7	Nutritious breakfast and lunch program.	No	$92,743.00	$94,278.00
2	2.8	Service projects	No	$0.00	$0.00
2	2.9	Morning meetings and referrals	No	$0.00	$0.00
3	3.1	Fiscally sound budget, including analyzing allocations and interim budget checks.	No	$0.00	$0.00
3	3.2	Brown Act professional development.	No	$1,580.00	$870.00

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	**3.3**	Campus grounds including play areas, equipment, and facilities.	No	$0.00	$0.00
3	**3.4**	Professional development and consultation with Leaders 4ward.	No	$3,500.00	$1,625.00

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)
$73,261.00	$117,195.00	$78,494.00	$38,701.00	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	1.4	English RTI	Yes	$48,600.00	$25,800		
1	1.5	Math RTI	Yes	$22,069.00	$9,696.00		
1	1.7	After school enrichment	Yes	$8,000.00	$514.00		
1	1.8	Intervention-Teacher coaching and mentoring.	Yes	$12,000.00	$10,582.00		
1	1.10	Library Media Services to support student literacy	Yes	$26,526.00	$31,902.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,944,608.00	$73,261.00	0.000	3.767%	$78,494.00	0.000%	4.036%	$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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