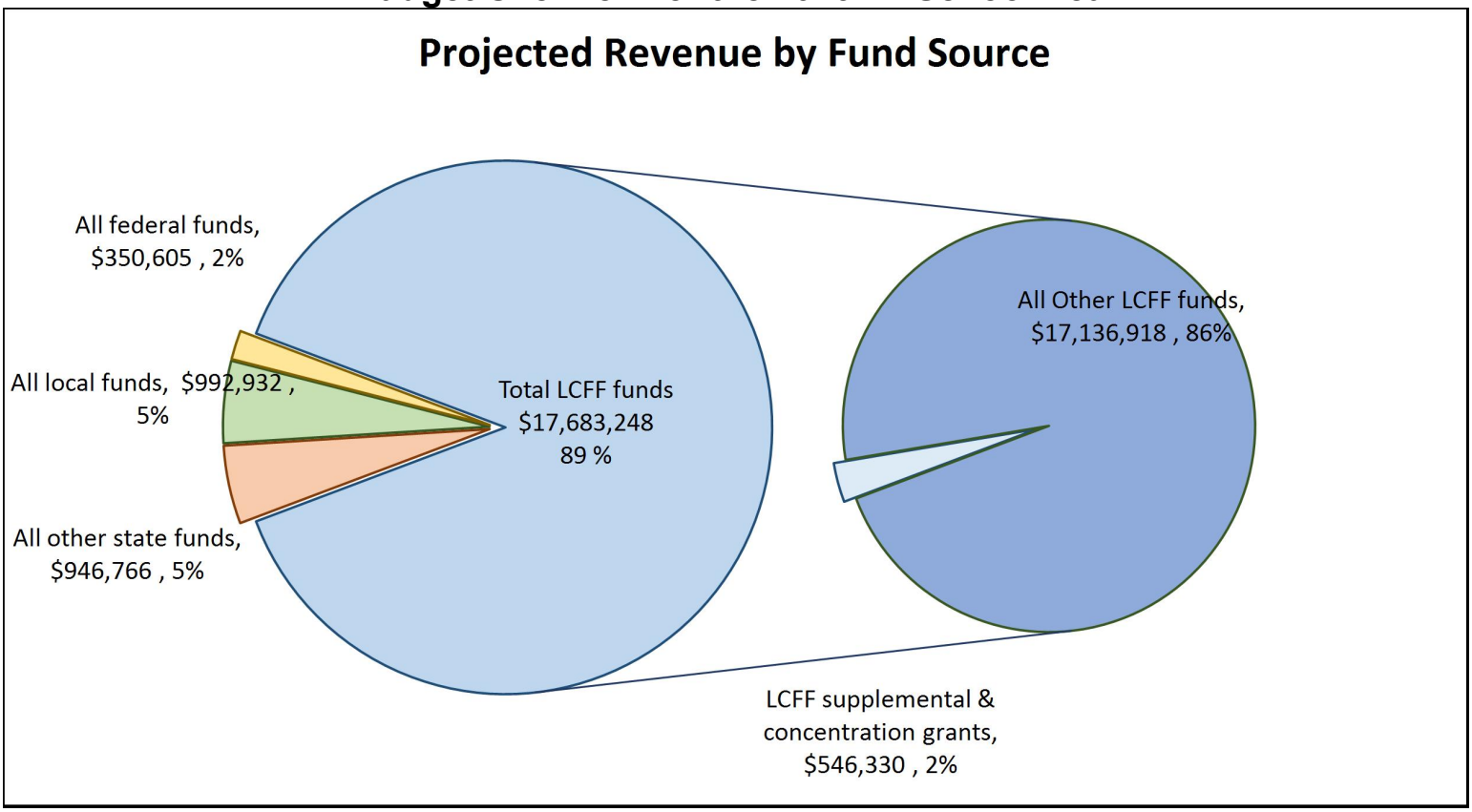
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Ynez Valley Union High School District
CDS Code: 42 69328 4236345
School Year: 2026-27
LEA contact information:
Victoria Martinez
Principal
vmartinez@syvuhsd.org
805--688--6487

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

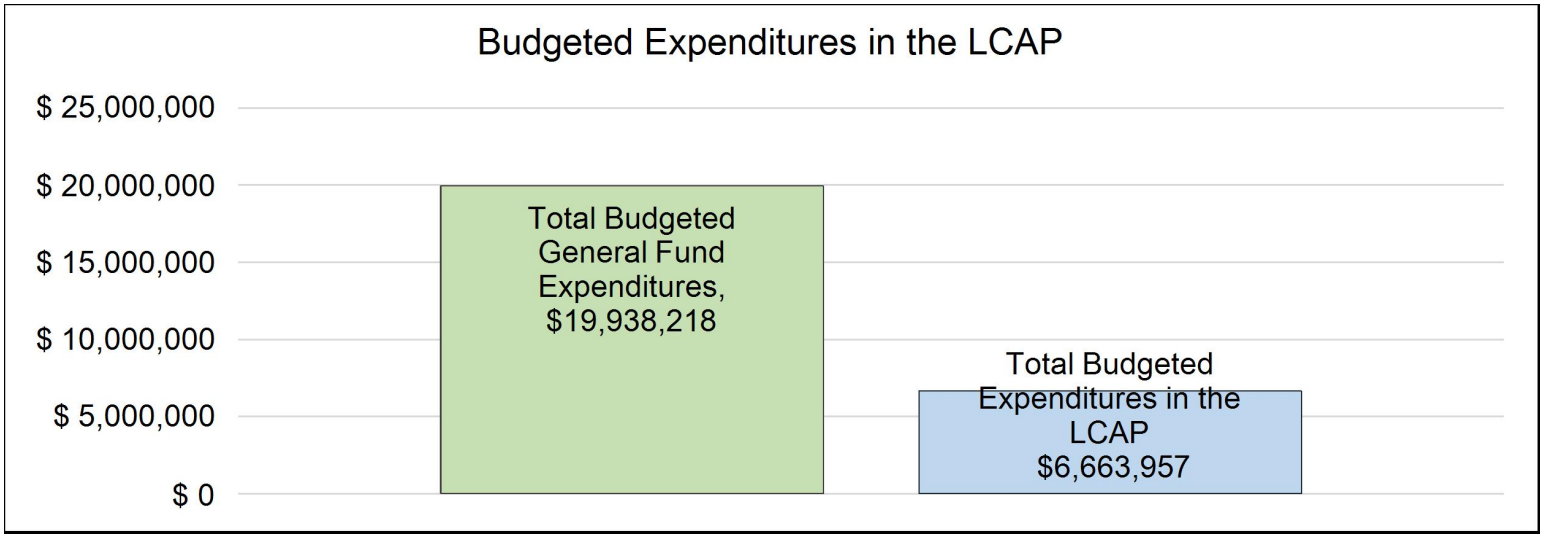


This chart shows the total general purpose revenue Santa Ynez Valley Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Ynez Valley Union High School District is $19,973,551, of which $17683248 is Local Control Funding Formula (LCFF), $946766 is other state funds, $992932 is local funds, and $350605 is federal funds. Of the $17683248 in LCFF Funds, $546330 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 Santa Ynez Valley Union High 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: Santa Ynez Valley Union High School District plans to spend $19938218.00 for the 2026-27 school year. Of that amount, $6663957.00 is tied to actions/services in the LCAP and $13,274,261 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

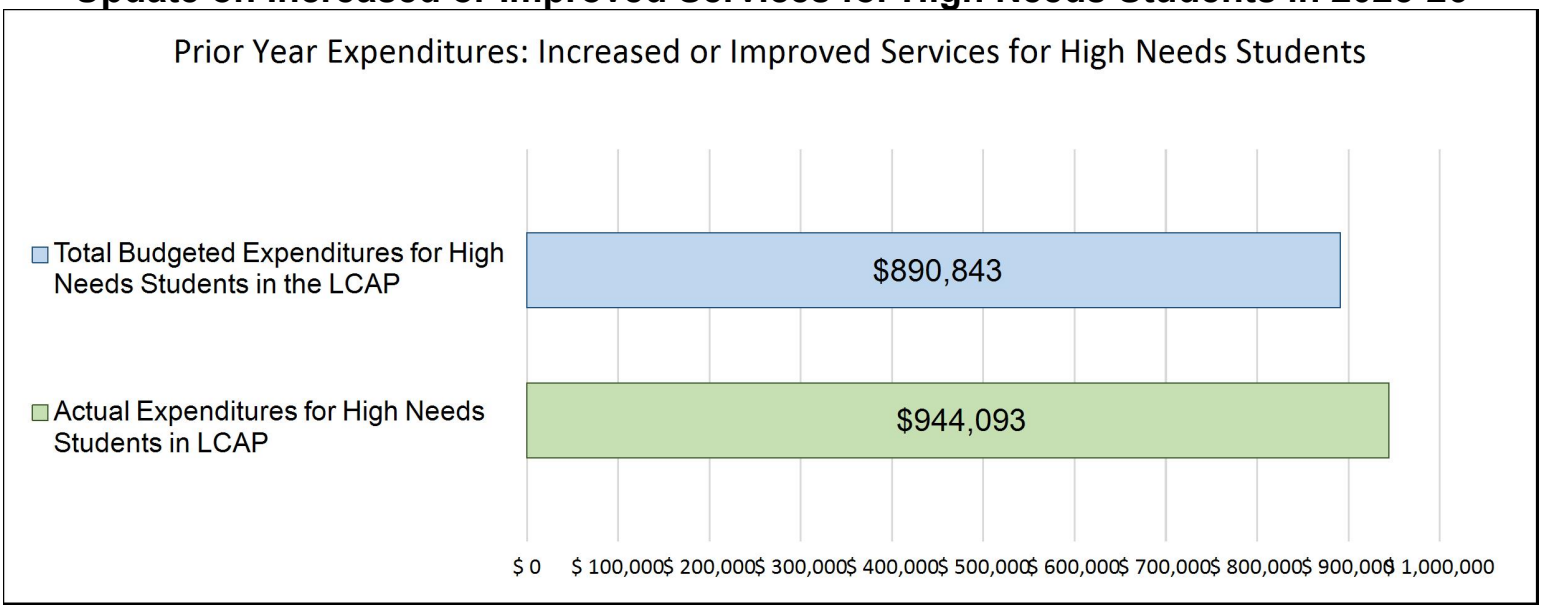
None of the expenditures related to the district's core educational program are included in the LCAP. Some of the expenditures not contained in the LCAP include salaries and benefits related to teachers, special education programs, administration, and maintenance. Other non salaries and benefits not incorporated would include utilities, legal fees, and property insurance.This description is not inclusive of the entire district budget. For more detail on the entire school district budget, the public is encouraged to review our website on which our SACS budget documents are posted www.syvuhsd.org/budget/.

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

In 2026-27, Santa Ynez Valley Union High School District is projecting it will receive $546330 based on the enrollment of Foster Youth, English learner, and low-income students. Santa Ynez Valley Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Ynez Valley Union High School District plans to spend $1189888.00 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 Santa Ynez Valley Union High 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 Santa Ynez Valley Union High 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, Santa Ynez Valley Union High School District's LCAP budgeted $890843.00 for planned actions to increase or improve services for high needs students. Santa Ynez Valley Union High School District actually spent $944093.00 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
Santa Ynez Valley Union High School District	Victoria Martinez Principal	vmartinez@syvuhsd.org 805--688--6487

Plan Summary [2026-27]

General Information

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

The Santa Ynez Valley Union High School District, located 40 minutes north of Santa Barbara in northern Santa Barbara County, serves students in grades 9-12 across two schools (Santa Ynez Valley Union High School and Refugio Continuation High School). The current enrollment is 724 students (SYVUHS: 714, RHS: 10) of which 21 are English Learners (2.9%), 218 are socioeconomically disadvantaged (30.11%), 93 are students with disabilities (12.84%), 0 are foster youth, and 7 are homeless youth (0.96%). 51.27% of SYVUHSD students are Hispanic or Latino and 43.71% are White.

The Santa Ynez Valley Union High School serves the entire Santa Ynez Valley as the primary school of matriculation after 8th grade. Although there are two private high schools and various options for home school or modified home educational learning environments, the significant majority of high school--aged students in the Santa Ynez Valley attend Santa Ynez High School. The district provides a variety of programs and supports for students including: AP and Career Technical Education (CTE) programs, Concurrent and Dual Enrollment courses with Allan Hancock Community College, a robust student athletics program, a Health and Wellness Center, English language development program, and special education. The district does not receive Equity Multiplier Funding.

It is the mission of the Santa Ynez Valley Union High School District to provide a rigorous and broad academic experience that connects and engages the social, emotional, and physical needs of every student in a positive and supportive learning environment.

The District's Core Values are as follows:

Excellence: We relentlessly pursue excellence in all academic and organizational endeavors.
Integrity: We believe that no accomplishment has value which has not been completed with integrity.
Opportunity: We believe that all students should have the opportunity to discover and develop their unique strengths.
Community: We are better as a community than we are as individuals in our pursuit of excellence.
Innovation: We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

Reflections: Annual Performance

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

The development of our Annual Update for our Local Control and Accountability Plan (LCAP) reflects Santa Ynez Valley Union High School District's continued focus on student achievement, engagement, and continuous improvement. By reviewing the latest California School Dashboard data alongside local insights, we have identified both areas of growth and opportunities to provide additional support to students. This reflection allows us to celebrate successes while ensuring every student has access to the resources they need to thrive.

English Language Arts (ELA)

- Students are currently performing 19.2 points above standard, placing the district in the "Green" category for ELA.
- This reflects an increase of 42.6 points from last year, alongside 60.51% of students meeting or exceeding standards.
- Student group performance shows that Students with Disabilities are in the "Orange" category, while Hispanic and Socioeconomically Disadvantaged (SED) students are in the "Yellow" category. These student groups represent the district's lowest performing groups in English Language Arts (ELA), highlighting the importance of continued targeted support.
- To help sustain and expand literacy gains, Actions 1.1 and 1.8 will focus on instructional strategies, targeted interventions, and professional development for teachers.

Mathematics

- Students are performing 58.8 points below standard, with 36.92% of students meeting or exceeding standards.
- This reflects an increase of 7.6 points, indicating modest growth while overall performance remains an area of need.
- Students with Disabilities are in the "Orange" category, while Hispanic and Socioeconomically Disadvantaged (SED) students are in the "Yellow" category, representing the district's lowest performing student groups and indicating continued achievement gaps.
- To support student success in math, Actions 1.1 and 1.8 will focus on strengthening instruction, expanding intervention supports, and increasing access to learning opportunities.
- Socioeconomically Disadvantaged (SED) students were identified in the "Red" category for Mathematics on the 2023 Dashboard and have improved to the "Yellow" category, demonstrating meaningful progress while highlighting the need for continued targeted support.

College & Career Readiness

- The percentage of students considered "prepared" for college and career has increased to 72.8%, an 11.1% improvement from last year.
- Additionally, 44% of students successfully completed A-G requirements, and 15.6% completed both A-G and a CTE pathway, reflecting growth in college and career readiness indicators.
- With this progress, the district has moved into the "Blue" category in this area.

- Continued attention is needed to ensure equitable access across all student groups.
- Actions 1.6 will continue to expand dual enrollment, career pathways, and postsecondary planning opportunities, with 41.43% of students currently participating in at least one CCAP course.

English Learner Progress
- 27.8% of English Learners are making progress toward English language proficiency, reflecting a decline from the prior year following previously inflated baseline conditions.
- Reclassification rates show continued progress, with 12.5% of English Learners and 21.42% of Long-Term English Learners reclassified.
- While the district does not receive a performance color for this measure, these results highlight the need for sustained focus on language development.
- Actions 1.1, 1.2, and 1.3 will focus on strengthening designated and integrated English Language Development (ELD) instruction and expanding professional development for teachers.

Graduation Rate
- The district maintains a strong graduation rate of 96%, a 2% increase from last year, placing this measure in the "Blue" category.
- This outcome reflects continued success in supporting students to completion, alongside 100% enrollment in required courses of study.
- Actions 1.6, 1.8, 1.9, and 1.10 will continue to support credit recovery, academic planning, and targeted interventions to ensure students graduate prepared.

Suspension Rates & School Climate
- The district maintained a suspension rate of 4.1%, a slight decrease from the prior year, placing this measure in the "Yellow" category.
- Student group performance indicates continued disparities, with Socioeconomically Disadvantaged and Hispanic students in the "Orange" category.
- Chronic absenteeism remains an area of focus, increasing slightly to 21.1%, indicating that sustained improvement has not yet been achieved.
- Actions 2.3, 2.4, and 2.5 will emphasize restorative practices, behavioral supports, and expanded student services, including proactive attendance strategies, to improve school climate and engagement.
- English Learners (EL), Students with Disabilities (SWD), and students identifying as Two or More Races were identified in the "Red" category for Suspension Rate on the 2023 Dashboard. Since that time, Students with Disabilities and Two or More Races have improved to the "Green" category. English Learners are not currently receiving a performance color because the number of students in this group does not meet the minimum threshold for reporting.

Science Achievement
- Students are performing at 57 science points, reflecting an increase of 5.3 points and placing the district in the "Blue" category.
- Students with Disabilities are in the "Yellow" category, while Hispanic and Socioeconomically Disadvantaged students are in the "Green" category.

- These results demonstrate progress while reinforcing the need for continued focus on science instruction and access to rigorous coursework.

Family & Community Engagement

- The district continues to prioritize building strong relationships with families, recognizing that student success is closely tied to family involvement.
- Efforts will focus on improving communication, expanding engagement opportunities, and strengthening partnerships to ensure families feel connected and informed.

The LEA has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be incorporated into the 2026–27 LCAP. These funds will support actions aligned to identified learning recovery needs, including services provided through Refugio High School.

LREBG funds are being directed to Goal 1, Action 1.9 (Refugio High School) to address needs identified through the LREBG needs assessment, including credit deficiency, disengagement, and gaps in academic progress for students most impacted by learning loss. Refugio High School serves a concentrated population of students with the greatest academic need, including those who are credit deficient and performing below standard, and is therefore a key focus for targeted intervention and learning recovery efforts.

This action aligns with allowable uses of LREBG funds by providing targeted academic intervention, credit recovery, and individualized support within a smaller, structured learning environment designed to improve graduation outcomes and student re-engagement.

Looking Ahead

As the Santa Ynez Valley Union High School District moves forward, we are proud of the areas where we have made progress while remaining focused on the work that still needs to be done. The district remains committed to:

- Strengthening support in Math and targeted student groups in ELA to ensure all students achieve at high levels.
- Expanding college and career readiness opportunities so all students are prepared for their future pathways.
- Continuing to foster a positive and inclusive school environment through student-centered supports.
- Implementing LREBG-funded actions in 2026–27 to accelerate learning recovery, particularly for students served at Refugio High School.

By working alongside students, families, educators, and the broader school community, we can ensure that every student in the Santa Ynez Valley Union High School District is set up for success in learning and beyond.

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 District schools were 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.

No District schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No District schools were identified for CSI.

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
Teachers	Teachers engaged in discussions around district priorities and participated in an LCAP survey (April 2025) to share insights on programs, student needs, and school climate. Their feedback played a critical role in shaping actions aligned with instructional goals and student success.
Administration	The SYVUHSD administration team met to discuss both the current year and next year's LCAP, as well as progress toward completion of LCAP actions, during multiple Wednesday leadership meetings throughout the spring semester. During these meetings, the administration team reviewed all sections of the LCAP and ensured alignment of goals with the eight state priorities. The team analyzed progress on current actions and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.
Certificated Bargaining Unit	Certificated staff/Certificated Bargaining Unit engaged in discussions around district priorities and participated in an LCAP survey (April 2025) to share insights on programs, student needs, and school climate. Their feedback played a critical role in shaping actions aligned with instructional goals and student success.
Classified Staff/Bargaining Unit	Classified staff/Classified Bargaining Unit were provided with multiple opportunities to offer input on district priorities through informal discussions and a districtwide survey (April 2025). Their perspectives ensured that operational systems and student support structures were meaningfully represented in the LCAP.

Educational Partner(s)	Process for Engagement
LCAP Parent Advisory Committee/Community	Educational partners, including parents, more than two students, staff, and community members, were invited and participated in LCAP Committee meetings held on April 28 and May 18. This committee functioned as the district's primary forum for parent and community engagement in the LCAP development process. These meetings provided structured opportunities for educational partners to review data, discuss district priorities, and provide input on proposed goals, actions, and services. In addition, the district presented and discussed LCAP updates at Board of Trustees meetings throughout the year, ensuring ongoing opportunities for public input. District leaders remained accessible to educational partners to respond to questions and gather feedback, supporting continuous engagement in the LCAP development process.
Student	Student voice was a key driver in the planning process. Students provided feedback through structured input opportunities, including a student survey (April 2025), allowing the district to incorporate their lived experiences and perspectives on school climate, engagement, and supports.
DELAC	On April 26, a presentation was delivered to DELAC to ensure families of English learners were informed and empowered to provide input. Their feedback supported alignment of LCAP actions with the needs of multilingual learners. DELAC parents were also contacted with a draft of our LCAP for review and input once it was in draft form in May 2026.
SELPA	On May 13, district leaders consulted with SELPA to ensure that the needs of students with disabilities were thoughtfully considered in the development of the LCAP. This consultation supported alignment between district goals and required supports under special education guidelines.
All Educational Partners	The final draft of the LCAP was posted to the district website, shared through ParentSquare with parent groups and DELAC, and emailed to school staff on June 5, 2026 for review and provide any additional feedback.

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

Feedback from educational partners, including students, families, staff, community members, DELAC, SELPA, and the LCAP Committee, directly informed the development of the adopted LCAP. Input gathered through surveys, LCAP Committee meetings on April 28 and May 18, DELAC consultation, SELPA consultation, and discussions at Board of Trustees meetings identified consistent priorities, including mental health and wellness supports, stronger academic interventions in English Language Arts and Mathematics, expanded college and career readiness opportunities, improved communication with families, and increased opportunities for meaningful family engagement.

This feedback resulted in specific refinements to goals, actions, metrics, and expenditures across the LCAP. Under Goal 1, educational partner input supported continued investment in the Pirate Academic Center (Action 1.8) to provide targeted tutoring in English and Mathematics, refinement of the College, Career, and Community Coordinator position (Action 1.4), and the decision to discontinue AVID and replace it with a College and Career Center model (Action 1.7) to expand access to college and career readiness supports for a broader group of students. Feedback from DELAC reinforced the importance of designated and integrated English Language Development supports (Actions 1.2 and 1.3) and ongoing professional development in ELD strategies (Action 1.1). Input also supported continued expansion of dual enrollment opportunities (Action 1.6) and monitoring of college and career readiness through metrics such as the College and Career Indicator and participation in CCAP courses.

Under Goal 2, educational partners emphasized the importance of maintaining and expanding mental health and wellness services (Action 2.3), strengthening behavioral and attendance interventions (Actions 2.4 and 2.5), and continuing investment in student engagement opportunities such as athletics (Action 2.6). Under Goal 3, feedback highlighted the need for stronger communication and more accessible opportunities for families to provide input, informing continued investment in family engagement and communication actions, including exploration of informal opportunities such as Coffee with the Principal.

Overall, the adopted LCAP reflects the priorities identified by educational partners and directs resources toward the actions and expenditures most closely aligned to the academic, social-emotional, and engagement needs of students and families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement: Ensure that all students are academically proficient and college and career ready upon graduation by providing access to a rigorous and broad course of study.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
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.

Analysis of district performance data and educational partner input informed the development of Goal 1. The percentage of students meeting or exceeding standards on the CAASPP English Language Arts assessment declined from 70.2% in 2021–22 to 67.9% in 2022–23, while mathematics performance remained relatively flat, increasing only from 39.5% to 39.6%. The district also observed declines in A-G and CTE completion rates, indicating a need to strengthen supports that prepare students for success after high school. Disaggregated data showed lower performance for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, with English Learners and Students with Disabilities performing at Very Low levels in ELA and Math. Educational partner focus groups consistently identified college and career readiness as a top priority.

The actions and metrics for Goal 1 are intentionally aligned to improve student achievement and readiness for postsecondary success. Key actions include professional development through Cycles of Inquiry and schoolwide instructional strategies (Action 1.1), targeted English Language Development supports (Actions 1.2 and 1.3), expanded dual enrollment and college and career planning (Actions 1.4 and 1.6), and targeted academic intervention through the Pirate Academic Center (Action 1.8). These strategies are designed to close achievement gaps and expand access to college and career pathways. Progress is monitored through disaggregated analysis of academic achievement (Metrics 1.6 and 1.7), college and career readiness (Metrics 1.8–1.10 and 1.20), and access to a broad course of study (Metric 1.15). These metrics are reviewed specifically for Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities to evaluate the effectiveness of the programs and services provided to these student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	88.8% (22-23)	89.2%	89.7%	100%	0.9%
1.2	% of students with CA State Standards aligned core curriculum	100% (22-23)	100%	100%	100%	0%
1.3	% of ELs with access to ELD and Core Curriculum	100% (22-23)	100%	100%	100%	0%
1.4	% implementation of State Board Adopted CA State Standards for all students	62.9% (23-24)	97.3%	97.2%	95%	34.3%
1.5	% implementation of State Board Adopted ELD standards for all ELs	90.0% (23-24)	60.6%*	100%	95%	10%
1.6	% meeting standard on CAASPP ELA	67.9% (22-23)	45.83%	60.51%	80%	-7.39%
1.7	% meeting standard on CAASPP Math	39.6% (22-23)	29.11%	36.92%	55%	-2.68%
1.8	% of students successfully completing CTE pathways	10.1% (22-23)	18.9%	35.6%	20%	25.5%
1.9	% of students successfully completing A-G requirements	42% (22-23)	39.3%	44%	55%	2%
1.10	% of students successfully completing A-G requirements and CTE pathways	0.5% (22-23)	3.7%	15.6%	12%	15.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	% of ELs reclassified (Reclassification Rate)	6.66% (22-23)	11.11%	12.5%	40%	5.84%
1.12	% of LTELs reclassified (Reclassification Rate)	8.33% (22-23)	17.65%	21.42%	40%	13.09%
1.13	% of EL students making progress on language acquisition (ELPI)	0% (22-23)	70%	27.8%	50%	27.8%
1.14	% of LTEL students progress on language acquisition (ELPI)	0% (22-23)	71.4%	55.55% (Local Data - Fewer than 11 students)	50%	55.55%
1.15	% of students enrolled in required courses of study	100% (23-24)	100%	100%	100%	0%
1.16	% of students completing 2 formative local assessments	53.1% (23-24)	94.6%	97.4%	100%	44.3%
1.17	% of students who have passed an advanced placement examination with a score of 3 or higher	77.6% (22-23)	75.71%	83.54%	82%	5.94%
1.18	% of teachers who have completed one or more Cycles of Inquiry with their students	78.4% (24-25)	78.4%	86.9%	100%	8.5%
1.19	CAST Distance from Standard/Science Points (25-26)	13.4 Points Below Standard (23-24)	13.4 Points Below Standard	40.1 Science Points (+9.6%)	0 Points Below Standard/45 Science Points	N/A
1.20	% of students Prepared on CCI Indicator	61.2% (23-24)	61.2%	72.8%	70%	11.6%
1.21	% of students taking at least one CCAP (Dual Enrollment) course	39.66% (24-25)	39.66%	41.43%	45%	5.44%

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.

During the 2025–26 school year, the Santa Ynez Valley Union High School District made progress on multiple fronts aligned to Goal 1. While most actions were implemented as planned, several were adapted based on evolving circumstances, staffing considerations, and strategic reflection. Below is a summary of substantive differences, challenges, and successes:

Action 1.1 was implemented as intended, with the Instructional Leadership Team (ILT) continuing Cycles of Inquiry aligned to the Profile of a Graduate. Staff engaged in professional development in AI integration, instructional technology, and the identification and initial implementation of two schoolwide instructional strategies (CER and PBL). In addition, the district partnered with SBCEO to provide all staff and small group professional development focused on designated and integrated ELD. These efforts strengthened instructional alignment and capacity across content areas.

Actions 1.2 and 1.3 were implemented as designed, continuing to provide designated and integrated ELD supports aligned to the ELD Frameworks. These actions contributed to sustained gains in reclassification rates (Metrics 1.11 and 1.12) and ensured full access to ELD and core curriculum (Metric 1.3 at 100%). While English Learner Progress Indicator (ELPI) results for EL students declined compared to the prior year, this reflects variability in cohort performance and highlights the need for continued focus on consistent language development. LTEL ELPI results remain an additional indicator of progress, though prior year data was influenced by a small cohort size and baseline conditions.

Action 1.4 was implemented through the establishment of a College, Career, and Community Coordinator position; however, due to staffing needs, the role functioned as a part time, split position. As a result, the full scope of intended work was not realized. This will be addressed in the coming year through a more focused and fully implemented structure.

Action 1.5 was implemented as designed through the continued expansion of Cycles of Inquiry. This approach strengthened teacher collaboration and data informed instructional practices. Metric 1.18 was used to capture participation and demonstrated increased staff engagement in this work.

Action 1.6 was fully implemented, with continued Dual Enrollment English offerings through Allan Hancock College under the CCAP agreement. This action supported increased access to college level coursework and contributed to improved college and career readiness outcomes.

Action 1.7 remained in place; however, enrollment in AVID remained limited due to scheduling constraints and overall student interest. While the program continued to support participating students, its overall reach was limited. This has prompted consideration of alternative models to expand access to college and career readiness supports. As a result, the district will discontinue the AVID program for 26-27.

Action 1.8 continued to support targeted academic intervention through the Pirate Academic Center. This program, operating three evenings per week, provided structured support in ELA and Math and reflects a sustained and refined implementation of this action.

Actions 1.9 and 1.10 continued as planned, with students benefiting from Refugio High School's personalized learning environment and the district's Edgenuity-based credit recovery system. These programs supported increased access to the required course of study and contributed to improved graduation outcomes. Action 1.9 will continue in 2026–27; however, it will no longer be identified as a contributing action toward the increased or improved services requirement for unduplicated pupils. This change does not alter the services provided through Refugio High School, which will continue to support students through personalized instruction, credit recovery, and individualized academic supports.

In addition, the LEA will implement Learning Recovery Emergency Block Grant (LREBG) funds beginning in the 2026–27 school year through Action 1.9 (Refugio High School). These funds were not expended in prior years and are being carried forward to expand and strengthen continuation high school services, including staffing, credit recovery, and individualized academic supports. This adjustment reflects a strategic alignment of resources to address identified needs related to credit deficiency and gaps in academic achievement for students most impacted by learning loss.

Overall, the district demonstrated responsiveness and adaptability in implementing Goal 1. Key successes include strengthened instructional systems through professional development and Cycles of Inquiry, improved reclassification outcomes for English Learners, and expanded access to academic supports. Metric 1.19 was updated from CAST Distance from Standard to Science Points to align with California School Dashboard reporting changes, reflecting a shift in how science performance is measured and requiring careful consideration when comparing data across years. Key challenges included variability in ELPI outcomes, limited capacity of the College, Career, and Community Coordinator role due to staffing structure, and constraints on AVID program expansion. These areas will be addressed through targeted adjustments in the coming year.

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

Action 1.2 increased in cost as a result of negotiated increases. Additionally, we are budgeting for an increase of .20 of an FTE associated with this action. Action 1.3 increased as a result of negotiated increases and an entire year of RHS period instead of less than a year. Action 1.4 is significantly increased because the TOSA position changed to a full 1.2 FTE from .50 FTE originally contemplated. Action 1.6 changed from only budgeting materials and supplies for the english course to .20 FTE of the english teacher plus the supplies for the dual enrollment course. 1.7 reduced because we eliminated the AVID program for the dual enrollment program. Action 1.8 higher because the full cost of the PAC center is now known and more teachers are participating in the program so the costs are increased. Action 1.9 did not capture all costs associated with RHS. Objects 4-7 were improperly excluded and we have updated to include them.

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

Actions under Goal 1 demonstrated varying levels of effectiveness, with measurable progress in several key areas and continued development of systems intended to support long-term student outcomes.

Effective Actions:

Action 1.1 (Professional Development Plan): The district's investment in professional development strengthened instructional practices across content areas. Staff engaged in Cycles of Inquiry, professional learning in AI integration, development of the Profile of a Graduate, and identification and initial implementation of two schoolwide instructional strategies (CER and PBL). In addition, all-staff and small group ELD professional development in partnership with SBCEO supported improved implementation of ELD standards (Metric 1.5 increased to 100%). These efforts contributed to building instructional capacity and a more aligned approach to teaching and learning.

Actions 1.2 and 1.3 (Designated and Integrated ELD Support): These actions continued to support access to ELD and core instruction (Metric 1.3 at 100%) and contributed to sustained gains in reclassification rates (Metrics 1.11 and 1.12). While English Learner Progress Indicator (ELPI) results for EL students declined from the prior year (70% to 27.8%), this shift reflects variability in cohort performance and highlights the need for continued focus on consistent language development across all EL levels. LTEL ELPI results (Metric 1.14 at 55.55%) remain a useful additional measure, though prior year results were likely inflated due to a 0% baseline and small cohort size. These actions remain foundational and will continue to be strengthened through ongoing professional development and targeted supports.

Action 1.4 (College, Career, and Community Coordinator): This action was implemented and supported college and career readiness efforts; however, impact was limited as the position was structured as a part-time, split role due to staffing needs. While some progress was made, full implementation of the intended scope of work was not realized and will be strengthened in the coming year.

Action 1.5 (Cycles of Inquiry): This action was effectively implemented, with strong staff participation (Metric 1.18 increased to 86.9%). Cycles of Inquiry supported ongoing instructional reflection and data-informed practice, contributing to a developing system for continuous improvement aligned to district priorities.

Action 1.6 (Dual Enrollment / CCAP): Continued expansion of dual enrollment opportunities supported increased college and career readiness, with growth in the percentage of students prepared on the CCI Indicator (Metric 1.20 increased to 72.8%) and increased participation in CCAP coursework (Metric 1.21 increased to 41.43%).

Action 1.8 (Tutoring Support / Pirate Academic Center): The Pirate Academic Center continued to provide targeted academic support in ELA and Math. This action supported improvement in CAASPP performance from Year 1 to Year 2 (ELA increased to 60.51%, Math to 36.92%), indicating positive impact on student achievement.

Actions 1.9 and 1.10 (Refugio High School and Credit Recovery): Actions 1.9 and 1.10 (Refugio High School and Credit Recovery): These actions effectively supported access to the required course of study (Metric 1.15 at 100%) and supported graduation outcomes and expanded opportunities for students needing alternative pathways.

Less Effective or Developing Actions:

No actions were identified as ineffective; however, some showed more limited schoolwide impact.

Action 1.4 (College, Career, and Community Coordinator): Due to the position being part-time and split, the full intended impact of this action was not realized. This limited the district's ability to fully expand and coordinate college and career readiness programming.

Action 1.7 (AVID): AVID implementation remained limited due to scheduling constraints and overall student interest, with fewer than 60 students enrolled. While effective for participating students, the limited scale reduced its overall impact on schoolwide college and career readiness outcomes. The district is shifting toward a College and Career Center model to provide similar supports to a broader group of students.

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.

Reflections on Goal 1 implementation and outcomes informed targeted adjustments and refinements to actions and strategies in the 2026–27 LCAP to strengthen student academic achievement and college and career readiness.

Changes to Actions:

Action 1.7 (AVID): Due to limited enrollment and scheduling constraints, the district will discontinue the AVID program. In its place, the district will implement a College and Career Center model to expand access to college and career readiness supports for a broader group of students. This approach will maintain key elements previously offered through AVID, including academic skill development, organization, and postsecondary planning, while reaching a greater number of students.

Action 1.9 (Refugio High School): The action will continue in 2026–27 to provide personalized instruction, credit recovery, and individualized academic supports for students needing an alternative pathway to graduation. The action will no longer be identified as contributing toward the increased or improved services requirement for unduplicated pupils; however, this change in designation does not alter the services provided through Refugio High School. LREBG funds will be used to expand and strengthen the action in 2026–27.

Refinements to Implementation:

Action 1.1 (Professional Development): The district will continue to build on current professional learning structures, including Cycles of Inquiry, ELD professional development in partnership with SBCEO, and the implementation of schoolwide instructional strategies (CER and PBL), to strengthen instructional coherence and improve student outcomes.

Actions 1.2 and 1.3 (ELD Supports): Continued focus will be placed on strengthening both designated and integrated ELD instruction through aligned professional development and instructional practices, particularly in response to variability in ELPI outcomes.

Action 1.4 (College, Career, and Community Coordinator): The district will refine the implementation of this action by transitioning the position to a more focused and fully implemented structure to ensure the role can effectively support and expand college and career readiness programming.

These adjustments reflect the district’s commitment to continuous improvement through responsive planning. Each change is grounded in data, educational partner feedback, and strategic alignment with long-term district goals and student needs.

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	Professional Development Plan	Work with ILT, the technology department, and administration to develop a plan and implement professional development on the following topics: social- emotional learning, student empowerment (voice/choice), effective 21st century pedagogy and instructional technology, ELs and LTELs' language acquisition, technology integration, and academic rigor.	$25,000.00	No
1.2	English Language Development 1	CHANGED AS OF 2025-26: Ensure that all EL level 1 and 2 students are placed in an English class that follows the CA EL Frameworks, has appropriate instructional materials to support the ELD Frameworks and has instructors who have received targeted professional development to support their learning. Ensure that all EL level 1 and 2 students are placed in an English class that follows the CA EL Frameworks, has appropriate instructional materials to support the ELD Frameworks and has a bilingual instructional aide.	$56,946.00	No
1.3	English Language Development 2	Provide a strategic ELD support class to all level 3 EL students including any LTELs that is aligned to the ELD Frameworks and has appropriate instructional materials to support the ELD Frameworks. This class is an additional support class.	$28,473.00	Yes
1.4	Career Technical Education Lead	CHANGED AS OF 2025-26: Provide a College Career and Community Coordinator who will oversee the CTE programs, Allan Hancock College Partnerships, and support students in their goals of completing CTE Pathways and/or A-G courses of study. Provide a CTE Lead who will oversee the CTE programs, attend trainings and county meetings, manage the SWP grant, explore best CTE options	$180,421.00	No

Action #	Title	Description	Total Funds	Contributing
		for both SYHS and RHS, and ensure that all CTE courses are aligned with a complete pathway.		
1.5	Interim Assessments	CHANGED AS OF 2025-26: implementation of Cycles of Inquiry with a focus on implementation within Math, ELA and ELD departments, specifically, supporting real-time data use by teachers to adjust instruction. Develop a district-wide plan so that all students will complete district approved interim assessments in RLA and Math and ELD at least 2 times each year.	$3,000.00	No
1.6	Dual-Enrollment	CHANGED AS OF 2025-26: Provide a CCAP approved English option in 12th grade through partnership with Allan Hancock College to allow students to earn college credit for English while also meeting the high school English graduation requirement allowing more students to be prepared for and enroll in college post-high school graduation. Provide a Dual-Enrollment English option in 12th grade to allow students to earn college credit for English while also meeting the high school English graduation requirement allowing more students to be prepared for and enroll in college post-high school graduation. The partner colleges are Hancock and Taft.	$33,506.00	No
1.7	AVID Sections	ACTION IS NULL AS OF 2026-27: Staff AVID section, a course designed to close the achievement gap by preparing all students for college readiness and success in a global society.	$0.00	No
1.8	Tutoring Support	CHANGED AS OF 2025-26: Provide hours for student tutoring through the Pirate Academic Center with an emphasis on Math and ELA, prioritizing socioeconomically disadvantaged students in both areas and specifically Hispanic students in ELA, outside of the school day.	$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide teacher hours for student tutoring in core content areas with an emphasis on Math, prioritizing socioeconomically disadvantaged students, outside of the school day.		
1.9	Refugio High School (RHS)	Funding supports 1.2 FTE Refugio High School staffing and the full range of costs necessary to operate the continuation high school program, including instructional materials and supplies, contracted and operational services, credit recovery and graduation supports through Edgenuity, and summer school programming. This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to address needs identified through the LREBG needs assessment and analysis of Dashboard and local data. These needs include persistent gaps in academic performance in English Language Arts and Mathematics and a high number of students who are credit deficient and not on track to graduate. Data indicates that English Learners and Students with Disabilities are performing at Very Low levels in both ELA and Math, while Hispanic and Socioeconomically Disadvantaged students are performing at Low levels. Additional student subgroup performance data shows that English Learners and Students with Disabilities fall within the lowest achievement bands, indicating a need for intensive, targeted academic intervention. In addition, student groups identified in the lowest performance level (Red) on the 2023 California School Dashboard continue to inform this action, including Socioeconomically Disadvantaged students in Mathematics and English Learners, Students with Disabilities, and students identifying as Two or More Races in Suspension Rate. Refugio High School serves students who are credit deficient and require a more personalized and flexible educational setting to re-engage in school and complete graduation requirements. Students served through this program are disproportionately represented among student groups identified in the needs assessment, including Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities.	$360,123.00	No

Action #	Title	Description	Total Funds	Contributing
		This action supports learning recovery by providing summer school, targeted academic intervention, expanded credit recovery opportunities, and individualized student supports within a smaller, structured setting. These supports are designed to address unfinished learning and increase student access to the required course of study and successful graduation outcomes. Research indicates that continuation high schools and alternative education settings that provide smaller class sizes, individualized instruction, and structured credit recovery improve student engagement, course completion, and graduation rates. These approaches are particularly effective for students who are credit deficient or disengaged from traditional school settings, and for student groups most impacted by learning loss. Metric(s) used to monitor the impact of this action include Metric 1.4 (Graduation Rate), Metric 1.6 (ELA Achievement), Metric 1.7 (Math Achievement), and Metric 1.15 (Access to Course of Study). LREBG Funds supporting this action (to be expended beginning in 2026–27): $24,809.		
1.10	Edgenuity Software	Ensure the use of the Edgenuity learning platform for credit recovery, independent study and summer school.	$17,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Culture and Climate: Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of local survey data, Dashboard results, and educational partner input informed the development of Goal 2. While 77.5% of educational partners reported that they perceive the school as safe or very safe, only 53.8% indicated that they feel connected to the school. Educational partner focus groups also identified helping students become more inclusive as a top priority. In the 2023 California School Dashboard, English Learners, Students with Disabilities, and students identifying as Two or More Races were identified in the Red category for Suspension Rate, highlighting the need for targeted behavioral and wellness supports.

Goal 2 is supported by actions designed to foster a safe, inclusive, and engaging school climate. Investments in facilities and campus safety (Action 2.1), freshman transition supports (Action 2.2), mental health and wellness services (Action 2.3), behavioral interventions (Action 2.4), and attendance and MTSS supports (Action 2.5) address both the physical and emotional needs of students. Additional investments in athletics (Action 2.6) and special education services (Action 2.7) further promote student connection and equitable access. Progress is monitored through disaggregated analysis of chronic absenteeism (Metric 2.3), graduation rate (Metric 2.5), suspension rate (Metric 2.6), and local measures of perceived safety and school connectedness (Metrics 2.8 and 2.9). These metrics are reviewed specifically for Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities to assess the effectiveness of services and supports provided to these student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% on the Facilities Inspection Tool Overall Rating	95% (23-24)	90%	90%	100%	-5%
2.2	School Attendance Rate	93.4% (23-24)	93.7%	93.83%	95%	0.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism Rate	20.6% (22-23)	20%	21.1%	12%	0.5%
2.4	Dropout Rate	2.7% (22-23)	.93%	2.68%	2%	-.02%
2.5	Graduation Rate	93.1% (22-23)	94%	96%	97%	2.9%
2.6	Suspension Rate	6.1% (22-23)	4.3%	4.1%	1.0%	-2%
2.7	Expulsion Rate	0.1% (22-23)	0%	0%	0%	-.1%
2.8	% of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents)	77.5% (23-24)	90.5%	95.1%	80%	17.6%
2.9	% of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents)	53.8% (23-24)	65.78%	81.2%	80%	27.4%

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.

During the 2025–26 school year, the Santa Ynez Valley Union High School District made continued progress aligned to Goal 2. Most actions were implemented as planned, with ongoing refinement based on data, student needs, and strategic priorities. Below is a summary of key successes, challenges, and areas of focus:

Action 2.1 was implemented as intended, with continued investment in the Maintenance, Operations, and Transportation (MOT) department to ensure that facilities remained safe, clean, and welcoming. While the Facilities Inspection Tool rating declined from prior years and remained at 90%, facilities continued to support a positive and safe school environment.

Action 2.2 supported student connectedness through the Freshman Support Program, including orientation activities and social-emotional learning within the Focus/Health courses. This action contributed to increased perceptions of school connectedness (Metric 2.9) and supported successful transition outcomes for 9th-grade students.

Action 2.3 continued to expand student access to mental health and wellness services. Through sustained partnerships and on-site supports, including MFT services, the district increased access to care for students, particularly unduplicated pupils (UDP). These efforts contributed to significant gains in perceived safety (Metric 2.8) and reductions in suspension rates (Metric 2.6).

Action 2.4 further developed tiered behavioral interventions aligned to MTSS. These efforts supported improved behavioral outcomes and reductions in suspension rates, particularly for student groups requiring targeted supports, and contributed to a more inclusive and supportive school environment.

Action 2.5 strengthened the alignment of Student Services with MTSS practices, improving systems for attendance, behavior, and academic intervention. In response to chronic absenteeism data, the district implemented a proactive summer outreach strategy, including notifications and attendance contracts. As this strategy was implemented late in the cycle, its impact has not yet been realized and will be monitored moving forward.

Action 2.6 maintained the district's investment in athletics as a key strategy for student engagement and connection to school. Continued equitable access to athletics contributed to increased student connectedness (Metric 2.9) and overall engagement.

Action 2.7 supported continued participation in the Santa Ynez Valley Special Education Consortium, ensuring that students with disabilities received services in the least restrictive environment while maintaining access to a broad course of study. As the district prepares to transition away from the consortium model, these outcomes will inform the development of a district-run special education program beginning in 2026–27.

Overall, the district demonstrated consistency and responsiveness in implementing Goal 2. Key successes include significant gains in perceived safety and school connectedness, along with continued reductions in suspension rates and improved graduation outcomes. A continuing challenge is chronic absenteeism, which increased slightly during the year and remains above desired levels. While proactive strategies have been implemented, sustained improvement has not yet been realized, and this area will remain a focus for continued refinement and intervention.

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

Action 2.1 increase related to negotiated increases. Action 2.3 had substantial increases as this is the first year we are running our own Special Education Department and as a result have hired 2.0 FTE psychologist and 1.0 FTE nurse contributing to these actions. Action 2.5 increases relate to negotiated increases in salaries and benefits. Action 2.6 increases related both to negotiation as well as increased costs of fuel for athletic trips and increased transportation services costs county wide. Action 2.7 is increased as a result of brining the Special education department in house and needing to properly budget all costs related to the program.

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

Effective Actions:

Action 2.1 (Facilities Maintenance): Continued investment in MOT staffing and campus safety personnel ensured that facilities remained clean, safe, and welcoming. Although the Facilities Inspection Tool rating declined from 95% to 90% and remained flat, overall facility conditions continue to support a positive school environment.

Action 2.2 (Freshman Support Program): The combination of Freshman Orientation, peer connection opportunities, and the Focus/Health course promoted early social-emotional development and belonging. This action contributed to increased perceptions of connectedness and supported the overall rise in educational partner-reported school connectedness (Metric 2.9).

Action 2.3 (Health & Wellness Services): This action was highly effective in expanding mental health and wellness access for students, especially unduplicated pupils. Continued services through the Health and Wellness Center supported significant gains in perception of safety (Metric 2.8 increased to 95.1%) and reductions in suspension rates (Metric 2.6 decreased to 4.1%).

Action 2.4 (Behavioral Interventions): Continued development of a tiered system of supports contributed to reductions in suspension rates and supported improved behavioral outcomes. This action continues to promote a more inclusive and supportive school environment, particularly for student groups requiring targeted behavioral supports.

Action 2.5 (Student Services Restructuring): This action effectively aligned student support services with MTSS practices, strengthening intervention systems for attendance, behavior, and academic needs. These efforts contributed to improvements in graduation rate (Metric 2.5 increased to 96%) and helped maintain stable attendance rates (Metric 2.2 at 93.83%). In response to chronic absenteeism data, Student Services implemented a proactive summer outreach strategy, including notifications and attendance contracts, to address attendance concerns prior to the start of the school year. The impact of this strategy has not yet been realized and will be monitored in the coming year.

Action 2.6 (Districtwide Athletics Program): The district’s commitment to maintaining inclusive access to athletics continued to strengthen student engagement and connection to school. This action likely contributed to the significant increase in educational partner-reported school connectedness (Metric 2.9 increased to 81.2%).

Action 2.7 (Special Education Consortium): Continued participation in the regional consortium ensured that students with disabilities received services in the least restrictive environment while maintaining access to a broad course of study. This collaborative model supported equitable outcomes and contributed to sustained improvements in graduation rates (Metric 2.5). As the district transitions away from the consortium model, these outcomes will inform the development of a district-run special education program beginning in 2026–27.

Less Effective or Developing Actions:

No actions under Goal 2 were identified as ineffective; however, some showed more modest short-term impact.

Action 2.5 (Chronic Absenteeism Focus): While Student Services strengthened MTSS systems and responded to data by implementing proactive outreach strategies, chronic absenteeism increased slightly (Metric 2.3 from 20.6% to 21.1%), indicating that sustained

improvement has not yet been achieved. Continued focus on early identification, targeted interventions, and monitoring the effectiveness of newly implemented strategies will be essential to address persistent attendance challenges.

Action 2.1 (Facilities Maintenance): While facilities remain safe and functional, the decline and plateau in the Facilities Inspection Tool rating (Metric 2.1 at 90%) indicates a need for continued attention to maintenance and long-term facility improvements to meet the target of 100%.

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.

Reflections on Goal 2 implementation and outcomes informed adjustments and refinements to actions and strategies in the 2025–26 LCAP to better support school climate, student wellness, and engagement.
Changes to Actions:

Action 2.7 (Special Education Program): Beginning in the 2026–27 school year, the district will transition from participation in the Santa Ynez Valley Special Education Consortium to operating a district-run special education program. This shift includes the establishment of a dedicated Special Education Director and internal staffing structure to support students with disabilities. This change is intended to strengthen program coherence, increase responsiveness to student needs, and ensure alignment with district priorities while continuing to provide services in the least restrictive environment.

Refinements to Implementation:

Action 2.5 (Student Services Restructuring): Continued refinement of tiered systems of support will focus on strengthening early intervention protocols, particularly related to chronic absenteeism and progressive discipline. The district has implemented a proactive summer outreach strategy, including chronic absenteeism notifications and attendance contracts, and will monitor the effectiveness of this approach while continuing to refine attendance monitoring systems and streamline documentation practices.

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	Facilities maintenance	Staff and fund the MOT department at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation, including campus safety personnel.	$897,927.00	No
2.2	Freshman Support Program	Ensure connectedness with school and better emotional health through Freshman Orientation, assisting freshmen with the transition to HS,	$28,516.00	No

Action #	Title	Description	Total Funds	Contributing
		connecting them to student leaders and the Focus/Health Courses that includes a focus on social-emotional well being, technology, and career exploration.		
2.3	Health & Wellness Services	CHANGED AS OF 2025-26: Support the well-being of students by providing services through the Health and Wellness Coordinator, who prioritizes UDP when identifying students in need of supports, the school nurse, contracted MFT/School Psychologist counseling services, and other community social services. Support the well-being of students by providing services through the Health and Wellness Coordinator, who prioritizes UDP when identifying students in need of supports, the school nurse, an extra MFT day through BUSD, People Helping People (PHP), and Fighting Back Santa Maria Valley. Services for UDP are prioritized	$781,936.00	Yes
2.4	Behavioral Interventions	Continue to modify and expand the tiered behavioral intervention system for students, with an intentional focus on English Learners, students of 2 or more races, and Students with Disabilities, in need of strategic or intensive behavioral supports. This action is intended to support the whole student including increasing connectedness and reducing suspensions.	$10,000.00	No
2.5	Student Services Restructuring	Continue to adequately staff and update Student Services' policies, practices, workflows, and documentation to align with current practices, tiered supports and interventions specifically accounting for the needs of unduplicated pupils with an intentional focus on English Learners, students of 2 or more races, and Students with Disabilities. This action is intended to support the whole student including increasing connectedness and reducing suspensions.	$379,479.00	Yes
2.6	District Wide Athletic Program	Support school connectedness though the Athletic Program, encouraging all students to get involved and engage in sports to promote healthy	$949,130.00	No

Action #	Title	Description	Total Funds	Contributing
		activity, positive relationships, and school connectedness. Ensure that all students can participate regardless of financial status.		
2.7	Special Education Consortium	CHANGED FOR 2026-27: Operate a district-run special education program that provides a welcoming and inclusive learning environment for Students with Disabilities in the Least Restrictive Environment. The district will establish internal leadership and staffing, including a Special Education Director, to oversee program implementation, ensure compliance, and expand access to a continuum of services that support individualized student needs across both comprehensive and continuation school settings. Participate in the Santa Ynez Valley Special Education Consortium to provide a welcoming special education program that educates unduplicated Students with Disabilities in the Least Restrictive Environment.	$2,851,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Educational Partner Engagement: Increase the level of parent, family and community engagement with the schools.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of survey data and educational partner input informed the development of Goal 3. In 2023–24, 60% of parents agreed that the district seeks their input, indicating moderate levels of family engagement with significant room for growth. Families emphasized the need for stronger communication, greater transparency, and more meaningful opportunities to participate in school decision-making. Input from DELAC and the LCAP Committee reinforced the importance of ensuring that all families, particularly those of unduplicated pupils and Students with Disabilities, have accessible opportunities to engage with the school.

The actions and metrics under Goal 3 support a comprehensive strategy to strengthen partnerships with families and the community. The district has prioritized events that celebrate student achievement (Action 3.1), family support services in collaboration with community organizations (Action 3.2), and parent education programming (Action 3.3). These services prioritize outreach to Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities. Progress is monitored through the percentage of parents who agree that the district seeks their input (Metric 3.1), household survey participation (Metric 3.2), and participation in family engagement activities (Metric 3.3). These metrics are reviewed to assess the effectiveness of outreach and engagement efforts for Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% on the District Parent Survey agreeing that district seeks parent input including parents of UDP and SWD.	60% (23-24)	74.4%	68.6%	80%	8.6%
3.2	% of households responding to the District Parent Survey including	19% (23-24)	19%	11%	70%	-8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parents of UDP and SWD.					
3.3	% on the District Parent Survey who have attended 4 or more events this past school year including parents of UDP and SWD.	66.9%	66.9%	80.6%	75%	13.7%

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.

During the 2025-26 school year, implementation of Goal 3 actions was carried out as planned, with several enhancements made to increase family participation and engagement.

Action 3.1 (Parent Participation Events) saw strong support for key community events such as the Pirate Showcase Open House, Back to School Night, and student-centered performances like the Sound of Music school musical, Theater Showcase, and a re-envisioned Senior Scholarship Night. These events were intentionally designed to highlight student achievement and showcase campus culture, increasing engagement among both current and prospective families.

Action 3.2 (Family Support Services) was implemented in collaboration with community partners to provide targeted support to families, especially those with unduplicated pupils and Students with Disabilities. No significant changes occurred in the scope of services, but the action was successfully supported by events included in the Health and Wellness Center's calendar. These included:

“Suicide Prevention and Awareness” (September)

“Tobacco Awareness” (November)

“Teen Dating Violence Awareness” (February)

“Alcohol Awareness” (April)

Action 3.3 (Parent Education Program) was successfully supported by events included in the Counseling and Health and Wellness Center’s calendar. These included:

Grade Level Parent Meetings (September, January, February)

Parent Education: Cyberbullying (November)

Preparing for the Next Chapter (January, for 11th grade parents)

Parent Education: Supporting your Teen's Attendance (January: English February: Spanish)

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

There were no material differences in goal 3 to report.

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

Each action under Goal 3 contributed to strengthening family engagement efforts; however, results indicate varying levels of effectiveness across strategies.

Action 3.1 increased opportunities for families to engage through visible, student-centered events, contributing to parent perception remaining above baseline (60% to 68.6%). However, the decline from the prior year suggests that while engagement opportunities are present, families may not consistently perceive these as opportunities to provide input.

Action 3.2 provided consistent family support and maintained participation in events; however, it was less effective in generating feedback. Survey participation declined (19% to 11%), indicating that while families are engaging, they are not consistently responding to formal input opportunities. Streamlined communication through the weekly newsletter reduced message volume, but additional strategies are needed to more intentionally prompt and capture family voice.

Action 3.3 increased overall event participation, as reflected in the rise in families reporting attendance at four or more events (66.9% to 80.6%). However, when considered alongside low survey participation (Metric 3.2), this suggests that while families are attending events, this engagement is not consistently translating into broader participation in feedback opportunities. This indicates a need to better leverage events as opportunities to gather input and engage a wider range of families.

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

Reflections on implementation and effectiveness, along with feedback from the LCAP Committee and DELAC, indicate a need to expand more accessible and informal engagement opportunities for families. In response, the district will refine Goal 3 actions to include opportunities such as Coffee with the Principal and other informal forums designed to encourage open dialogue and increase participation. These efforts will complement existing structures while creating more approachable entry points for family input and engagement.

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	Parent Participation Events	Provide parent information events and activities that highlight student achievement, including: back to school night, open house, student performances, etc.	$3,000.00	No
3.2	Family Support Services	Provide services to support family and student needs, prioritizing unduplicated students and Students with Disabilities through targeted outreach, referrals, and coordination of supports based on identified academic, attendance, behavioral, and social-emotional needs, along with classes for parents to assist in supporting their children academically with the help of community organizations.	$1,500.00	No
3.3	Parent Education Program	Continue the district's Parent Education Program to strengthen families' understanding of curriculum, understanding HS, planning for post-secondary education / career, parenting, communication, teen safety, wellness.	$2,000.00	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
$546330	$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
5.480%	0.000%	$0.00	5.480%

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
2.3	**Action:** Health & Wellness Services **Need:** 2022–23 California School Dashboard results identified disparities in suspension rates among student groups, including Hispanic, Socioeconomically Disadvantaged (SED), English Learners (EL), Students with Disabilities (SWD), and students identified as	This action prioritizes student groups identified in the lowest performance levels, including Hispanic, Socioeconomically Disadvantaged (SED), English Learners (EL), Students with Disabilities (SWD), and Two or More Races, by providing targeted mental health and wellness services. It is offered on a LEA-wide basis because social-emotional needs and barriers to engagement are not always formally identified, and a universal approach ensures equitable access, reduces stigma, and	2.2, 2.3, 2.6, 2.8, 2.9

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
	Two or More Races, with some groups performing in the Orange performance level. More recent data from 2024–25 indicates improvement in overall suspension rates, decreasing to 4.1%, placing the district in the Yellow performance level. However, disparities persist, with Hispanic and Socioeconomically Disadvantaged (SED) students continuing to perform at higher suspension rates relative to the overall population . Additional local data shows that while 95.1% of educational partners report that schools feel safe, only 81.2% report high levels of school connectedness, indicating a continued need to strengthen student engagement and belonging . These trends demonstrate a need for targeted mental health, wellness, and behavioral supports to improve student outcomes and create a more inclusive and supportive school environment. **Scope:** LEA-wide	supports a positive and inclusive school climate for all students.	
2.5	**Action:** Student Services Restructuring **Need:** 2022–23 California School Dashboard results and local data identified ongoing challenges related to student engagement, attendance, and discipline among unduplicated pupils,	This restructuring aligns Multi-Tiered System of Supports (MTSS) to identify and intervene early for at-risk students. While designed to prioritize students with the greatest needs, including Hispanic, Socioeconomically Disadvantaged (SED), English Learners (EL), Students with Disabilities (SWD), and Two or More Races, these systems must be implemented schoolwide to be	2.2, 2.3, 2.6, 2.7

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
	including Hispanic, Socioeconomically Disadvantaged (SED), English Learners (EL), Students with Disabilities (SWD), and students identified as Two or More Races. More recent data from 2024–25 indicates that while some measures have improved, key areas remain a concern. Chronic absenteeism increased slightly to 21.1%, and suspension rates, while improved to 4.1%, continue to reflect disparities among student groups. At the same time, school connectedness has improved to 81.2%, indicating progress but also highlighting the need for continued systemwide support . These trends demonstrate the importance of strengthening Multi-Tiered System of Supports (MTSS) to ensure early identification and intervention for at-risk students and to improve overall student engagement and outcomes. **Scope:** Schoolwide	effective. A schoolwide approach ensures consistent implementation, improves coordination of supports, and strengthens overall student outcomes.	

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:** English Language Development 2 **Need:** 2022–23 data identified a need to strengthen outcomes for English Learners (EL), including Long-Term English Learners (LTELs), particularly in relation to language acquisition and reclassification. More recent data from 2024–25 shows that 27.8% of English Learners are making progress toward English language proficiency, reflecting a decline from the prior year, while reclassification rates have improved to 12.5% for English Learners and 21.42% for Long-Term English Learners (LTELs) . These trends indicate that while progress is being made in reclassification, there is a continued need for targeted support to ensure consistent language development and to prevent students from becoming or remaining Long-Term English Learners. **Scope:** Limited to Unduplicated Student Group(s)	This English Language Development (ELD) 2 course provides targeted instruction for level 3 English Learners, including Long-Term English Learners (LTELs), with scaffolded support in both language development and academic content. The course is designed to accelerate English proficiency, support access to core instruction, and promote reclassification by addressing both language acquisition and academic skill development.	1.11, 1.12, 1.13, 1.14

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	9969522.	546330	5.480%	0.000%	5.480%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,403,727.00	$205,230.00	$55,000.00	$0.00	$6,663,957.00	$5,582,527.00	$1,081,430.00

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	Professional Development Plan	All	No			All Schools		$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
1	1.2	English Language Development 1	English Learners	No			All Schools		$56,946.00	$0.00	$56,946.00	$0.00	$0.00	$0.00	$56,946.00	
1	1.3	English Language Development 2	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Santa Ynez Valley Union High School		$28,473.00	$0.00	$28,473.00	$0.00	$0.00	$0.00	$28,473.00	
1	1.4	Career Technical Education Lead	All	No			All Schools		$179,921.00	$500.00	$0.00	$180,421.00	$0.00	$0.00	$180,421.00	
1	1.5	Interim Assessments	All	No			All Schools		$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	
1	1.6	Dual-Enrollment	All	No			Specific Schools: Santa Ynez Valley Union High School 12		$28,506.00	$5,000.00	$33,506.00	$0.00	$0.00	$0.00	$33,506.00	
1	1.7	AVID Sections	All	No			Specific Schools: Santa Ynez Valley Union High School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.8	Tutoring Support	All	No			All Schools		$55,000.00	$0.00	$0.00	$0.00	$55,000.00	$0.00	$55,000.00	

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	1.9	Refugio High School (RHS)	All	No			Specific Schools: Refugio High School 10-12		$320,123.00	$40,000.00	$335,314.00	$24,809.00	$0.00	$0.00	$360,123.00	
1	1.10	Edgenuity Software	All	No			All Schools		$0.00	$17,000.00	$17,000.00	$0.00	$0.00	$0.00	$17,000.00	
2	2.1	Facilities maintenance	All	No			All Schools		$604,627.00	$293,300.00	$897,927.00	$0.00	$0.00	$0.00	$897,927.00	
2	2.2	Freshman Support Program	All	No			Specific Schools: Santa Ynez Valley Union High School 9		$28,516.00	$0.00	$28,516.00	$0.00	$0.00	$0.00	$28,516.00	
2	2.3	Health & Wellness Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$622,936.00	$159,000.00	$781,936.00	$0.00	$0.00	$0.00	$781,936.00	
2	2.4	Behavioral Interventions	All	No			All Schools		$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	2.5	Student Services Restructuring	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Ynez Valley Union High School		$379,479.00	$0.00	$379,479.00	$0.00	$0.00	$0.00	$379,479.00	
2	2.6	District Wide Athletic Program	All	No			Specific Schools: Santa Ynez Valley Union High School		$639,000.00	$310,130.00	$949,130.00	$0.00	$0.00	$0.00	$949,130.00	
2	2.7	Special Education Consortium	Students with Disabilities	No			All Schools		$2,614,000.00	$237,000.00	$2,851,000.00	$0.00	$0.00	$0.00	$2,851,000.00	
3	3.1	Parent Participation Events	All	No			All Schools		$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	
3	3.2	Family Support Services	All	No			All Schools		$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	
3	3.3	Parent Education Program	All	No			All Schools		$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9969522.	546330	5.480%	0.000%	5.480%	$1,189,888.00	0.000%	11.935 %	**Total:**	$1,189,888.00
								LEA-wide Total:	$781,936.00
								Limited Total:	$28,473.00
								Schoolwide Total:	$379,479.00

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**	English Language Development 2	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Santa Ynez Valley Union High School	$28,473.00	
2	**2.3**	Health & Wellness Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$781,936.00	
2	**2.5**	Student Services Restructuring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Santa Ynez Valley Union High School	$379,479.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,447,227.00	$5,270,547.57

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**	Professional Development Plan	No	$25,000.00	25000.06
1	**1.2**	English Language Development 1	No	$54,908.00	55860.59
1	**1.3**	English Language Development 2	Yes	$17,200.00	18867.00
1	**1.4**	Career Technical Education Lead	No	$8,500.00	112740.12
1	**1.5**	Interim Assessments	No	$3,000.00	3000.00
1	**1.6**	Dual-Enrollment	No	$5,000.00	27902.68
1	**1.7**	AVID Sections	Yes	$53,484.00	56962.52
1	**1.8**	Tutoring Support	Yes	$7,000.00	55824.22
1	**1.9**	Refugio High School (RHS)	Yes	$187,422.00	185192.95
1	**1.10**	Edgenuity Software	No	$15,000.00	17995.45
2	**2.1**	Facilities maintenance	No	$707,688.00	805103.78

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Freshman Support Program	No	$33,350.00	37224.17
2	**2.3**	Health & Wellness Services	Yes	$294,817.00	305461.33
2	**2.4**	Behavioral Interventions	No	$10,000.00	32504.45
2	**2.5**	Student Services Restructuring	Yes	$330,920.00	377609.25
2	**2.6**	District Wide Athletic Program	No	$949,156.00	931654.00
2	**2.7**	Special Education Consortium	No	$2,738,282.00	2215145.00
3	**3.1**	Parent Participation Events	No	$3,000.00	3000.00
3	**3.2**	Family Support Services	No	$1,500.00	1500.
3	**3.3**	Parent Education Program	No	$2,000.00	2000.

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)
562123	$890,843.00	$944,093.05	($53,250.05)	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**	English Language Development 2	Yes	$17,200.00	$18,867.00		
1	**1.7**	AVID Sections	Yes	$53,484.00	$56,962.52		
1	**1.8**	Tutoring Support	Yes	$7,000.00	0		
1	**1.9**	Refugio High School (RHS)	Yes	$187,422.00	$185,192.95		
2	**2.3**	Health & Wellness Services	Yes	$294,817.00	$305,461.33		
2	**2.5**	Student Services Restructuring	Yes	$330,920.00	$377,609.25		

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)
10012875	562123	0%	5.614%	$944,093.05	0.000%	9.429%	$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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