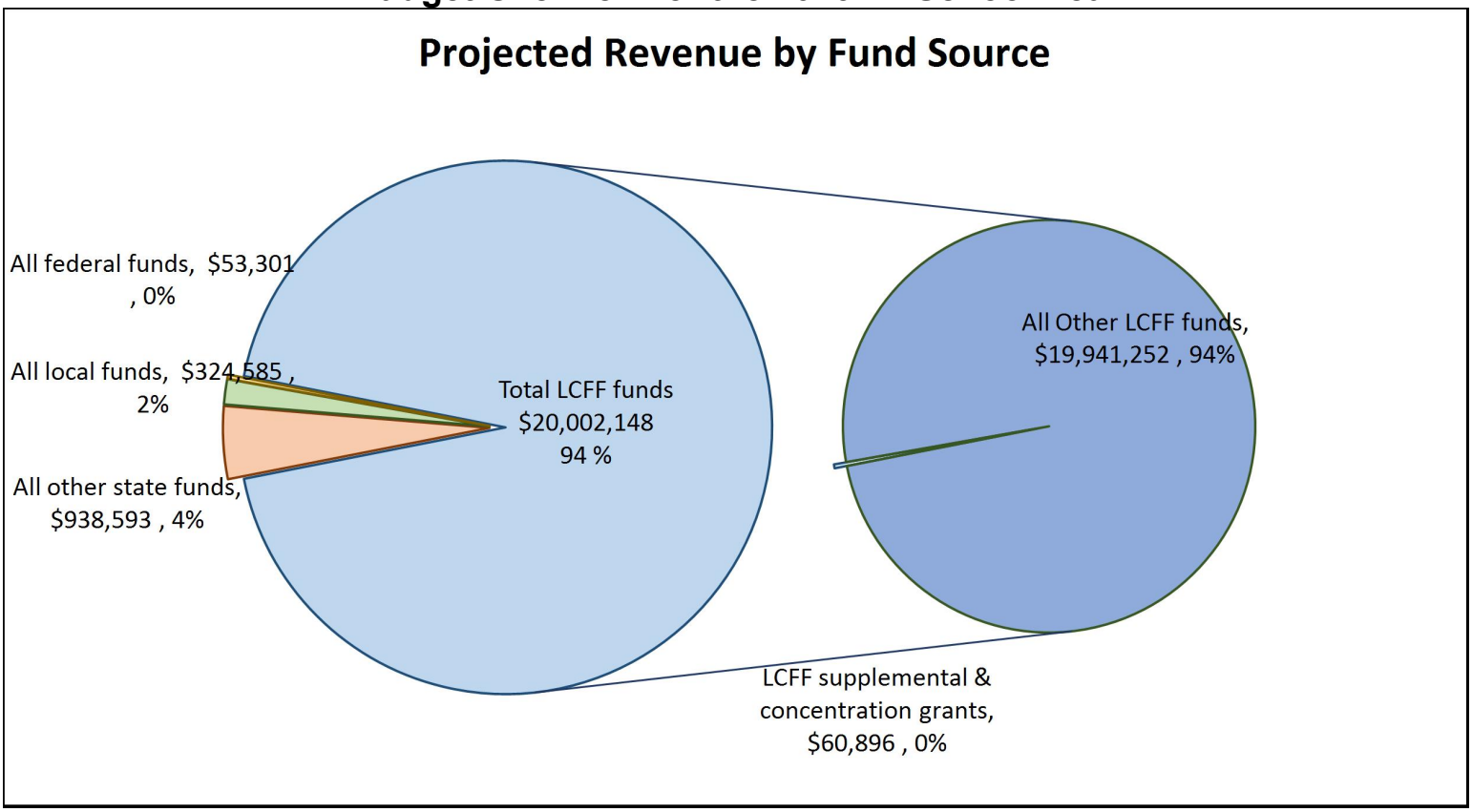
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Montecito Union School District
CDS Code: 42-69252-0000000
School Year: 2026-27
LEA contact information:
Anthony Ranii
Superintendent
aranii@montecitou.org
805-969-3249 ext. 401

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

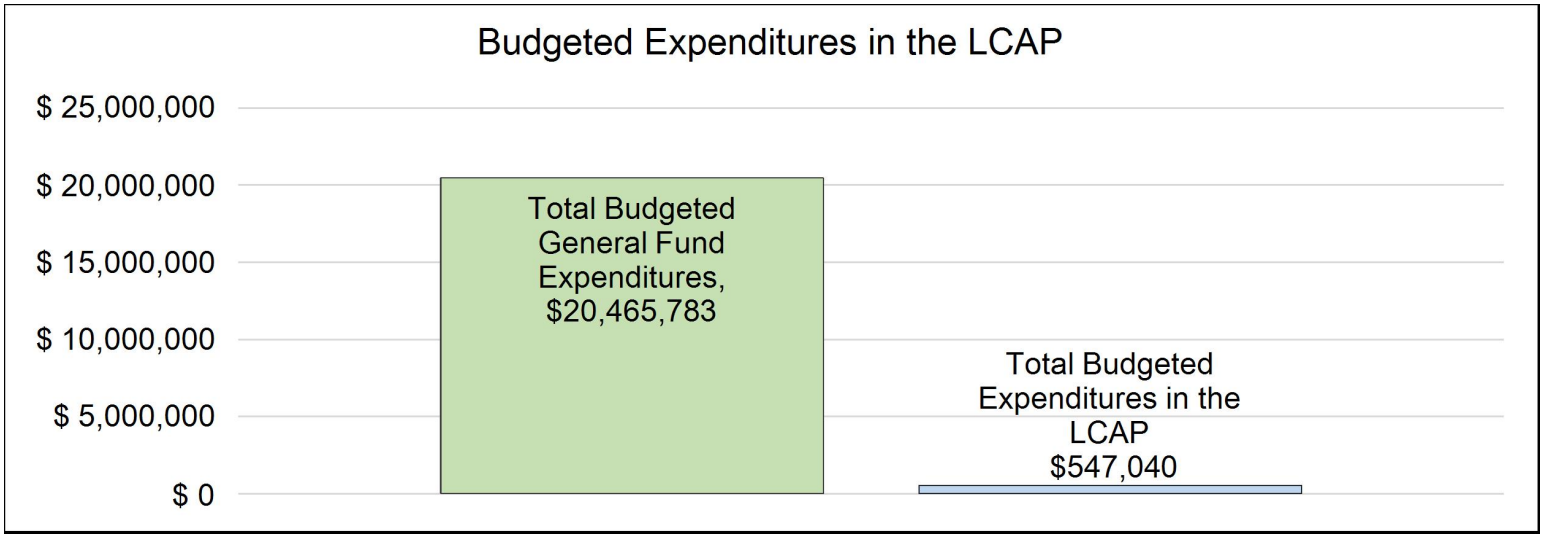


This chart shows the total general purpose revenue Montecito Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Montecito Union School District is $21,318,627, of which $20,002,148 is Local Control Funding Formula (LCFF), $938,593 is other state funds, $324,585 is local funds, and $53,301 is federal funds. Of the $20,002,148 in LCFF Funds, $60,896 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 Montecito Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Montecito Union School District plans to spend $20,465,783 for the 2026-27 school year. Of that amount, $547,040 is tied to actions/services in the LCAP and $19,918,743 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

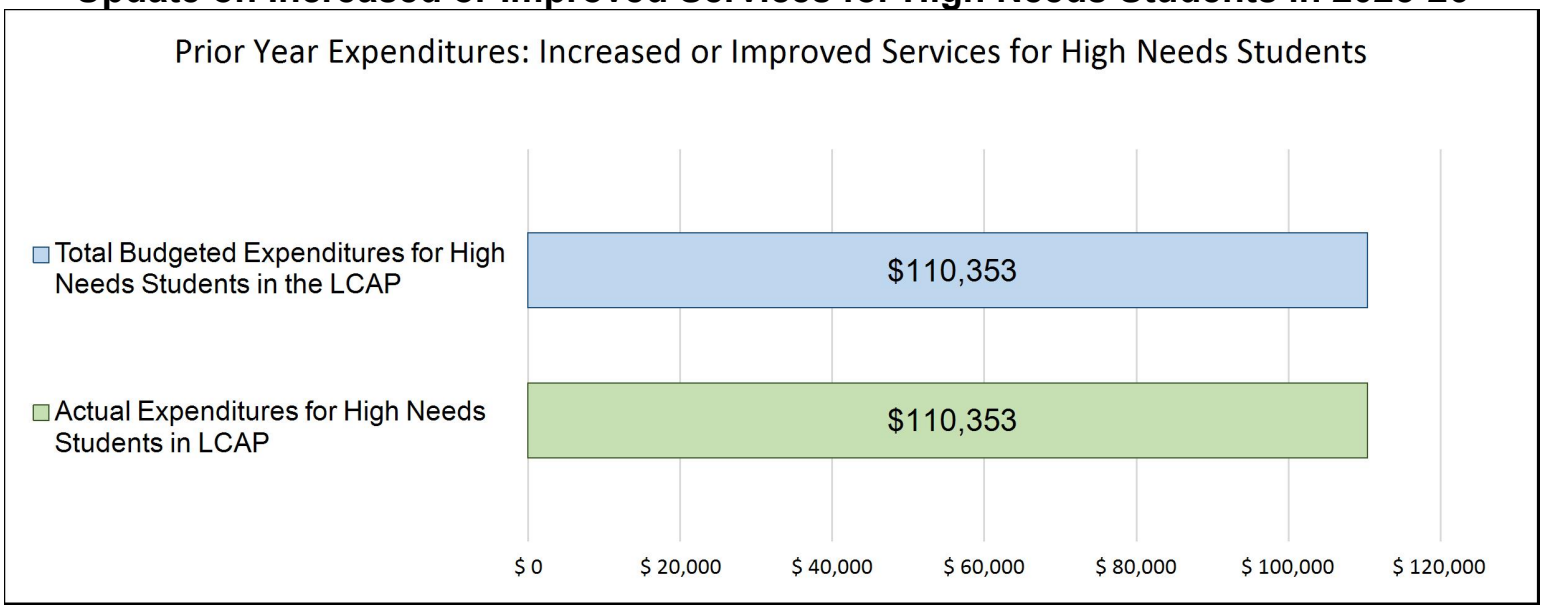
The Expenses not included in the LCAP are for costs related to instruction, including instructional materials, Special Education, staff salaries and benefits, general facilities upkeep, repairs, and utilities costs.

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

In 2026-27, Montecito Union School District is projecting it will receive $60,896 based on the enrollment of Foster Youth, English learner, and low-income students. Montecito Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Montecito Union School District plans to spend $116,542 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 Montecito Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Montecito Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Montecito Union School District's LCAP budgeted $110,353 for planned actions to increase or improve services for high needs students. Montecito Union School District actually spent $110,353 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Montecito Union School District	Anthony Ranii Superintendent	aranii@montecitou.org 805-969-3249 ext. 401

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.

Montecito Union School District is a one-school district serving the community of Montecito with transitional kindergarten through sixth grade and a current enrollment of approximately 394 students. It is governed by a five-member Board of Trustees and is administered by a superintendent, principal, assistant principal, and chief business official. The Montecito Union School District embraces continuous improvement and growth. MUSD has been named California Distinguished School numerous times, is a U.S. Department of Education Green Ribbon School, a U.S. Department of Education National Blue Ribbon School, and is a certified Habits of Mind School.

Montecito Union School District, a historic cornerstone of the community, is dedicated to providing a comprehensive educational foundation, cultivating a passion for learning, honoring the unique qualities and strengths of our children, and challenging them to attain their full potential. In order to ensure that each of our students get the time and attention they need, we attract and retain quality teachers who are provided with continual professional development opportunities, offer small class sizes with Board direction to maintain a school-wide average of no more than 18 students per class, and provide a dedicated instructional assistant for each classroom. Montecito Union School District is driven by the vision, strategic initiatives, and goals outlined in the Strategic Plan. This comprehensive document came out of an inclusionary planning process that involved all stakeholders. This effort involved a 1) Steering Committee made up of a representative group of teachers, staff members, parents, and administrators, 2) six engagement sessions, as well as 3) a survey for both staff members and parents. This process also allowed for a consideration of our Local Control Accountability Plan (LCAP as the LCAP complements our Strategic Plan.

We embrace our Mission: To launch inspired thinkers who positively impact the world.

We are guided by our Core Beliefs:

1. We commit to creating a school community in which each student is known and nurtured in an atmosphere of physical and emotional safety, as well as trust and respect.
2. We believe in seeking joy, wonder, and the love of learning.
3. We commit to providing a comprehensive experience that allows our students to reach their highest potential academically, artistically, athletically, and socially.
4. We believe collaboration among the community, parents, the school board, administration, and staff leads to decisions that are made in the best interest of our students. “Together we are better.”
5. We believe all students, employees and volunteers can meet high standards of excellence.
6. We commit to researching, developing, and applying best practices in order to continually improve all aspects of MUS.
7. We believe educators are learners who model and nurture intellectual curiosity and rigor, and interdisciplinary and collaborative inquiry.
8. We commit to designing and delivering a relevant, rigorous, and integrated curriculum that engages students in critical and creative thinking, and allows them to be inquirers and problem solvers.
9. We commit to teaching character attributes such as leadership, kindness, respect, persistence, integrity, courage, and empathy through example, digital citizenship, purposeful instruction, and meaningful application.
10. We believe service to others is an essential component of Montecito Union School and the greater community.
11. We commit to developing the dispositions of personal responsibility and accountability for our learning community.
12. We commit to modeling and promoting environmental stewardship.

At Montecito Union School, we believe in shared leadership, and much of our best thinking is done through committees and teams. These teams and committees change over time as the needs of our district change. Recent committees include: Safety, Character, Literacy, Math Adoption, Facilities, Teaching and Learning Collaborative, Strategic Initiatives Steering Committee, Project Connect (focused on the following mission: Strengthen our systems, structures, and practices to improve overall outcomes for students with special education, emotional, and/or neurodiverse needs by improving communication, collaboration, understanding, and trust between tier 1, tier 2, and tier 3 educators), and Curriculum Council. These Committees include a broad range of perspectives and stakeholders and often include teachers, classified staff members, parents, Board Members, and community members. These teams and committees provide feedback on our LCAP goals and progress. Whereas the Strategic Plan and Local Control Accountability Plan provides the “what and why” of our work, the work of these committees and teams provides the “how.” Montecito Union School has school-wide professional learning community (PLC) meetings led by the principal and other school leaders. In these collaborative sessions, teachers engage in professional growth opportunities and carry out work related to the Strategic Initiatives, the Local Control Accountability Plan, and specific action steps delineated by committees and other teams. The work continues in robust grade-level professional learning committees that meet weekly and are attended by the principal. This year, literacy has been our main focus for professional development, and much of our committee work was dedicated to the improvement of literacy achievement.

Parent participation is widely encouraged in a variety of ways. Every year, two comprehensive surveys are sent to parents about a wide range of topics. This informs our Local Control Accountability Plan as well as our Strategic Plan. Parents also attend and participate in committees, board meetings, performances, parent education and support classes, and Superintendent Coffees that take place monthly.

The Montecito Union School Foundation (MUSF) serves as our parent teacher organization. While MUSF meetings are open to all families, the MUSF Board serves as our LCAP Advisory Committee.

Our staff has been and continues to be, extensively trained in the tenets of Visible Thinking. Visible Thinking is a flexible and systematic research-based approach to integrating the development of students' thinking with content learning across subject matters. An extensive and adaptable collection of practices, Visible Thinking has a double goal: on the one hand, to cultivate students' thinking skills and dispositions, and on the other, to deepen content learning. By thinking dispositions, we mean curiosity, concern for truth and understanding, a creative mindset, not just being skilled, but also alert to thinking and learning opportunities and eager to take them on. When you walk into any of our classrooms, expect to see students being asked: Why? What makes you say that? Tell me more! Students are regularly asked to provide evidence for their answers, to engage in dialogue with each other, to connect to each other's thinking, to think deeply and abstractly, and to apply their understanding to novel situations. Throughlines help students make connections from facts, details, and formulas to patterns, trends, and ideas. We firmly believe that teaching students to think will empower them on high-stakes tests as well as in their future studies and careers.

Encompassing each academic area is our school-wide focus on implementing Costa and Kallick's 16 Habits of Mind. We were fortunate to be one of a handful of schools in the United States named as an International Habits of Mind School of Excellence. Art Costa and Bena Kallick have spent numerous days working with our staff and community so that we can better develop those mental qualities, attitudes, and dispositions that all students need to be successful, such as demonstrating persistence, flexibility, empathy and more. Teachers weave instruction in the Habits of Mind throughout all areas, such as identifying traits of historical figures or literary characters, seeing connections between persistent or flexible animals in science, or noting the importance of striving for accuracy in mathematics. The Habits of Mind serve as a framework for student character development. Proactive dialogue circles (Mustang Meetings) are utilized routinely in all classrooms as a vehicle for building Habits such as listening with empathy, thinking about thinking, managing impulsivity, thinking and communicating with clarity, thinking interdependently, and metacognition. Dialogue circles can be utilized for daily check-ins, establishing class norms, celebrating successes, and exploring solutions to ongoing conflicts and complex problems. This classroom routine supports students with vocalizing their needs and supporting others' needs in an effort to maintain a positive, safe, and productive school community. When conflict arises, administrators are trained in using dialogue circles as a vehicle for resolving issues. Staff members utilize dialogue circles in staff meetings and PLCs to establish common needs and explore potential conflicts. This serves as a model for students about our core values with respect to ongoing relationship building and conflict resolution. Over the course of a student's tenure at MUS, they will learn that the Habits of Mind help develop the grit and persistence necessary for lifelong success in a world where content knowledge is vast, fast, and fleeting. The circle structure becomes a key component in managing conflict.

The school utilizes restorative approaches for managing student misbehavior. This high-accountability, high-support system focuses energy on students identifying the impacts of their behavior and strategies for helping to mitigate these impacts. In addition to Mustang Meetings, mindfulness practices are embedded into the classroom and into recess to give students skills to slow down, better manage impulsivity, and increase focus and attention. At MUS, we see recess as an important element in students' social-emotional development. To support this development, daily pathways exist to allow students to explore service-learning opportunities, play sports, and participate in STEAM-based activities. These pathways provide structure to the recess and allow students to form new relationships around common interests.

Behind the scenes, much is happening to solidify and expand upon teachers' professional development. The staff meets in grade-level teams weekly to develop common throughlines, activities, and assessments. They analyze students' work together and talk about their

practice in order to grow professionally. The entire staff collaborates three times a month as well, practicing thinking routines, developing common expectations, engaging in action research and book studies, and attacking “big picture” issues in teaching and learning. In addition, each staff member has access to significant professional development dollars to use at their discretion with the approval of a leadership committee, allowing for our teachers to explore areas of particular interest and need outside of our larger school initiatives. As stated previously, literacy has been our key focus for professional development this year. Small class sizes are a part of our success, and the Board asks for classes to maintain a school-wide average of 18 students per class or fewer. This year, we have an average of approximately 16.4 students per class. We have instructional assistants in each classroom help us ensure that we provide each of our students with the time and attention he or she needs, and these diligent staff members are also given opportunities for professional development throughout the year.

The school implements and continuously refines an organized and articulated set of common benchmark assessments to help us celebrate student successes, while also enabling us to quickly identify students who are struggling. Regular child study meetings are held where a committee of diverse stakeholders (special educators, classroom teachers, specialists, administration and parents) come together to create individualized plans for student intervention that support achievement. In addition to a resource teacher, speech therapist, counselor, and psychologist, we also employ reading and math specialists to provide individual or small group intervention when students are struggling to have their needs met in the regular classroom.

In addition to our strong focus on language arts and mathematics, we also believe that our students benefit from development in the arts, world language, and other areas. Students enjoy regular visits to our well-equipped music and art rooms, our outdoor learning area called Nature Lab, our Science Lab, and our Innovation Lab.

Each second and third-grader is immersed in instruction with an individual violin for two years of strings study with a music specialist. In regards to technology, each third, fourth, fifth, and sixth-grader is assigned an Apple laptop for composition, research, and presentations, while TK-2 students are each assigned an iPad. We have a balanced view of technology, wanting students to be adept at technology but also valuing human interaction wanting to think carefully about screen time in the school. Our art teachers display the students’ amazing works of art in our professionally designed art gallery. Our physical education teachers help support healthy living and sportsmanship through bi-weekly outdoor sessions for each class. Our Spanish teachers work with students twice weekly, encouraging cultural awareness and language acquisition. Our science specialist coordinates lessons in our Science Lab and our Innovation Lab with exciting equipment and materials in addition to engaging STEAM activities to support classroom science units. A math specialist supports teachers by helping design lessons and providing professional development, as well as providing MTSS support for students. A librarian is on hand for weekly classroom visits and is available to help connect students to over 8,500 physical titles as well as over ten literary and research databases. Students receive instruction in computer science, the safe use of technology, coding, robotics, multimedia, and more.

Students at Montecito Union receive an enriched education through many other activities supported generously by the MUSF. Individual grade levels partake in residencies, bringing in experts for extended study of African drumming, movement, poetry, storytelling, primitive living, and much more. Numerous field trips bring learning to life, helping students make connections to discussions and text in the classroom. All of these incredible attributes of Montecito Union help us to provide our students with our vision of a global standard of educational excellence. We prepare our students to think, to be good citizens, to appreciate and understand the arts, and ultimately to fulfill our mission by launching inspired thinkers who positively impact the world!

Reflections: Annual Performance

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

Looking at the 2025 California School Dashboard, there is much to celebrate. Additionally, there are some indications that continued effort is needed.

ACADEMIC PERFORMANCE
English Language Arts: For "all students," we are pleased with the "Blue/Highest of Five Bands" academic achievement in English Language Arts with 106.7 points above standard. All reported statistically significant groups were also in the "Blue/Highest of Five Bands" category. No performance color was reported for the following student groups as there were not enough students in the category to report the data publicly: African American, English learners, Hispanic, homeless, two or more races, scoioeconomically disadvantaged, and students with disabilities.

Mathematics: For "all students," we are pleased with the "Blue/Highest of Five Bands" academic achievement in Mathematics with 94.9 points above standard. All reported statistically significant groups were also in the "Blue/Highest of Five Bands" category. No performance color was reported for the following student groups as there were not enough students in the category to report the data publicly: African American, English learners, Hispanic, homeless, two or more races, scoioeconomically disadvantaged, and students with disabilities.

English Learner Progress: We have a small number of English learners with seven students, so, as indicated above, they did not receive a performance color on the academic standards. 100% of our students were rated to have maintained their ELPI level of 1, 2L, 2H, 3L, or 3H. We will continue to support these learners, helping them progress in their English language acquisition.

Implementation of Academic Standards: We are pleased to have met the standard for the implementation of state academic standards.

ACADEMIC ENGAGEMENT
Chronic Absenteeism: The Dashboard shows that for "all students" the chronic absenteeism rate was 7.4%. While this is significantly better than the California state average of 17.1%, we were rated as "Orange/Fourth Highest of Five Bands" largely because our chronic absenteeism increased by 0.7%. Two student groups performed at the "Blue/Highest of Five Bands" level for chronic absenteeism: Hispanic and two or more races. Two student groups performed at the "Orange/Fourth Highest of Five Bands" level: students with disabilities and white. Four student groups did not receive a performance color as they are present in numbers not high enough for public reporting: African American, English learners, homeless, socioeconomically disadvantaged.

While chronic absenteeism does not appear to be influencing student performance, this is an area for growth.

One reason for the change is the increase in expectations for students to receive credit for independent study. When the state raised the requirements, we found significant decrease in the number of families who chose to pursue independent study and a significant decrease in the students that completed the required work for independent study. Moving forward, we will modify our actions to include referral of families to the South Santa Barbara County School Attendance Team as needed to further support them in reaching attendance goals.

Particular analysis and attention will be paid to the student subgroups rated "Orange/Fourth Highest of Five Bands." Please see the analysis of Goal 2 for more information.

Access to a Broad Course of Study: we are pleased to have met this standard. All our students have access to access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

CONDITIONS AND CLIMATE
Suspension Rate: The Dashboard shows that for "all students" the suspension rate was that 1.2% of students were suspended for at least one day. While this is less than half the average rate of the state at 2.9%, we were given an "Orange/Fourth Highest of Five Bands" largely because our suspension rate increased by 1.2% (from 0% to 1.2%). Two student groups performed at the "Blue/Highest of Five Bands" level for suspension rate: Hispanic, two or more races, and students with disabilities. One student group performed at the "Orange/Fourth Highest of Five Bands" level: white. Four student groups did not receive a performance color as they are present in numbers not high enough for public reporting: African American, English learners, homeless, socioeconomically disadvantaged.

With such a small pupil number in our district, even small changes can sometimes lead to statistically significant percentage changes, and this is especially true in this case. We use suspensions rarely, and do not feel any changes to our actions are appropriate at this time, especially as our overall rate is so low. That said, we will monitor this closely and continue to pursue the actions of conditions and climate described in our LCAP. If this rate rises again, we will make changes to our existing actions or create new actions, but after an analysis of this issue we have chosen not to make changes to actions at this time.

Basics: Teachers, Instructional Materials, Facilities. We are pleased to have met this standard. 96.8% of our teachers are rated clear (compared to a state average of 82.5% and a county average of 83.6%); all of our students have access to curriculum-aligned instructional materials; our school facilities are safe, clean, and functional as shown by our yearly facilities assessment tool.

Parent and Family Engagement. We are pleased to have met this standard. We build strong relationships between school staff and families as evidenced by our comprehensive yearly surveys and attendance at events throughout the year. We build partnerships for student outcomes as evidenced by the high participation rates at conferences. We seek input for our decision making during Superintendent Coffees, during Board Meeting, and during Montecito Union School Foundation Meetings.

Local Climate Survey. We have met this standard according our our yearly comprehensive surveys.

INFORMATIONAL PURPOSES
Science: For "all students," we are pleased with the "Blue/Highest of Five Bands" academic achievement in Science with 26.3 points above standard. One student groups performed at the "Blue/Highest of Five Bands" level for suspension rate: white. No other student groups were reported as the numbers of students were too low.

English Language Arts Growth: For "all students" we are pleased to have demonstrated "Exceptional Growth/Highest of Five Categories." All reported student groups were either in the "Exceptional Growth/Highest of Five Category" or the "Accelerated/Second Highest of Five Groups Category."

Mathematics Growth: For "all students" we are pleased to have demonstrated "Exceptional Growth/Highest of Five Categories." All reported student groups were either in the "Exceptional Growth/Highest of Five Category" or the "Accelerated/Second Highest of Five Groups Category."

We received $4,826 of Learning Recovery Emergency Block Grant (LREBG) funding in the 2025-2026 school year. We have not expended these limited funds, and will do a needs assessment survey before expending any of these funds in the future.

Reflections: Technical Assistance

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

Not applicable.

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.

No schools in the district are eligible.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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

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

This section is broken up into two sections, separated by line breaks. The first section explains how the 2024 LCAP was influenced by the feedback provided by educational partners. The second section explains how educational partners influenced the 2026 LCAP.

The Montecito Teachers' Association (MTA) gave feedback during monthly meetings between MTA leaders and school administrators from September, 2023-June 2024. They had the ability to ask questions and give feedback during live meetings, and also had access to a shared document from January 2024-May 2024 with the draft goals, metrics, and actions. As a direct result of this engagement, Goal 1, Action 2 was changed to stress the importance of an aligned curriculum. That action now reads: "In collaboration with teachers, Santa Barbara County Education Office (SBCEO) administrators, and service providers, administrators will provide aligned, appropriate, effective materials and instruction to all students. This includes effective classroom instruction and Tier 2 intervention." In addition, MTA agreed with the premise behind three goals: one stressing academics, one focusing in chronic absenteeism, and one which encompasses safety.

Parents gave input in a variety of ways. They were able to attend Superintendent Coffees monthly from August, 2023 to June, 2024 where they were able to give feedback about the direction of the school as well as draft LCAP goals. Parents were invited to and attended Board Office Hours monthly from August, 2023 to June 2024 where they were able to talk directly with one or two Montecito Union School District (MUSD) Board Members about progress on current goals and possible future directions. Parents also attended MUSD Board Meetings monthly from August 2023 to June 2024. As a direct result of this engagement, Goal 2, Action 3 was created to ensure important information about chronic absenteeism was shared; that action now reads: "In collaboration with teachers, administrators will share information and messages about school attendance with families at various events and in various formats."

The LCAP Advisory Committee was made up of the Board Members of the Montecito Union School Foundation (MUSF) and included parents, staff members, parents with students who have special needs, and parents with students who are English learners. MUSF meets

monthly from September, 2023 to June 2024. Every month, the superintendent gave a report on progress made towards goals and possible direction for future goals. LCAP Advisory Committee/MUSF Board Members were encouraged to give feedback and ask questions. While every meeting included opportunities for parents and LCAP Advisory Committee Members to ask questions and give feedback, LCAP was discussed particularly February-April of 2024. As a direct result of this engagement, Goal 3, Action 2 was created to emphasize safety. That action now reads: "Administrators will maintain the quality of the facilities, with special emphasis on the safety and security of the school." In addition, parents of special needs learners expressed agreement in including the maintenance of our inclusionary practices in Goal 1, Action 6: "Inclusive opportunities will continue for all students to benefit from standards-based instruction for individual achievement in both ELA and Math." Finally, parents of English learners agreed with our inclusion of Goal 1, Action 3: In collaboration with administrators, teachers will provide effective direct instruction and appropriate materials to English learners."

In the month of February, 2024, the Executive Director of the Santa Barbara County SELPA and special educator administrators from the Santa Barbara County Education Office (SBCEO) were given the opportunity to read and review the draft LCAP goals, actions, and metrics. They gave feedback and asked questions. As a direct result of this engagement, 1) "SBCEO" was added to Goal 1, Action 2, which now reads: "In collaboration with teachers, Santa Barbara County Education Office (SBCEO) administrators, and service providers, administrators will provide aligned, appropriate, effective materials and instruction to all students. This includes effective classroom instruction and Tier 2 intervention." 2) "SBCEO" was added to Goal 1, Action 5, which now reads: In collaboration with administrators, Santa Barbara County Education Office (SBCEO) administrators, and service providers, teachers and other service providers will implement effective strategies to support students who are not yet on grade level in the areas of English Language Arts and Mathematics." and 3) Goal 1, Action 6 was created, which reads: Action 6: Inclusive opportunities will continue for all students to benefit from standards-based instruction for individual achievement in both ELA and Math."

Students gave input in a variety of ways. This includes Mustang Meetings, interviews with students, discussion circles, conversations with groups of 6th graders around activism, student-led initiatives, and various polls and surveys throughout the year. As a direct result of this engagement, it was determined that Tier 2 intervention was helpful to many students. This led to further support for Goal 1, Action 2, which reads: "In collaboration with teachers, Santa Barbara County Education Office (SBCEO) administrators, and service providers, administrators will provide aligned, appropriate, effective materials and instruction to all students. This includes effective classroom instruction and Tier 2 intervention."

The following MUSD Board Meetings featured LCAP on the agenda:

January 16, 2024: Training shared and a theory of action was presented. Comments welcomed.
February 20, 2024: Mid-Year LCAP Update/Annual Update to the 2023–24 LCAP and Budget Overview for Parents. Comments welcomed.
March 14, 2024 Local Control Accountability Plan: Draft Goals and Action Steps presented. Comments welcomed.
April 16, 2024 Local Control Accountability Plan: Draft Goals, Action Steps, and Metrics presented. Comments welcomed.
May 21, 2024 Full Draft presented. Comments welcomed.
(scheduled) June 4, 2024 Public Hearing. Comments welcomed.
(scheduled) June 11, 2024 Final Approval

Staff members, parents, family members, and members of the public attended these meetings and gave comments.

The Montecito Teachers' Association (MTA) gave feedback during monthly meetings between MTA leaders and school administrators from September, 2025-June 2026. They had the ability to ask questions and give feedback during live meetings, and also had access to a document from January 2026-May 2026 with the draft goals, metrics, and actions. As a direct result of this engagement, it was determined that the current goals, actions, and metrics were successful and should continue.

Parents gave input in a variety of ways. They were able to attend Superintendent Coffees monthly from August, 2025 to June, 2026 where they were able to give feedback about the direction of the school as well as draft LCAP goals. Parents were invited to and attended Board Office Hours monthly from August, 2025 to June 2026 where they were able to talk directly with one or two Montecito Union School District (MUSD) Board Members about progress on current goals and possible future directions. Parents also attended MUSD Board Meetings monthly from August 2025 to June 2026. As a direct result of this engagement, it was determined that the current goals, actions, and metrics were successful and should continue.

The LCAP Advisory Committee was made up of the Board Members of the Montecito Union School Foundation (MUSF) and included parents, staff members, parents with students who have special needs, and parents with students who are English learners. MUSF meets monthly from September 2025 to June 2026. Every month, the superintendent gave a report on progress made towards goals and possible direction for future goals. LCAP Advisory Committee/MUSF Board Members were encouraged to give feedback and ask questions. While every meeting included opportunities for parents and LCAP Advisory Committee Members to ask questions and give feedback, LCAP was discussed particularly February-May of 2026. As a direct result of this engagement, it was determined that the current goals, actions, and metrics were successful and should continue.

In the month of May, 2026, the Executive Director of the Santa Barbara County SELPA and special educator administrators from the Santa Barbara County Education Office (SBCEO) were given the opportunity to read and review the draft LCAP goals, actions, and metrics. As a direct result of this engagement, it was determined that the current goals, actions, and metrics were successful and should continue.

Students gave input in a variety of ways. This includes Mustang Meetings, interviews with students, discussion circles, conversations with groups of 6th graders around activism, student-led initiatives, and various polls and surveys throughout the year. As a direct result of this engagement, it was determined that the current goals, actions, and metrics were successful and should continue.

The following MUSD Board Meetings featured LCAP on the agenda:

January 20, 2026: A presentation as given regarding the eight state priorities, the draft theory of action for reviewing and updating this year's LCAP, and the required metrics for various section. A discussion was held and comments were welcomed from Board Members, staff members, and members of the public.
February 17, 2026: The Mid-Year LCAP Update/Annual Update to the 2024–25 LCAP and Budget Overview for Parents was presented and approved. The 2026 Draft Goals and Metrics were presented, and comments were welcomed from Board Members, staff members, and members of the public.
March 14, 2026: Local Control Accountability Plan: Draft Goals and Action Steps were presented again for review and discussion. Comments were welcomed from Board Members, staff members, and members of the public.

April 21, 2026: A partial draft of the 2026 LCAP was presented to the Board. A full accounting was made of the sections yet to be updated. Comments were welcomed from Board Members, staff members, and members of the public.
May 19, 2026: Full Draft presented. Comments were welcomed from Board Members, staff members, and members of the public.
June 9, 2026: Public Hearing. Each year during the Public Hearing, comments are welcomed from Board members, staff members, and members of the public.
June 16, 2026: Final Approval. Each year during the Board Meeting in which Final Approval is sought from the Board, comments are welcomed from Board members, staff members, and members of the public before the Board is asked to vote on the LCAP.

Staff members, parents, family members, and members of the public attended these meetings and gave comments. As a direct result of this engagement, it was determined that the current goals, actions, and metrics were successful and should continue.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics and English learners (ELs) will demonstrate progress in developing English language proficiency.	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.

The Montecito Union School Board and all partner groups expressed that a Broad Goal should be created to continue our long-standing focus on academics. While our academic scores in state testing and in local assessments are high, we believe that with continued focus on MTSS that 85% or more of our students can be proficient or advanced on CAASPP in both reading and mathematics and that at least 80% of our students can meet expectations on local assessments in both reading and mathematics.

The Montecito Teachers' Association (MTA) gave feedback during monthly meetings between MTA leaders and school administrators from September, 2023-June 2024. They had the ability to ask questions and give feedback during live meetings, and also had access to a shared document from January 2024-May 2024 with the draft goals, metrics, and actions. As a direct result of this engagement, Goal 1, Action 2 was changed to stress the importance of an aligned curriculum. That action now reads: "In collaboration with teachers, Santa Barbara County Education Office (SBCEO) administrators, and service providers, administrators will provide aligned, appropriate, effective materials and instruction to all students. This includes effective classroom instruction and Tier 2 intervention." In addition, MTA agreed with the premise behind three goals: one stressing academics, one focusing in chronic absenteeism, and one which encompasses safety.

The LCAP Advisory Committee was made up of the Board Members of the Montecito Union School Foundation (MUSF) and included parents, staff members, parents with students who have special needs, and parents with students who are English learners. MUSF meets monthly from September, 2023 to June 2024. Every month, the superintendent gave a report on progress made towards goals and possible direction for future goals. LCAP Advisory Committee/MUSF Board Members were encouraged to give feedback and ask questions. While every meeting included opportunities for parents and LCAP Advisory Committee Members to ask questions and give feedback, LCAP was discussed particularly February-April of 2024. Parents of special needs learners expressed agreement in including the maintenance of our inclusionary practices in Goal 1, Action 6: "Inclusive opportunities will continue for all students to benefit from standards-based instruction for

individual achievement in both ELA and Math." Finally, parents of English learners agreed with our inclusion of Goal 1, Action 3: In collaboration with administrators, teachers will provide effective direct instruction and appropriate materials to English learners."

In the month of February, 2024, the Executive Director of the Santa Barbara County SELPA and special educator administrators from the Santa Barbara County Education Office (SBCEO) were given the opportunity to read and review the draft LCAP goals, actions, and metrics. They gave feedback and asked questions. As a direct result of this engagement, 1) "SBCEO" was added to Goal 1, Action 2, which now reads: "In collaboration with teachers, Santa Barbara County Education Office (SBCEO) administrators, and service providers, administrators will provide aligned, appropriate, effective materials and instruction to all students. This includes effective classroom instruction and Tier 2 intervention." 2) "SBCEO" was added to Goal 1, Action 5, which now reads: In collaboration with administrators, Santa Barbara County Education Office (SBCEO) administrators, and service providers, teachers and other service providers will implement effective strategies to support students who are not yet on grade level in the areas of English Language Arts and Mathematics." and 3) Goal 1, Action 6 was created, which reads: Action 6: Inclusive opportunities will continue for all students to benefit from standards-based instruction for individual achievement in both ELA and Math."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Yearly audit of percentage of teachers who are fully credentialed	In the 2023-2024 school year, 100% of teachers were appropriately assigned and fully credentialed, as measured by yearly site assessment and as verified by yearly audits	100% of teachers appropriately assigned and fully credentialed, as measured by yearly site assessment and as verified by yearly audits	100% of teachers appropriately assigned and fully credentialed, as measured by yearly site assessment and as verified by yearly audits	100% of teachers appropriately assigned and fully credentialed, as measured by yearly site assessment and as verified by yearly audits	0% difference
1.2	Yearly site assessment, verified by yearly audits, of percentage of students have access to sufficient instructional materials and a broad course of study	In the 2023-2024 school year, 100% of students had access to sufficient instructional materials and a broad course of study, as measured by yearly site assessment and as verified by yearly audits	100% of students have access to sufficient instructional materials and a broad course of study, as measured by yearly site assessment and as verified by yearly audits	100% of students have access to sufficient instructional materials and a broad course of study, as measured by yearly site assessment and as verified by yearly audits	100% of students have access to sufficient instructional materials and a broad course of study, as measured by yearly site assessment and as verified by yearly audits	0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Yearly site assessment of percentage of students that have courses of study that implement state standards	In the 2023-2024 school year, state standards were implemented for 100% of students, as measured by yearly site assessment	State standards implemented for 100% of students, as measured by yearly site assessment	State standards implemented for 100% of students, as measured by yearly site assessment	State standards implemented for 100% of students, as measured by yearly site assessment	0% difference
1.4	Family attendance of fall parent/teacher conferences	In the fall of 2023, approximately 85% of families attended fall parent/teacher conferences	87% or more of families attend fall parent/teacher conferences	90% or more of families attend fall parent/teacher conferences	90% or more of families attend fall parent/teacher conferences	0% difference
1.5	Annual comprehensive survey question: "Parent satisfied with the quality of education at MUS"	In the spring of 2024 survey, 98% of families “agreed” or “strongly agreed” with this statement on the yearly, comprehensive survey: Parent satisfied with the quality of education at MUS	99.1% of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent satisfied with the quality of education at MUS	100% of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent satisfied with the quality of education at MUS	90% or more of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent satisfied with the quality of education at MUS	2% over baseline
1.6	Annual comprehensive survey question: "Parent feels child’s teacher is approachable"	In the spring of 2024 survey, 99.5% of families “agreed” or “strongly agreed” with this statement on the yearly, comprehensive survey: Parent feels child’s teacher is approachable	99.1% of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent feels child’s teacher is approachable	100% of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent feels child’s teacher is approachable	90% or more of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent feels child’s teacher is approachable	0.5% over baseline
1.7	Annual comprehensive survey question: "Child feels teacher is approachable"	In the spring of 2024 survey, 99% of families “agreed” or “strongly agreed” with this statement on the yearly,	97.7% of families “agree” or “strongly agree” with this statement on the yearly,	99% of families “agree” or “strongly agree” with this statement on the yearly,	90% or more of families “agree” or “strongly agree” with this statement on the yearly,	0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		comprehensive survey: Child feels teacher is approachable	comprehensive survey: Child feels teacher is approachable	comprehensive survey: Child feels teacher is approachable	comprehensive survey: Child feels teacher is approachable	
1.8	Annual comprehensive survey question: "Parent is satisfied with the level of communication from teacher"	In the spring of 2024 survey, 97.9% of families “agreed” or “strongly agreed” with this statement on the yearly, comprehensive survey: Parent is satisfied with the level of communication from teacher	96.4% of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent is satisfied with the level of communication from teacher	99% of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent is satisfied with the level of communication from teacher	90% or more of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent is satisfied with the level of communication from teacher	1.1% over baseline
1.9	Annual comprehensive survey question: "Parent is adequately informed about student’s progress"	In the spring of 2024 survey, 96.9% of families “agreed” or “strongly agreed” with this statement on the yearly, comprehensive survey: Parent is adequately informed about student’s progress	95.5% of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent is adequately informed about student’s progress	98% of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent is adequately informed about student’s progress	90% or more of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Parent is adequately informed about student’s progress	1.1% over baseline
1.10	Annual comprehensive survey question: "Child looks forward to coming to school"	In the spring of 2024 survey, 95.8% of families “agreed” or “strongly agreed” with this statement on the yearly, comprehensive survey: Child looks forward to coming to school	94.7% of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Child looks forward to coming to school	98% of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Child looks forward to coming to school	90% or more of families “agree” or “strongly agree” with this statement on the yearly, comprehensive survey: Child looks forward to coming to school	2.2% over baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Annual comprehensive survey question: "The school's attention to character and student behavior has positively impacted the culture of MUS"	In the spring of 2024 survey, 99.5% of families "agreed" or "strongly agreed" with this statement on the yearly, comprehensive survey: The school's attention to character and student behavior has positively impacted the culture of MUS	98.6% of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: The school's attention to character and student behavior has positively impacted the culture of MUS	98% of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: The school's attention to character and student behavior has positively impacted the culture of MUS	90% or more of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: The school's attention to character and student behavior has positively impacted the culture of MUS	1.5% difference (under baseline)
1.12	Annual comprehensive survey question: "Expectations of positive behavior are consistent throughout the school"	In the spring of 2024 survey, 97.4% of families "agreed" or "strongly agreed" with this statement on the yearly, comprehensive survey: Expectations of positive behavior are consistent throughout the school	97.3% of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: Expectations of positive behavior are consistent throughout the school	97% of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: Expectations of positive behavior are consistent throughout the school	90% or more of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: Expectations of positive behavior are consistent throughout the school	0.4% difference (under baseline)
1.13	Annual comprehensive survey question: "Parent feels invited to MUS community and school organizations"	In the spring of 2024 survey, 97.3% of families "agreed" or "strongly agreed" with this statement on the yearly, comprehensive survey: Parent feels invited to MUS community and school organizations	96.3% of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: Parent feels invited to MUS community and school organizations	99% of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: Parent feels invited to MUS community and school organizations	90% or more of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: Parent feels invited to MUS community and school organizations	1.6% over baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Annual comprehensive survey question: "The President's Letter, Board Agenda, and back up materials emailed prior to the meetings and posted on the school's website keep me informed"	In the spring of 2024 survey, 97.1% of families "agreed" or "strongly agreed" with this statement on the yearly, comprehensive survey: The President's Letter, Board Agenda, and back up materials emailed prior to the meetings and posted on the school's website keep me informed	98.7% of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: The President's Letter, Board Agenda, and back up materials emailed prior to the meetings and posted on the school's website keep me informed	The Board voted not to include this question in this year's survey	90% or more of families "agree" or "strongly agree" with this statement on the yearly, comprehensive survey: The President's Letter, Board Agenda, and back up materials emailed prior to the meetings and posted on the school's website keep me informed	N/A
1.15	Percentage of 3rd grade students who meet or exceed standards CAASPP in the area of English Language Arts	In the spring of 2023, 74% of 3rd grade students met or exceeded standards in the CAASPP in the area of English Language Arts	In the spring of 2024, 88% of 3rd grade students met or exceeded standards in the CAASPP in the area of English Language Arts	In the spring of 2025, 91% of 3rd grade students met or exceeded standards in the CAASPP in the area of English Language Arts	85% or more of 3rd grade students will meet or exceed standards in the CAASPP in the area of English Language Arts	17% difference above baseline
1.16	Percentage of 4th grade students who meet or exceed standards CAASPP in the area of English Language Arts	In the spring of 2023, 93% of 4th grade students scored proficient or advanced in the CAASPP in the area of English Language Arts	In the spring of 2024, 92% of 4th grade students met or exceeded standards in the CAASPP in the area of English Language Arts	In the spring of 2025, 90% of 4th grade students met or exceeded standards in the CAASPP in the area of English Language Arts	The baseline rate of 93% of 4th grade students who met or exceeded standards in the CAASPP in the area of English Language Arts will be maintained or improved	3% difference (under baseline)
1.17	Percentage of 5th grade students who meet or	In the spring of 2023, 93% of 5th grade	In the spring of 2024, 88% of 5th	In the spring of 2025, 93% of 5th	The baseline rate of 93% of 5th	0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceed standards CAASPP in the area of English Language Arts	students met or exceeded standards in the CAASPP in the area of English Language Arts	grade students met or exceeded standards in the CAASPP in the area of English Language Arts	grade students met or exceeded standards in the CAASPP in the area of English Language Arts	grade students who met or exceeded standards in the CAASPP in the area of English Language Arts will be maintained or improved	
1.18	Percentage of 6th grade students who meet or exceed standards CAASPP in the area of English Language Arts	In the spring of 2023, 89% of 6th grade students met or exceeded standardsin the CAASPP in the area of English Language Arts	In the spring of 2024, 94% of 6th grade students met or exceeded standards in the CAASPP in the area of English Language Arts	In the spring of 2025, 89% of 6th grade students met or exceeded standards in the CAASPP in the area of English Language Arts	The baseline rate of 89% of 6th grade students who met or exceeded standards in the CAASPP in the area of English Language Arts will be maintained or improved	0% difference
1.19	Percentage of 3rd grade students who meet or exceed standards CAASPP in the area of Mathematics	In the spring of 2023, 81% of 3rd grade students met or exceeded standards in the CAASPP in the area of Mathematics	In the spring of 2024, 84% of 3rd grade students met or exceeded standards in the CAASPP in the area of Mathematics	In the spring of 2025, 87% of 3rd grade students met or exceeded standards in the CAASPP in the area of Mathematics	85% or more of 3rd grade students will meet or exceed standards in the CAASPP in the area of Mathematics	6% difference above baseline
1.20	Percentage of 4th grade students who meet or exceed standards CAASPP in the area of Mathematics	In the spring of 2023, 97% of 4th grade students met or exceeded standards in the CAASPP in the area of Mathematics	In the spring of 2024, 94% of 4th grade students met or exceeded standards in the CAASPP in the area of Mathematics	In the spring of 2025, 97% of 4th grade students met or exceeded standards in the CAASPP in the area of Mathematics	The baseline rate of 97% of 4th grade students who met or exceeded standards in the CAASPP in the area of Mathematics will	0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					be maintained or improved	
1.21	Percentage of 5th grade students who meet or exceed standards CAASPP in the area of Mathematics	In the spring of 2023, 83% of 5th grade students met or exceeded standards in the CAASPP in the area of Mathematics	In the spring of 2024, 88% of 5rd grade students met or exceeded standards in the CAASPP in the area of Mathematics	In the spring of 2025, 91% of 5rd grade students met or exceeded standards in the CAASPP in the area of Mathematics	85% or more of 5th grade students will meet or exceed standards in the CAASPP in the area of Mathematics	8% difference above baseline
1.22	Percentage of 6th grade students who meet or exceed standards CAASPP in the area of Mathematics	In the spring of 2023, 91% of 6th grade students met or exceeded standards in the CAASPP in the area of Mathematics	In the spring of 2024, 92% of 6th grade students met or exceeded standards in the CAASPP in the area of Mathematics	In the spring of 2025, 91% of 6th grade students met or exceeded standards in the CAASPP in the area of Mathematics	The baseline rate of 91% of 6th grade students who met or exceeded standards in the CAASPP in the area of Mathematics will be maintained or improved	0% difference
1.23	Percentage of 5th grade students who meet or exceed standards CAASPP in the area of Science	In the spring of 2023, 76.8% of 5th grade students met or exceeded standards in the CAASPP in the area of Science	In the spring of 2024, 81% of 5th grade students will met or exceeded standards in the CAASPP in the area of Science	In the spring of 2025, 79% of 5th grade students met or exceeded standards in the CAASPP/CAST in the area of Science	85% or more of 5th grade students will meet or exceed standards in the CAASPP in the area of Science	2.2% difference below baseline
1.24	Percent of students in Transitional Kindergarten that demonstrate proficiency in English Language Arts through local measures	In the spring of 2024, 80% of students in Transitional Kindergarten demonstrated proficiency in English	100% of Transitional Kindergarten students demonstrated proficiency in English Language	100% of Transitional Kindergarten students demonstrated proficiency in English Language	80% or more of students in Transitional Kindergarten demonstrate proficiency in English Language	20% over baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Language Arts through local measures	Arts through local measures	Arts through local measures	Arts through local measures	
1.25	Percent of students in Kindergarten that demonstrate proficiency in English Language Arts through local measures	In the spring of 2024, 77% of students in Kindergarten demonstrated proficiency in English Language Arts through local measures	93% of Kindergarten students demonstrated proficiency in English Language Arts through local measures	97% of Kindergarten students demonstrated proficiency in English Language Arts through local measures	80% or more of students in Kindergarten demonstrate proficiency in English Language Arts through local measures	20% over baseline
1.26	Percent of students in 1st grade that demonstrate proficiency in English Language Arts through local measures	In the spring of 2024, 83% of students in 1st grade demonstrated proficiency in English Language Arts through local measures	100% of 1st grade students demonstrated proficiency in English Language Arts through local measures	96% of 1st grade students demonstrated proficiency in English Language Arts through local measures	The baseline rate of 83% of 1st grade students demonstrating proficiency in English Language arts through local measures will be maintained or improved	13% over baseline
1.27	Percent of students in 2nd grade that demonstrate proficiency in English Language Arts through local measures	In the spring of 2024, 62% of students in 2nd grade demonstrated proficiency in English Language Arts through local measures	88% of 2nd grade students demonstrated proficiency in English Language Arts through local measures	88% of 2nd grade students demonstrated proficiency in English Language Arts through local measures	80% or more of students in 2nd grade demonstrate proficiency in English Language Arts through local measures	26% over baseline
1.28	Percent of students in 3rd grade that demonstrate proficiency in English Language Arts through local measures	In the spring of 2024, 80% of students in 3rd grade demonstrated proficiency in English Language Arts through local measures	93% of 3rd grade students demonstrated proficiency in English Language Arts through local measures	95% of 3rd grade students demonstrated proficiency in English Language Arts through local measures	80% or more of students in 3rd grade demonstrate proficiency in English Language Arts through local measures	15% over baseline
1.29	Percent of students in 4th grade that	In the spring of 2024, 94% of students in 4th	90% of 4th grade students	78% of 4th grade students	The baseline rate of 94% of 4th	16% below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	demonstrate proficiency in English Language Arts through local measures	grade demonstrated proficiency in English Language Arts through local measures	demonstrated proficiency in English Language Arts through local measures	demonstrated proficiency in English Language Arts through local measures	grade students demonstrating proficiency in English Language arts through local measures will be maintained or improved	
1.30	Percent of students in 5th grade that demonstrate proficiency in English Language Arts through local measures	In the spring of 2024, 79% of students in 5th grade demonstrated proficiency in English Language Arts through local measures	78% of 5th grade students demonstrated proficiency in English Language Arts through local measures	91% of 5th grade students demonstrated proficiency in English Language Arts through local measures	80% or more of students in 5th grade demonstrate proficiency in English Language Arts through local measures	12% above baseline
1.31	Percent of students in 6th grade that demonstrate proficiency in English Language Arts through local measures	In the spring of 2024, 81% of students in 6th grade demonstrated proficiency in English Language Arts through local measures	78% of 6th grade students demonstrated proficiency in English Language Arts through local measures	90% of 6th grade students demonstrated proficiency in English Language Arts through local measures	The baseline rate of 81% of 6th grade students demonstrating proficiency in English Language arts through local measures will be maintained or improved	9% above baseline
1.32	Percent of students in Transitional Kindergarten that demonstrate proficiency in Mathematics through local measures	In the spring of 2024, 100% of students in Transitional Kindergarten demonstrated proficiency in Mathematics through local measures	100% of Transitional Kindergarten students demonstrated proficiency in Mathematics through local measures	100% of Transitional Kindergarten students demonstrated proficiency in Mathematics through local measures	The baseline rate of 100% of Transitional Kindergarten students demonstrating proficiency in Mathematics through local measures will be maintained or improved	0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.33	Percent of students in Kindergarten that demonstrate proficiency in Mathematics through local measures	In the spring of 2024, 98% of students in Kindergarten demonstrated proficiency in Mathematics through local measures	92.5% of Kindergarten students demonstrated proficiency in Mathematics through local measures	87% of Kindergarten students demonstrated proficiency in Mathematics through local measures	The baseline rate of 98% of Kindergarten grade students demonstrating proficiency in Mathematics through local measures will be maintained or improved	11% below baseline
1.34	Percent of students in 1st grade that demonstrate proficiency in Mathematics through local measures	In the spring of 2024, 91% of students in 1st grade demonstrated proficiency in Mathematics through local measures	99% of 1st grade students demonstrated proficiency in Mathematics through local measures	100% of 1st grade students demonstrated proficiency in Mathematics through local measures	The baseline rate of 91% of 1st grade students demonstrating proficiency in Mathematics through local measures will be maintained or improved	9% difference
1.35	Percent of students in 2nd grade that demonstrate proficiency in Mathematics through local measures	In the spring of 2024, 83% of students in 2nd grade demonstrated proficiency in Mathematics through local measures	88% of 2nd grade students demonstrated proficiency in Mathematics through local measures	92% of 2nd grade students demonstrated proficiency in Mathematics through local measures	The baseline rate of 83% of 2nd grade students demonstrating proficiency in Mathematics through local measures will be maintained or improved	9% above baseline
1.36	Percent of students in 3rd grade that demonstrate proficiency in Mathematics through local measures	In the spring of 2024, 96% of students in 3rd grade demonstrated proficiency in Mathematics through local measures	62.5% of 3rd grade students demonstrated proficiency in Mathematics	90% of 3rd grade students demonstrated proficiency in Mathematics	The baseline rate of 96% of 3rd grade students demonstrating proficiency in Mathematics	6% difference (below baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			through local measures	through local measures	through local measures will be maintained or improved	
1.37	Percent of students in 4th grade that demonstrate proficiency in Mathematics through local measures	In the spring of 2024, 61% of students in 4th grade demonstrated proficiency in Mathematics through local measures	68% of 4th grade students demonstrated proficiency in Mathematics through local measures	83% of 4th grade students demonstrated proficiency in Mathematics through local measures	80% or more of students in 4th grade demonstrate proficiency in Mathematics through local measures	22% difference above baseline
1.38	Percent of students in 5th grade that demonstrate proficiency in Mathematics through local measures	In the spring of 2024, 79% of students in 5th grade demonstrated proficiency in Mathematics through local measures	69% of 5th grade students demonstrated proficiency in Mathematics through local measures	89% of 5th grade students demonstrated proficiency in Mathematics through local measures	80% or more of students in 5th grade demonstrate proficiency in Mathematics through local measures	10% difference above baseline
1.39	Percent of students in 6th grade that demonstrate proficiency in Mathematics through local measures	In the spring of 2024, 76% of students in 6th grade demonstrated proficiency in Mathematics through local measures	87.75% of 6th grade students demonstrated proficiency in Mathematics through local measures	78% of 6th grade students demonstrated proficiency in Mathematics through local measures	80% or more of students in 6th grade demonstrate proficiency in Mathematics through local measures	2% above baseline
1.40	Demonstration of progress of English learners as measured by the California Dashboard	In 2023, 63.6% of English Learners demonstrated progress as measured by the California Dashboard	With fewer than 11 students in 2024, this data is not displayed by the Dashboard for privacy	With fewer than 11 students in 2025, this data is not displayed by the Dashboard for privacy	100% or more of English Learners will demonstrate progress as measured by the California Dashboard	With fewer than 11 students in 2025, this data is not displayed by the Dashboard for privacy. Therefore, we cannot determine the difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.41	English learner reclassification rate	In the 2023-2024 school year, the English learner reclassification rate was 43%. Please note, this data taken on May 8, 2024.	The English learner reclassification rate was 54%	By the end of the school year, we project our English learner reclassification rate will be 43%	The Baseline English learner reclassification rate of 43% will be maintained or improved	0% difference above baseline

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.

Action 1.1 High Quality Staff: In collaboration with teachers, administrators will attract and retain high quality teachers and staff that are appropriately trained and credentialed for their assigned roles.
This action was implemented with no substantive differences.
Challenges included a difficulty in attracting instructional assistants in a tight labor market. We changed our recruitment strategies as a result and had no vacancies to start the year.
Successes experienced with implementation included the implementation of a new, three-year agreement with the Montecito Teachers' Association as well as the implementation of labor agreements with unrepresented employee groups. By securing generous compensation packages and a closed contract for 2025-2026, 2026-2027, and 2027-2028, we can make sure we continue to attract and retain high quality teachers and staff for the next three years. We also adjusted the allowable starting salary for instructional assistants, making us more attractive to job seekers.

Action 1.2 Effective Materials and Instruction: In collaboration with teachers, Santa Barbara County Education Office (SBCEO) administrators, and service providers, administrators will provide aligned, appropriate, effective materials and instruction to all students. This includes effective classroom instruction and Tier 2 intervention, meaning that the MTSS Literacy TOSA and MTSS Literacy Paraprofessional will work with students not yet meeting standards in the area of literacy.
This action was implemented with no substantive differences.
Challenges included needing to re-tool student groupings as the student needs change. We reorganized groups several times during the year due to updated data.
Successes including the ability to serve students effectively in Tier 2, allowing them to return to Tier 1 instruction quickly.

Action 1.3 Effective Materials and Instruction for English Learners: In collaboration with administrators, teachers will provide effective direct instruction and appropriate materials to English learners. Approximately 0.49 full time equivalent certificated teachers will support our English language learners.
This action was implemented with a substantive difference. Specifically, we continued the practice from last school year of only using 0.49 FTE in this area because the number of our English Learners has steadily declined along with our student population since the creation of

this LCAP action. With fewer students than when the action was created, less FTE is needed to accomplish the same results. That number is now fewer than 11 students, so the number of students is not shared due to privacy concerns.
Challenges included effectively serving students from a variety of backgrounds and first language environments.
Successes experienced with implementation included ample evidence of student success, meaning that our plan is working.

Action 1.4 Professional Development: In collaboration with teachers, administrators and outside experts will provide high quality professional development to teachers and staff.
This action was implemented with no substantive differences.
Challenges included shifting from literacy-focused professional development to other topics, including supporting teachers serving neurodiverse learners and supporting teachers in meeting students' social, emotional, and behavioral needs.
Successes experienced including school-wide shifts to having collaborative, professional discussions about students through a new "pre-CST process" to support teachers. Another success was new and expanded school-wide supports for meeting students' behavioral, social, and emotional needs.

Action 1.5 Support for Students Below Grade Level: In collaboration with administrators, Santa Barbara County Education Office (SBCEO) administrators, and service providers, teachers and other service providers will implement effective strategies to support students who are not yet on grade level in the areas of English Language Arts and Mathematics. Approximately 0.33 full time equivalent of our Math Specialist will be spent to support students who are not yet on grade level in the area of mathematics.
This action was implemented with no substantive differences.
Challenges included delivering high-quality instruction to a large span of grades.
Successes experienced with implementation included systematizing mathematics support, allowing other practitioners (in addition to the Math Specialist) on campus to meet students' Tier 2 mathematics needs.

Action 1.6 Inclusive Opportunities for All Students: Inclusive opportunities will continue for all students to benefit from standards-based instruction for individual achievement in both ELA and Math.
This action was implemented with no substantive differences.
Challenges included needing to constantly adjust student groupings and opportunities based on changing student needs.
Successes experienced with implementation included needing to adjust groupings and opportunities due the continued success of our students. In short, we have succeeded in our interventions to such a degree that skill groups we once needed are now no longer necessary.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

Action 1.1 High Quality Staff: In collaboration with teachers, administrators will attract and retain high quality teachers and staff that are appropriately trained and credentialed for their assigned roles.
This action was effective in making progress toward the goal. Specifically, retaining our high quality teachers resulted in the continuation of effective instruction using proven methods and materials.

Action 1.2 Effective Materials and Instruction: In collaboration with teachers, Santa Barbara County Education Office (SBCEO) administrators, and service providers, administrators will provide aligned, appropriate, effective materials and instruction to all students. This includes effective classroom instruction and Tier 2 intervention, meaning that the MTSS Literacy TOSA and MTSS Literacy Paraprofessional will work with students not yet meeting standards in the area of literacy.
This action was effective in making progress toward the goal. Specifically, high quality intervention coupled with excellent classroom instruction resulted in excellent literacy and mathematics progress, as evidenced by our local indicators, the vast majority of which were improved from the last year, are above the baseline, and are above the expected outcome. In the minority of cases, the scores went down, but as most scores are trending upward, we attribute that to inherent differences in student cohorts.

Action 1.3 Effective Materials and Instruction for English Learners: In collaboration with administrators, teachers will provide effective direct instruction and appropriate materials to English learners. Approximately 0.49 full time equivalent certificated teachers will support our English language learners.
This action was effective in making progress toward the goal. Specifically, English learners are showing excellent academic progress, as evidenced by reports cards and local measures. As noted previously, we continued the practice from last school year of only using 0.49 FTE in this area because the number of our English Learners has steadily declined along with our student population since the creation of this LCAP action. With fewer students than when the action was created, less FTE is needed to accomplish the same results. That number is now fewer than 11 students, so the number of students is not shared due to privacy concerns.

Action 1.4 Professional Development: In collaboration with teachers, administrators and outside experts will provide high quality professional development to teachers and staff.
This action was effective in making progress toward the goal. Specifically, our high-quality professional development in literacy for teachers and instructional assistants resulted in cohesive, systematic, and research-based instructional methods and materials. This, in turn, led to advancement in the area of literacy, as evidenced by our local measures and report card scores.

Action 1.5 Support for Students Below Grade Level: In collaboration with administrators, Santa Barbara County Education Office (SBCEO) administrators, and service providers, teachers and other service providers will implement effective strategies to support students who are not yet on grade level in the areas of English Language Arts and Mathematics. Approximately 0.33 full time equivalent of our Math Specialist will be spent to support students who are not yet on grade level in the area of mathematics.
This action was effective in making progress toward the goal. Specifically, mathematics and literacy scores continue to improve, as evidenced by local measures and report card scores. Our methods and materials continue to improve, and the student scores are improving right along with these efforts.

Action 1.6 Inclusive Opportunities for All Students: Inclusive opportunities will continue for all students to benefit from standards-based instruction for individual achievement in both ELA and Math.

This action was effective in making progress toward the goal. Specifically, both mild to moderate and moderate to severe needs students spend the majority of their time in the classroom, participating along with their same-aged peers using the same materials. Accomodations are used and scaffolds are employed to ensure progress towards both individualized education goals as well as grade-level standards. Our students with special needs continue to achieve at high levels, as evidenced by local measures and report cards.

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

After seeing the success of our actions and hearing positive comments from interest holders, at this time we are not making any changes to the goal, metrics, target outcomes, or actions for the coming year.

As stated previously in this section, we continued the practice from last school year of only using 0.49 FTE for action 1.3 because the number of our English Learners has steadily declined along with our student population since the creation of LCAP action 1.3. With fewer students than when the action was created, less FTE is needed to accomplish the same results. That number is now fewer than 11 students, so the number of students is not shared due to privacy concerns.

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	High Quality Staff	In collaboration with teachers, administrators will attract and retain high quality teachers and staff that are appropriately trained and credentialed for their assigned roles.	$0.00	No
1.2	Effective Materials and Instruction	In collaboration with teachers, Santa Barbara County Education Office (SBCEO) administrators, and service providers, administrators will provide aligned, appropriate, effective materials and instruction to all students. This includes effective classroom instruction and Tier 2 intervention, meaning that the MTSS Literacy TOSA and MTSS Literacy Paraprofessional will work with students not yet meeting standards in the area of literacy.	$355,879.00	No
1.3	Effective Materials and Instruction for English Learners	In collaboration with administrators, teachers will provide effective direct instruction and appropriate materials to English learners. Approximately	$116,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
		0.49 full time equivalent certificated teachers will support our English language learners.		
1.4	Professional Development	In collaboration with teachers, administrators and outside experts will provide high quality professional development to teachers and staff.	$0.00	No
1.5	Support for Students Below Grade Level	In collaboration with administrators, Santa Barbara County Education Office (SBCEO) administrators, and service providers, teachers and other service providers will implement effective strategies to support students who are not yet on grade level in the areas of English Language Arts and Mathematics. Approximately 0.33 full time equivalent of our Math Specialist will be spent to support students who are not yet on grade level in the area of mathematics.	$74,619.00	No
1.6	Inclusive Opportunities for All Students	Inclusive opportunities will continue for all students to benefit from standards-based instruction for individual achievement in both ELA and Math.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By the end of the 2026-2027 school year, reduce rates of chronic absenteeism to 6.2% or less and maintain our 0% suspension and 0% expulsion rates by implementing actions that promote student connectedness and positive school-home partnerships.	Focus 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.

Though we have recently seen a decrease in chronic absenteeism from a high of more than 17%, we find that our current rates are still too high. Research shows that students who are chronically absent tend to have a harder time meeting grade level standards. Many of our chronically absent students are also receiving Tier 2 intervention and/or are not meeting grade level standards.

Students overall were rated as “very high” for chronic absenteeism in the 2023 California Dashboard with a rate of 17.3%, but the subgroup of white students were the highest subgroup at 18.7% and thus requires particular focus.

The Montecito Teachers' Association (MTA) gave feedback during monthly meetings between MTA leaders and school administrators from September, 2023-June 2024. They had the ability to ask questions and give feedback during live meetings, and also had access to a shared document from January 2024-May 2024 with the draft goals, metrics, and actions. MTA agreed with the premise behind three goals: one stressing academics, one focusing in chronic absenteeism, and one which encompasses safety.

Parents gave input in a variety of ways. They were able to attend Superintendent Coffees monthly from August, 2023 to June, 2024 where they were able to give feedback about the direction of the school as well as draft LCAP goals. Parents were invited to and attended Board Office Hours monthly from August, 2023 to June 2024 where they were able to talk directly with one or two Montecito Union School District (MUSD) Board Members about progress on current goals and possible future directions. Parents also attended MUSD Board Meetings monthly from August 2023 to June 2024. As a direct result of this engagement, Goal 2, Action 3 was created to ensure important information about chronic absenteeism was shared; that action now reads: "In collaboration with teachers, administrators will share information and messages about school attendance with families at various events and in various formats."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students expelled (reported in student information system)	In the 2023-2024 school year, 0% of students were expelled. Please note, this data is as of May 8, 2024.	0% of students were expelled	0% of students were expelled	0% of students will be expelled	0% difference from Baseline
2.2	Percentage of students who receive one or more suspension days in a year (reported in student information system)	In the 2023-2024 school year, 0% of students were suspended. Please note, this data is as of May 8, 2024.	1.27% of students were suspended	0.25% of students were suspended this year	0% of students will receive one or more suspension days in a year	0.25% increase from Baseline
2.3	Total number of suspension days per year (reported in student information system)	In the 2023-2024 school year, there were 0 suspension days. Please note, this data is as of May 8, 2024.	10 total suspension days this year	2 total suspension days this year	0 total suspension days per year	2 more days than Baseline
2.4	Chronic absenteeism rate (reported in student information system)	In the 2023-2024 school year, the chronic absenteeism rate was 6.3%. Please note, this data is as of May 24, 2024.	The chronic absenteeism rate for 2024-2025 was 6.12% according to local data	The chronic absenteeism rate was 8.44% as of May 11, 2026.	The chronic absenteeism rate will be 6.2% or less	2.14% over Baseline
2.5	The chronic absenteeism rate as reported on the California School Dashboard. As of May 2024, the statistically significant student groups include Hispanic, Two or More Races, White, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities	In the 2023-2024 school year, the chronic absenteeism rates for statistically significant student groups are as follows: Hispanic: 0% Two or More Races: 3.23% White: 7.66% English Learners: 0% Socioeconomically Disadvantaged: 15% (please note, this	On April 17, 2025, the following chronic absenteeism rates were displayed on the California School Dashboard: All Students: 6.7% Hispanic: 7.7% (3 students) Two or More Races: 2% (1 student) White: 7.6%	On May 11, 2026, the following chronic absenteeism rates were displayed on the California School Dashboard: All Students: 7.4% Hispanic: 2.2% (1 student) Two or More Races: 2% (1 student) White: 9.1%	The chronic absenteeism rate will be 10% or less for each statistically significant student group, as reported on the California School Dashboard. As of May 2024, the statistically significant student groups include Hispanic, Two or More Races,	Hispanic: 2.2% over Baseline Two or More Races: 1.23% under Baseline White: 1.44% over Baseline English Learners: 0% over Baseline Socioeconomically Disadvantaged: 1.2% under Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		percentage represents 5 students) Students with Disabilities: 12.5% (please note, this percentage represents 5 students) Please note, this data is as of May 8, 2024.	English Learners: 0% Socioeconomically Disadvantaged: 12% (3 students) Students with Disabilities: 10.9% (please note, this percentage represents 5 students)	English Learners: 0% Socioeconomically Disadvantaged: 13.8% (4 students) Students with Disabilities: 16.7% (please note, this percentage represents 7 students)	White, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities	Students with Disabilities: 4.2% over Baseline

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.

Action 2.1 Outreach: In collaboration with teachers, administrators will conduct outreach every three months to all families whose students are currently tracking as chronically absent.
This action was implemented with no substantive differences.
Challenges included working with families regarding the new laws regarding independent study (IS). The legislature put new requirements on IS, requiring more work to be assigned and completed in order for a student to qualify as having "attended" during the IS-related absence. An internal review reveals that since this change, fewer families are seeking and completing IS work, resulting in somewhat more chronic absenteeism.
Successes experienced with implementation included collaborating with families who were open to partnership. In addition, this school-year brought a greater-than-average number of flu related illnesses. This tough flu season inflated our absences and, in turn, our chronic absenteeism.

Action 2.2 Student Plans: In collaboration with teachers and the families of students, administrators will create support plans for students who 1) are chronically absent for reasons other than protracted illness and/or 2) who exhibit behavioral patterns which have led or may lead to suspension.
This action was implemented with no substantive differences.
Challenges included working with families resistant to change. Some families regularly take family vacations during the school year. In conversations with some of these families, they value this time with their families and are not interested in changing their attendance habits.
Successes experienced with implementation included noted year-over-year progress with several families whom we've worked with directly.

Action 2.3 School Attendance Messaging: In collaboration with teachers, administrators will share information and messages about school attendance with families at various events and in various formats.
This action was implemented with no substantive differences.
Challenges included making sure that messages were not lost amidst other important messages.
Successes experienced with implementation included publicly shared information of historical analysis of MUS chronic absenteeism.

Action 2.4 Board Reports: Administrators will provide regular reports during Board Meetings about chronic absenteeism, suspension, and expulsion rates.
This action was implemented with no substantive differences.
Challenges included speaking publicly about chronic absenteeism honestly without providing personal details of the work we are doing with individual families.
Successes experienced with implementation included publicly shared information of historical analysis of MUS chronic absenteeism.
Additionally, proactive messages highlighting the harms of vaping were shared earlier in the year to upper grade students. Vaping was the cause for several suspensions last 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.

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

Action 2.1 Outreach: In collaboration with teachers, administrators will conduct outreach every three months to all families whose students are currently tracking as chronically absent.
This action was somewhat effective in making progress toward the goal. Specifically, there were multiple occasions where an outreach was followed by increased attendance rates for an individual family. That said, some families were resistant to this messaging and did not change their behavior.

Action 2.2 Student Plans: In collaboration with teachers and the families of students, administrators will create support plans for students who 1) are chronically absent for reasons other than protracted illness and/or 2) who exhibit behavioral patterns which have led or may lead to suspension.
This action was somewhat effective in making progress toward the goal. Specifically, there were multiple occasions where the implementation of a support plan was followed by increased attendance rates for an individual family. That said, not all support plans for students were effective at reducing chronic absenteeism.

Action 2.3 School Attendance Messaging: In collaboration with teachers, administrators will share information and messages about school attendance with families at various events and in various formats.

This action was somewhat effective in making progress toward the goal. Specifically, there were multiple occasions when, in conversation with a family, messages from the school were repeated, showing that the messages were received. That said, chronic absenteeism rose somewhat year over year, and it appears that the messaging is not fully effective.

Action 2.4 Board Reports: Administrators will provide regular reports during Board Meetings about chronic absenteeism, suspension, and expulsion rates.
This action was effective in making progress toward the goal. Suspensions were reduced year over year, but chronic absenteeism rose somewhat.

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

As our progress with chronic absenteeism has slowed somewhat, this coming year we plan to refer families to the South Santa Barbara School Attendance Team as part of their "Student Plans" when warranted and when we feel this support will result in changed behavior. This team is bade up of administrators and support providers and is meant to support families in making positive changes with regards to attendance.

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	Outreach	In collaboration with teachers, administrators will conduct outreach every three months to all families whose students are currently tracking as chronically absent.	$0.00	No
2.2	Student Plans	In collaboration with teachers and the families of students, administrators will create support plans for students who 1) are chronically absent for reasons other than protracted illness and/or 2) who exhibit behavioral patterns which have led or may lead to suspension.	$0.00	No
2.3	School Attendance Messaging	In collaboration with teachers, administrators will share information and messages about school attendance with families at various events and in various formats.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Board Reports	Administrators will provide regular reports during Board Meetings about chronic absenteeism, suspension, and expulsion rates.	$0.00	No
2.5	Focus on Subgroups	Administrators will track chronic absenteeism by student subgroup, with special focus on the white subgroup of students who have the highest chronic absenteeism rate, developing culturally relevant strategies when appropriate.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will optimize the learning environment by maintaining and improving the quality of our facilities and operations.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Maintenance and safety issues revealed by yearly inspections at our site justify this goal.

The Montecito Teachers' Association (MTA) gave feedback during monthly meetings between MTA leaders and school administrators from September, 2023-June 2024. MTA agreed with the premise behind three goals: one stressing academics, one focusing in chronic absenteeism, and one which encompasses safety.

The LCAP Advisory Committee was made up of the Board Members of the Montecito Union School Foundation (MUSF) and included parents, staff members, parents with students who have special needs, and parents with students who are English learners. MUSF meets monthly from September, 2023 to June 2024. Every month, the superintendent gave a report on progress made towards goals and possible direction for future goals. LCAP Advisory Committee/MUSF Board Members were encouraged to give feedback and ask questions. While every meeting included opportunities for parents and LCAP Advisory Committee Members to ask questions and give feedback, LCAP was discussed particularly February-April of 2024. As a direct result of this engagement, Goal 3, Action 2 was created to emphasize safety. That action now reads: "Administrators will maintain the quality of the facilities, with special emphasis on the safety and security of the school."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual facilities inspection tool	As of spring 2024, school facilities in fair condition, as measured by yearly facilities inspection tool. Several items need attention. The 5th grade walkway	All needed repairs noted in the annual facilities inspection tool were corrected.	All needed repairs noted in the annual facilities inspection tool were corrected.	All needed repairs noted in the annual facilities inspection tool have been corrected	We continue to make all needed repairs matching the Baseline as well as our Year 3 Target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		needs to be repaired, water intrusion needs to be corrected, plaster and railings need to be repaired, extensive painting is required, sod needs to be replaced, sports court needs resurfacing, and asphalt needs resurfacing.				
3.2	Comprehensive safety plan approval	Comprehensive safety plan was approved fall of 2023.	Comprehensive safety plan was approved fall of 2024.	Comprehensive safety plan was approved fall of 2025. When the legislature required new components, a new plan was approved January, 2026.	Maintain full approval of comprehensive safety plan	We continue to maintain full approval of our comprehensive safety plan matching the Baseline as well as our Year 3 Target.
3.3	Facility improvement projects assessment (identified by the Board of Trustees as a part of our annual review of our Strategic Plan with the feedback of the staff, Safety Committee, and the Montecito Union School Foundation)	We have buildings at our site that are more than 100 years old. Improvements are needed in the library, Innovation Lab, Nature Lab, in our landscaping areas, and on our terraces. In addition, improvements are needed in the areas of safety, health, wellness, and fitness.	We completed improvements in 1) the Library, 2) the Innovation Lab, 3) safety upgrades in our Main Parking lot, and 4) safety upgrades to our CCTV system. This is in addition to the completion of 5) the renovation of Buildings D and E.	We completed improvements in 1) Mindfulness Pathway creation, 2) Mustang Strong Circuit creation, 3) LaBarge Track renovation.	Six completed facility projects that improve the learning spaces on campus will be completed	We have completed eight facility projects, which is two above the Baseline.

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.

Action 3.1 Comprehensive Safety Plan: In collaboration with teachers and the families of students, administrators will create a new, comprehensive safety plan by December, 2024 and will then implement the new plan.
This action was implemented with no substantive differences.
Challenges included constantly changing requirements from the state of California, requiring new work and amendments.
Successes experienced with implementation included continued collaboration with first responders and other experts.

Action 3.2 Facilities: Administrators will maintain the quality of the facilities, with special emphasis on the safety and security of the school.
This action was implemented with no substantive differences.
Challenges included a failed server switch which needed to be replaced.
Successes experienced with implementation included the replacement/upgrading of two cameras this year.

Action 3.3 Facilities: Administrators will make improvements to the learning spaces on campus, with special emphasis on 1) those areas that all students use and 2) outdoor learning environments.
This action was implemented with no substantive differences.
Challenges included a dye spill associated with the LaBarge Track renovation which required extensive cleanup.
Successes experienced with implementation included 1) the creation of the Mindfulness Pathway allowed enhancements to students' social and emotional well being. It is open to all and is an outdoor space. 2) The building of the Mustang Strong Circuit elevated our students' access to apparatus that encourages physical fitness. It is open to all and is in an outside space. 3) The LaBarge Track renovation made for safer running at our school. It is open to all and is in an outside space.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

Action 3.1 Comprehensive Safety Plan: In collaboration with teachers and the families of students, administrators will create a new, comprehensive safety plan by December, 2024 and will then implement the new plan.
This action was effective in making progress toward the goal. Specifically, our training continues to be highly attuned to our Safety Plan.

Action 3.2 Facilities: Administrators will maintain the quality of the facilities, with special emphasis on the safety and security of the school.

This action was effective in making progress toward the goal. Specifically, all of our doors connected to the automated locking system are in working order and our camera system continues to be upgraded.

Action 3.3 Facilities: Administrators will make improvements to the learning spaces on campus, with special emphasis on 1) those areas that all students use and 2) outdoor learning environments.
This action was effective in making progress toward the goal. Specifically, the creation of the Mindfulness Pathway allowed enhancements to students' social and emotional well being. The building of the Mustang Strong Circuit elevated our students' access to apparatus that encourages physical fitness. The LaBarge Track renovation made for safer running at our school.

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

After seeing the success of our actions and hearing positive comments from interest holders, at this time we are not making any changes to the goal, metrics, target outcomes, or actions for the coming year.

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	Comprehensive Safety Plan	In collaboration with teachers and the families of students, administrators will create a new, comprehensive safety plan by December, 2024 and will then implement the new plan.	$0.00	No
3.2	Facilities: Focus on Safety and Security	Administrators will maintain the quality of the facilities, with special emphasis on the safety and security of the school.	$0.00	No
3.3	Facilities: Focus on Learning Spaces	Administrators will make improvements to the learning spaces on campus, with special emphasis on 1) those areas that all students use and 2) outdoor learning environments.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$60,896	$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
1.293%	0.000%	$0.00	1.293%

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Effective Materials and Instruction for English Learners **Need:** English learners at MUS have been reclassified successfully and have demonstrated progress with the support of targeted instruction in the classroom as well as instruction one-on-one and in small groups with a certificated teacher. In this action, we will continue those successful practices with the expectation that our progress with these students will continue. English learners continue to perform below their same age peers in CAASPP testing and in local assessments. **Scope:** Limited to Unduplicated Student Group(s)	"In collaboration with administrators, teachers will provide effective direct instruction and appropriate materials to English learners." The above section is designed to meet the needs of English learners in that targeted materials and particular instructional strategies will be used specifically to support the needs of English learners. As stated previously, we continued the practice from last school year of only using 0.49 FTE in this area because the number of our English Learners has steadily declined along with our student population since the creation of this LCAP action. With fewer students than when the action was created, less FTE is needed to accomplish the same results. That number is now fewer than 11 students, so the number of students is not shared due to privacy concerns. The above section is designed to meet the needs of English learners in that English learners will meet one-on-one and in groups of four or fewer students to receive the targeted instruction, materials, and support they need from a well-trained and experienced certificated instructor.	1) Demonstration of progress of English learners as measured by the California Dashboard, 2) Reclassification rate

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.

Not applicable.

Additional Concentration Grant Funding

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

Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable.	Not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable.	Not applicable.

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	$4,708,542	60,896	1.293%	0.000%	1.293%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$547,040.00	$0.00	$0.00	$0.00	$547,040.00	$546,040.00	$1,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High Quality Staff	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.2	Effective Materials and Instruction	All	No			All Schools	2024-2027	$355,879.00	$0.00	$355,879.00	$0.00	$0.00	$0.00	$355,879.00	0
1	1.3	Effective Materials and Instruction for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$115,542.00	$1,000.00	$116,542.00	$0.00	$0.00	$0.00	$116,542.00	0%
1	1.4	Professional Development	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.5	Support for Students Below Grade Level	All	No			All Schools	2024-2027	$74,619.00	$0.00	$74,619.00	$0.00	$0.00	$0.00	$74,619.00	0
1	1.6	Inclusive Opportunities for All Students	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.1	Outreach	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.2	Student Plans	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.3	School Attendance Messaging	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.4	Board Reports	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.5	Focus on Subgroups	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.1	Comprehensive Safety Plan	All	No			All Schools	July 1, 2024-June 30, 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Facilities: Focus on Safety and Security	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.3	Facilities: Focus on Learning Spaces	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,708,542	60,896	1.293%	0.000%	1.293%	$116,542.00	0.000%	2.475 %	**Total:**	$116,542.00
								LEA-wide Total:	$0.00
								Limited Total:	$116,542.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Effective Materials and Instruction for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$116,542.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$522,391.00	$522,391.00

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**	High Quality Staff	No	$0.00	$0.00
1	**1.2**	Effective Materials and Instruction	No	$341,440.00	$341,440.00
1	**1.3**	Effective Materials and Instruction for English Learners	Yes	$110,353.00	$110,353.00
1	**1.4**	Professional Development	No	$0.00	$0.00
1	**1.5**	Support for Students Below Grade Level	No	$70,598.00	$70,598.00
1	**1.6**	Inclusive Opportunities for All Students	No	$0.00	$0.00
2	**2.1**	Outreach	No	$0.00	$0.00
2	**2.2**	Student Plans	No	$0.00	$0.00
2	**2.3**	School Attendance Messaging	No	$0.00	$0.00
2	**2.4**	Board Reports	No	$0.00	$0.00
2	**2.5**	Focus on Subgroups	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Comprehensive Safety Plan	No	$0.00	$0.00
3	**3.2**	Facilities: Focus on Safety and Security	No	$0.00	$0.00
3	**3.3**	Facilities: Focus on Learning Spaces	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$64,611	$110,353.00	$110,353.00	$0.00	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	1.3	Effective Materials and Instruction for English Learners	Yes	$110,353.00	$110,353.00	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,555,337.00	$64,611	0%	1.418%	$110,353.00	0.000%	2.422%	$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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