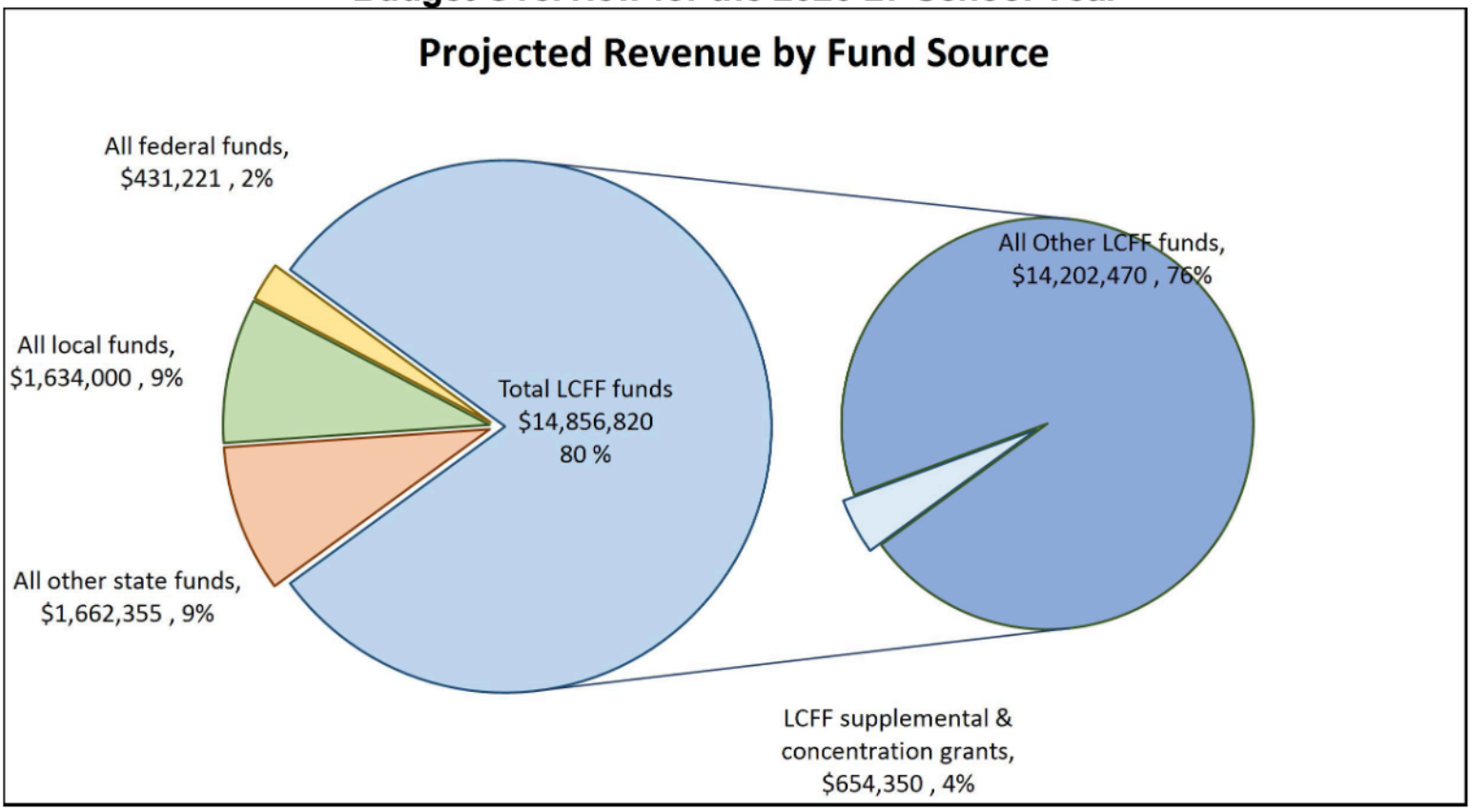
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hope School District
CDS Code: 42692110000000
School Year: 2026-27
LEA contact information:
Anne Hubbard, Ed.D.
Superintendent
ahubbard@hopeschooldistrict.org
(805) 682-2564

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

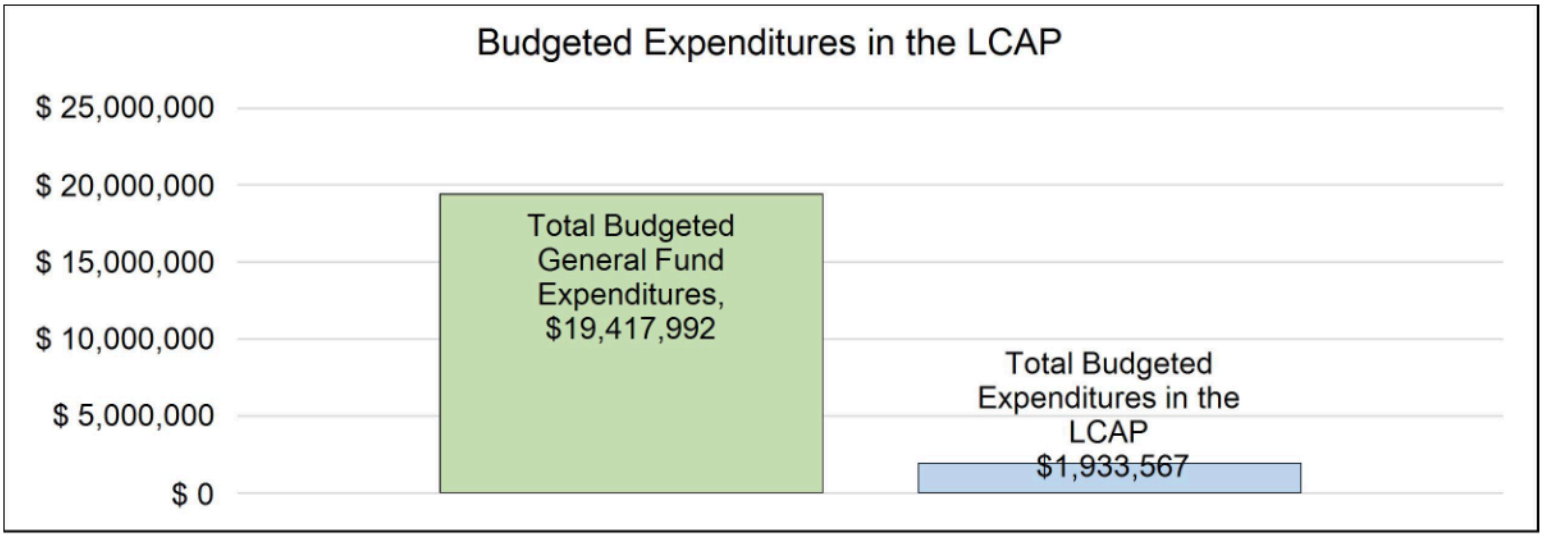


This chart shows the total general purpose revenue Hope School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hope School District is $18,584,396, of which $14,856,820 is Local Control Funding Formula (LCFF), $1,662,355 is other state funds, $1,634,000 is local funds, and $431,221 is federal funds. Of the $14,856,820 in LCFF Funds, $654,350 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 Hope 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: Hope School District plans to spend $19,417,992 for the 2026-27 school year. Of that amount, $1,933,567 is tied to actions/services in the LCAP and $17,484,425 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

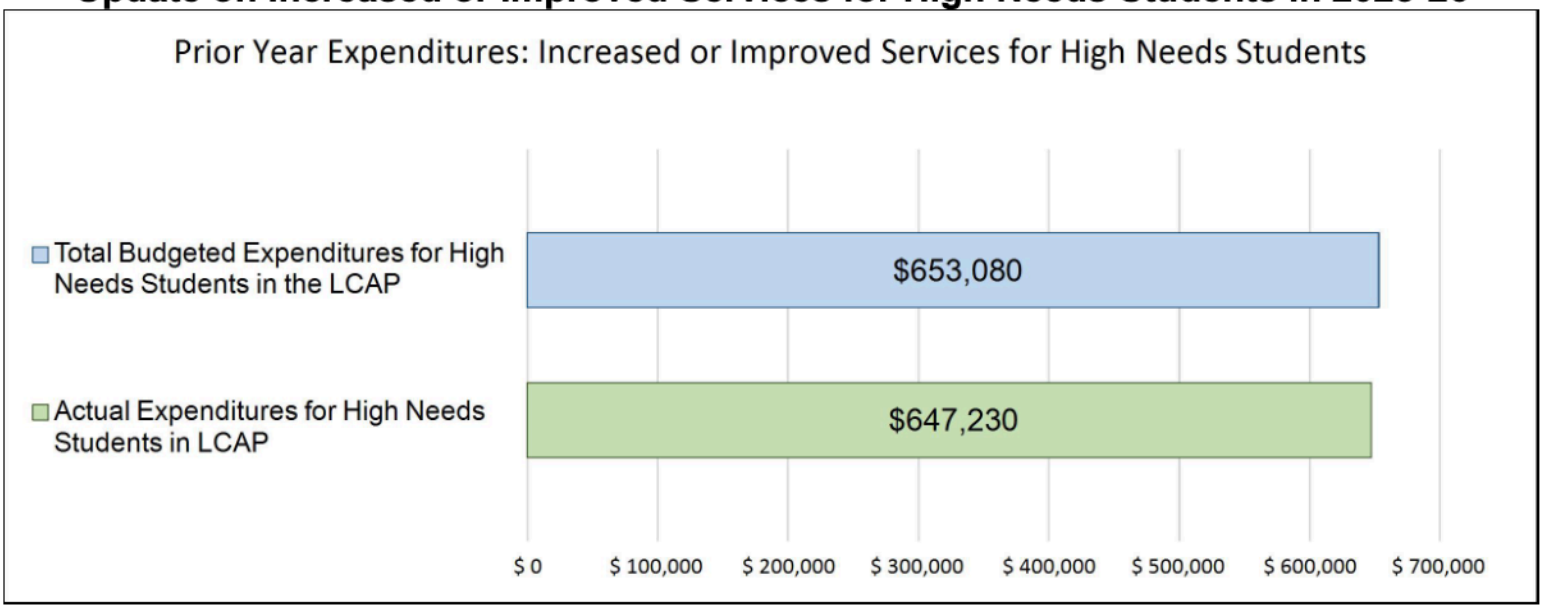
Our mission is to develop the knowledge, skills, and attitudes to instill a lifelong love of learning and to become productive and contributing individuals in a changing society. As with most school districts, in order to fulfill our mission, the majority of the expenditures outside of the LCAP are for salaries and benefits of certificated and classified staff. Additional expenditures include
books, supplies, utilities, contributions to programs such as special education and maintenance of our facilities and custodial services.

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

In 2026-27, Hope School District is projecting it will receive $654,350 based on the enrollment of Foster Youth, English learner, and low-income students. Hope School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hope School District plans to spend $663,080 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 Hope 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 Hope 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, Hope School District's LCAP budgeted $653,080 for planned actions to increase or improve services for high needs students. Hope School District actually spent $647,230 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $5,850 had the following impact on Hope School District's ability to increase or improve services for high needs students:

Despite having $5850 less than budgeted on actions for high-needs students, we were able to provide all increased services as planned.

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
Hope School District	Anne Hubbard, Ed.D. Superintendent	ahubbard@hopeschooldistrict.org (805) 682-2564

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.

Hope Elementary School District, located in Santa Barbara, is comprised of three TK - 6th grade school sites: Hope Elementary, Monte Vista Elementary, and Vieja Valley Elementary. The district serves approximately 872 students between the three campuses. The district includes many types of neighborhoods including a variety of low-income housing options, a majority of single-family home neighborhoods, and the high wealth area of Hope Ranch. Hope ESD is a partner district to Santa Barbara Unified School District, as our students matriculate into their secondary schools.

Hope ESD has some of the best educators and leaders serving our students and their families. These amazing educators symbolize who we are as a learning community. In collaboration with teachers, staff, and educational partners, our principals and district leaders create innovative programs and inspire high-level professional learning communities. Fully 100% of our teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.

We are equally fortunate to have a very engaged and involved parent/guardian community that supports the success of our schools through the Board of Trustees, three PTAs, Hope Educational School District Foundation (HSDEF), District School Site Council/LCAP Advisory Group, Citizens Oversight Committee, District English Language Acquisition Committee (DELAC), Site English Language Acquisition Committees (ELAC), the District Wellness Committee (DWC), and the District Smart Plates Committee. Parents and guardians (and even grandparents and former district parents) volunteer regularly in classrooms, and during school events and field trips. In addition, educational partners' input is frequently sought in the decision-making process through surveys, site community meetings, and district Town Hall meetings.

The mission statement of Hope ESD is: To develop in children the knowledge, skills, and attitudes to instill a lifelong love of learning and to become productive and contributing individuals in a changing society. The Board of Trustees has adopted the following beliefs to guide the district:
• Everyone can learn and be successful.
• Each student is entitled to the highest quality of educational opportunities.
• Academics are the cornerstone of education; progress is evident in a child's social behavior, demonstrable academic skills, self-esteem, and enthusiasm for learning.
• Education promotes personal and social responsibility, and a spirit of cooperation.
• Positive and nurturing classroom environments are necessary.
• Education is the shared responsibility of the student, parent, school, community, and government.

With the generous support of the community, another 5-year parcel tax was approved in the November 2022 election. The parcel tax raises approximately $300K per year. In the 2025-26 school year, revenue provided instructional aides for grades TK, K, 1, 2, and 3 classes and counseling. Additional state and federal funds have been primarily used to temporarily continue supporting small class sizes, improve ventilation, and provide Target Teachers and instructional aids to support intervention.

Hope District demographics:
This year, total enrollment has remained relatively constant - 872 students in 2025-26, up from 861 students in 2024-25. Three main causes potentially affect enrollment: 1. TK eligibility expanded and we have seen greater enrollment in that grade, which is approximately reflected in overall enrollment; 2. Housing costs in the district remain high, keeping enrollment low; 3. There are several large scale residential development properties in process within the district boundaries, which will generate a greater enrollment over the next 5 to 10 years.

Hope ESD student demographics are similar in each school, with Hope School having a higher percentage of Socioeconomically Disadvantaged (SED) students than Monte Vista or Vieja Valley.
2025-26 data:
Total # of students: 872
of English Learners: 77
of Socioeconomically Disadvantaged: 266
Foster Youth: 2
Homeless: 6
of students with an IEP: 126

Unduplicated student groups 2025-2026 by percentage (historical percentages):
• 8% English Learners (9% in 24/25, 9% in 23/24, 10% in 22/23)
• 31% Socioeconomically Disadvantaged (33% in 24/25, 26% in 23/24, 30% in 22/23, 35% in 21/22)
• < 1% Foster Youth (0% in 24/25, < 1% in 23/24, < 1% in 22/23)
• < 1% Homeless (< 1% in 24/25, < 1% in 23/24, < 1% in 22/23)
• 14% Students with an IEP (15% in 24/25, 13% in 23/24, 14% in 22/23)

Enrollment trends:
• English Learners (EL) student group continues to decline during this LCAP period.
• Socioeconomically Disadvantaged (SED) student numbers show no trend lines, though we historically remain around one-third of our students.
• Foster and Homeless students are an extremely small percentage of our student population, consistently comprising fewer than 1% of our student population.
• Identified Students with Disabilities (SWD) (Aka Students with an IEP) is 14% of student enrollment in 2025-2026. This student group remains statistically steady.

This plan was adopted by the Hope School District Board of Trustees on June 10, 2026.

Reflections: Annual Performance

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

Based on a review of the California School Dashboard, local data, and input from Educational Partners, the 2026-27 LCAP will continue with an overarching theme of education for ALL through increased cultural proficiency, inclusion, and equitable access and support. The term equitable access is used to document the need to provide ongoing and increased resources, interventions, and academic challenges as indicated, and especially for our English Learner students (EL), Socio-economically Disadvantaged students (SED), and Foster and Homeless students. As always, in examining learning needs in our district, we include our Special Education (SWD) students because these students are first and foremost, general education students, and may also be a part of our unduplicated populations.

In order to accomplish equitable access and proficiency for all, our goals focus on four main areas: 1. Cultural proficiency and equity in an affirming school climate; 2. Academic proficiency for all; 3. Increasing proficiency in our English Learner student group; 4. Ensuring a safe and healthy learning environment.

Goal 1 - Equity and Whole Student Wellness:

• Community survey results from the CA Healthy Kids Survey (CHKS), CA State Parent Survey (CSPS), and CA State Staff Survey (CSSS) show that: Over 90% of students, parents, and staff report that "teachers have high expectations for all students regardless of race, ethnicity, or nationality; students are treated fairly when they break school rules; and that the school communicates the importance of respecting cultural beliefs and practices." CSPS and CSSS are the parent and staff versions of CHKS.
• Parent participation is lower: 19% of parents participated in the CHKS parent survey, compared to 25% in 2024-25. We attribute this decrease to a change in parent-teacher conference scheduling.
• Dashboard data show that: Fewer students were chronically absent in 2024-25 - 8.9% versus 9.6% in the previous year.
• Behaviorist specialist support is available for students, resulting in additional behavior support in all classrooms and learning centers.
• Dashboard data: School suspensions remain low (<1%), and student attendance rates (95.26%) remain high.
• Teachers were provided with professional development on cultural proficiency.

Identified Needs - Goal 1:
• We strive to maintain a positive learning environment and bolster the social emotional learning strategies and skills for all students.

Goal 2 - Equitable Access to High Quality Core and Targeted Instruction:

• Teachers and administrators meet monthly in Data Teams to monitor students' learning using multiple measures.
• Students receive targeted instruction based on current local data and evidence of learning.
• School-wide master scheduling ensures that students have access to core, targeted, and specialized academic instruction (SAI) as appropriate. Master scheduling also provides collaboration time for educators.
• All three sites utilize Target Teachers and aides in reading and math to help provide small group instruction
• After school and summer learning (ELOP) is available to all students. We currently serve 221 students in the after school program; 55% of those qualified for free enrollment. In the 2025 summer ELOP program, 138 students enrolled; 60% of them qualified for free enrollment.
• Technology upgrades maintain equitable access to learning programs.

Reading:
• CAASPP reading: All student groups met or partially met Annual and/or Year 3 targets. No student groups are in the very low (red) range.
• STAR reading: 65% of all students are above proficiency. Most student groups partially met growth targets, except the SWD student group.
• Our Literacy TOSA has trained ALL teachers in our 95% phonics curriculum, and is positively impacting reading and ELA achievement for students.
• 100% of credentialed teachers have completed training in LETRS, a course focused on teaching reading and how to achieve literacy. All new teachers have begun this training and will complete it over time.
• The TOSA supports literacy in classrooms by working with all teachers and students using common curriculum district-wide.

Math:
• The TOSA has expanded her focus to include professional development in math teaching and learning.
• CAASPP (Math): All student groups have met or partially met Annual and/or Year 3 targets. No student groups are in the very low (red) range.
• STAR (Math): 62% of our students meet or exceed proficiency standard. Additionally, most groups partially met targets, with the exception of our Hispanic student group who did not.

Identified Needs - Goal 2:
• Continued focus on high quality, consistent reading and math instruction and learning to increase proficiency for all of our student groups.

Goal 3 - Academic and English Proficiency for the English Learner Students:

• The reading proficiency gap between the English Learner student group and other students is narrowing on reading assessments (CAASPP and STAR).
• Our EL student group made progress towards standards on both CAASPP (+6 pts) and STAR (+10 %pts) reading assessments. While we did not meet our annual growth target, the EL student group made growth towards the year three target. Further analysis of this data compared Current English Learners, Recent English Learners (RFEP), and English Only (EO) students. This analysis showed that the

proficiency gap between EL and EO students has narrowed on both STAR and CAASPP assessments.
• Chronic absenteeism rates on the Dashboard decreased to 8.9% from 14% (the desired direction).
• ELPI Dashboard data (English Learner Progress) shows a 4.5% increase in the percentage of EL students who are moving towards and/or maintaining proficiency in English - increased to Yellow range.
• 2025-26 (43.6%, Yellow); 2024-25 (39%, Red); 2023-24 (49%, Green); 2022-23 (44.8%).
• Because we are a small district, with a small population of English Learners, we are able to examine this data on a student-by-student basis.
We determined that our results are influenced by :
- an overall reduction of EL students in the district, so each student is a greater percentage of the whole,
- the movement of EL students into and out of the district, thus a greater percentage of English Learners were new to us in 2024,
- a need for students go become more familiar with the ELPAC test itself (terminology, etc.)
• Our Reclassification rate maintained at 22%. Our target is 25%. Currently, 3% of EL equals approximately 2 students.

Identified Needs - Goal 3:
• Continue to reduce the proficiency gap through continued focus on high quality reading instruction and intervention for our EL student group.
• Increase and maintain English language proficiency and increase familiarity with the ELPAC to ensure that the assessment accurately reflects knowledge
• Improve proficiency in math

4. SAFE AND HEALTHY LEARNING ENVIRONMENTS:
• Facilities modernization projects are moving forward with focus on safety and improved conditions for learning. Facilities Inspection Tool (FIT) Data from 2025-26 show impressive gains.
Monte Vista (99.6%) scored in the Exemplary range, and Hope (97.6%) and Vieja Valley (98%) both scored in the Good range.

• The Wellness Committee completed the Triennial Assessment of the Local Student Wellness Policy and updated Wellness Policy 5030. Additionally, the Smart Plates Committee created less-processed menu options.

Identified Needs - Goal 4:
• Improve participation in the school meal program, while creating guidelines that surpass state and federal guidelines for healthy foods.
• Maintain and improve campus systems for school safety and health.

Metric Challenge: Chronic Absenteeism
Overall, we have made good progress in reducing chronic absenteeism in our district from 15% in 2022-23 to 8.9% in 2024-25 and remaining out of the lowest CA Dashboard level (red). We have been deliberate in our efforts to create a positive school climate, maintain close communication with families, and to provide appropriate learning challenge and supports . However, in 2023-24, Hope School EL students were in the red level, and have subsequently moved out. Similarly this year (2025), two Vieja Valley student groups (White and Socio-Economically Disadvantaged (SED)) were also in the lowest level.

Actions: The district will continue to monitor and address chronic absenteeism. This includes increased behavioral support with the addition of behaviorists (begun in the 2023-24 year). Additionally, site principals follow the District Attorney's Office CLASS guidelines for attendance which include early intervention, monthly attendance monitoring, and home visits as warranted.

Additional Target Support Improvement (ATSI):
Monte Vista was eligible in two areas based on the 2023 Dashboard: 1. Suspensions of Students with Disabilities 2. Chronic Absenteeism of Socio-Economically Disadvantaged (SED) students. Both student groups moved out of the Red level in 2023-24 and continue to remain above Red. As noted before, the majority of the suspensions during the 2022-23 year were related. The district will continue to monitor and address these areas to ensure continued improvement.

Learning Recovery Emergency Block Grant (LREBG): In the fall 2025, the CDE announced an opportunity for additional Learning Recovery Block Grant (LREBG) monies. The District completed the required Board-approved needs assessment regarding the need for credentialed Target Teachers to provide small group instruction and intervention. (Goal 2, Action 2.2.1) We were awarded these LREBG monies in January 2026. These monies were not expended in 2025-26 and will carryover to be used in 2026-27, and beyond if available, to help fund - along with other funds - Target Teacher hours.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/ Staff	Throughout the year, teachers and staff regularly give input regarding student learning and school climate during staff meetings (15 meetings yearly), during District grade-alike meetings (10/23/25 and1/22/26), and through District Team Lead meetings (9/8/25, 10/6/25, 12/8/25, 2/2/26, 3/2/26, and 5/4/26), various site Team Lead meetings, and through membership on the District Site Committee (1/12/26 and 4/7/26) All teachers and staff were given the opportunity to complete the California Schools Staff Survey in February 2026. District Math Committee was formed in January 2025 and continued through April 2026 to provide input on math strategies. Progress on LCAP goals and actions were shared with all teachers and staff (2/9/2026) to provide feedback.
Principals/Administrators	Weekly Administrator Meetings (comprised of the Superintendent, Director of Special Education, and three Site Principals) - Occur all year, two times monthly; additionally there are Curriculum Instruction Assessment (CIA) meetings with the same team and the TOSA two times a month. The focus is on learning and teaching effectiveness, and progress on LCAP goals and actions. Manager and safety meetings occur once monthly and are focused on site management and safety.
Hope District Teachers Association (HDTA) - Certificated teachers/ local bargaining unit	Communications Team - This team meets regularly with the District Superintendent and Board members to give input regarding student

Educational Partner(s)	Process for Engagement
	learning and community climate. All teachers were invited to provide input and ask questions in this open forum communication (11/12/25, 2/18/26, 4/22/26 6/8/26)
DELAC and ELAC - Parents/guardians of EML and principals	Each site's ELAC met multiple times (varied per site). The DELAC met on 10/23/25. Progress on Goals and Actions were shared with all parents (and translated). The online LCAP Parent/Guardian Survey was translated and sent to all parents (4/ 2026)
Students (EML, SWD, range of learning differences and interests)	Principals and the District Superintendent regularly connect with students in the classrooms and around campus and receive anecdotal input. Additionally, 5th and 6th grade students participated in CHKS (1/2026).
Wellness Committee (Parents/guardians, teachers, staff, district nurse, Food Services director, Wellness Coordinator)	The Wellness Committee met (12/2025, 1/2026, 3/2026, 4/2026) to examine the implementation of the Wellness Policy, and to examine and give input on proposed LCAP goals and actions. A food-service specific subcommittee, Small Plates, met as an entire committee (9/2025 and 11/25) and also monthly to implement changes to the menu. Beyond the committee, parent and staff input was solicited through a Wellness Policy Survey (4/2026) and the online LCAP Parent/Guardian Survey (4/ 2026)
School psychologists	Regular consultations (minimally - monthly / bi-monthly) with site principals and the Director of SpEd regarding SWD and all students. Topics addressed included: Special Education student progress, social-emotional learning, referrals to counseling, and LCAP goals and actions.
Parents of SWD; students with IEPs; Hope District Special Education Director; Santa Barbara SELPA Director	Progress on Goals and Actions and the online LCAP Parent/Guardian Survey were shared with parents of students with IEPs in April 2026. The Special Education Director was involved in the development of LCAP 2025-26 as a member of the administrator team throughout the process. The draft LCAP was shared with the SB Area SELPA Director for feedback in May 2026.
District Site Council (Superintendent, Parents/Guardians, School Board member, Certificated teachers, Classified staff)	The District Site Council met on 1/12/26 and 4/7/26. The Council specifically examines and gives input on progress on LCAP goals and actions, as well as other district projects.
District Managers (CBO, Technology Coordinator, Head of Maintenance, Director of Modernization	Management team (administrators, CBO, ELOP Director, Facilities and Bond Director, Nurse, Maintenance and Operations Supervisor, IT Director, and the superintendent) meet monthly throughout the year

Educational Partner(s)	Process for Engagement
	and are focused on health and safety, building maintenance, and district programs in general and in regards to progress on goals and actions.
Hope School District Educational Foundation (HSDEF)	HSDEF met on 9/16/25, 10/22/25, 11/19/25, 12/17/25, 1/13/26, 2/26/26, 3/25/26, 4/29/26, and 5/18/26). HSDEF is comprised of the Board (generally parents from each campus), community members, current teachers, retired teachers, the Facilities and Bond Director (also a parent), and the superintendent. HSDEF provides support and input for LCAP Goal 4 by writing grants for facility improvement projects. This year, they were able to provide a Hummingbird Hideaway at Monte Vista, improved signage at Vieja Valley, and patio areas for the North 40 building at Hope.

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

The following actions were developed for LCAP 2024-27 as a result of feedback provided by educational partners (Specific contributing partners listed in parentheses; meeting dates listed above).
All of the goals and actions were examined and updated in collaboration with the same educational partners groups as listed above. The feedback received during this process is listed below.

Goal 1 (Equity and Whole Student Wellness)
All students, families, and staff in the Hope School District will feel valued, supported, and secure, by promoting policies and practices at both the district and individual school levels that are equitable, inclusive, and sensitive to each individual's economic circumstances, culture, race, ethnicity, gender, learning differences, or primary language.

Goal 1 Implemented Changes: The 2025-26 review and feedback from Educational Partners resulted in two recommended changes to metrics and one change to an action for 2026-27.
Metrics changes: 1. Discontinuation of The Equity Praxis Local Climate Survey; 2. Discontinuation of The Devereux Student Strengths Assessment (DESSA).
Action change: The school psychologist position was increased.
In other areas, the input recommended continuing as planned and to monitor for potential changes in the upcoming year.

Goal 1 Feedback & Suggestions - for LCAP 2026-27:
Current Feedback:
1. The data from the Equity Praxis Local Climate Survey that was piloted in spring 2025 did not provide information beyond that which we already receive from existing CHKS surveys. Additionally, the response rate from staff and parents was too low to represent either group. Recommend discontinuing at this time. (Principals, Administrators, Site Council)
2. Discontinue the use of the DESSA because the formative and summative assessment data obtained was not detailed enough or change

throughout the year, so did not provide substantial guidance for SEL instruction.
3. Specifically communicate with the PTA Boards and members to ensure that LCAP goals and actions are known.
4. Increase school psychologist position (Admin team, district school psychologist)

2024-25 Feedback:
1. Solicit district-specific climate information through a local survey, Equity Praxis Local Climate Survey (Principals, Administrators, Site Council)

Original Feedback 2023-24:
1. Welcome new students and families to make them feel that they belong to our school and community (DELAC, District Site Council, Students).
2. Provide and communicate the availability of interpretation of interpretation services at conferences, meetings, and school events.meetings.
- Parent/Teacher conference sign-ups will have a checkbox indicating the need for interpretation (DELAC, Wellness Committee, Administrators)
3. Focus on hiring bilingual teachers/staff to match the students and families (DELAC, District Site Council, Wellness Committee)
4. Offer parent education in technology, for parents and families (DELAC, Wellness Committee)
5. Provide books in other languages in school libraries to encourage families to read in their home languages. (DELAC, Students)
6. Social Emotional Learning and PBIS:
    - Behavior/counseling access - It's important for kids to be able to talk to someone instead of just get in trouble (Wellness Committee, DELAC, Students)
7. Provide training in cultural proficiency and anti-bias, as well as anti-bias curriculum (Teachers via CSSS, District Site Council)
8. Ensure school events reflect the diverse makeup of the students. (DELAC)

Goal 2 (Student Learning)
All students will have equitable access to high quality core and targeted instruction regardless of their learning differences, economic circumstance, culture, race, ethnicity, or primary language, as demonstrated by growth towards meeting or exceeding academic standards.

Goal 2 Implemented Changes: The 2025-26 review and feedback from Educational Partners resulted in no recommended changes to actions or metrics for 2026 - 27. The input recommended continuing as planned and to monitor for potential changes in the upcoming year.

Goal 2 Feedback & Suggestions - for LCAP 2026-27:
Current Feedback:
1. Actions and metrics meet student needs at this time (Parents, teachers, TOSA, administrators)

2024-25 Feedback:
1. Increase teacher familiarity with Math Framework prior to identifying curriculum (Teachers - Math Committee)

Original Feedback 2023-24 -
1. Additional personnel to keep groups small during targeted learning - (DELAC, teachers, students, administrators, Wellness Committee)

2. Continue the focus on math instruction (District Site Council, students)
3. Ensure that grammar and English structure are specifically taught to close the gap (Also influences goal 3 action) (DELAC, teachers, students)

Goal 3 (Focused English Learner goal) -
English Learner students will gain skills that enable them to move closer or reach proficiency standard on CAASPP, and reduce the proficiency gap between EL and other student groups as measured by the English Learner Progress Indicator (ELPI).

Goal 3 Implemented Changes: The 2025-26 review and feedback resulted in one recommended change to metrics for 2026-27. Additional disaggregated detail was added to STAR reading and math data (Current EL, Recent EL, and English Only). In other areas, the input recommended continuing as planned and to monitor for potential changes in the upcoming year.

Goal 3 Feedback & Suggestions - for LCAP 2026-27:
Current Feedback:
1. There were two suggestions regarding DELAC/ELAC meetings. One was to consider conducting meetings via Zoom, while in contrast the other was to keep meetings in person. After attempting to offer meetings via Zoom (zero parents attended this way), parents/guardians decided to keep meetings in person because they were more effective.
2. The LCAP goals meet the needs of the EL student group (DELAC)
3. Add detail of Current EL, Recent EL, and English Only to STAR math metric. (Wellness Coordinator, TOSA)

2024-25 Feedback:
1. Continue to focus on inclusivity, reading, and learning English. (DELAC)
2. TK (Transitional Kindergarten) will no longer be a contributing LCAP action due to a change in status as an allowable contributing LCAP expense. However, TK will continue to be provided for the students of Hope District.
3. Add detail of Current EL, Recent EL, and English Only data to CAASPP and STAR reading metric. (Wellness Coordinator, TOSA)

Original Feedback 2023-24:
1. After examining current data and through the mid-year LCAP update, the need for a focused English Learner goal was specifically suggested by nearly all educational partner groups.
2. Ensure a consistent English Learner Newcomer protocol (Wellness Committee, DELAC, administrators)
3. Create class-to-class consistency during designated ELD. Teach grammar, vocabulary and English expressions (DELAC, TOSA, teachers, staff)
4. Provide teacher training in Designated and Integrated ELD - (TOSA, certificated teachers, administrators)

Goal 4 (Healthy Learning Environment)
Students and all other Educational Partners will be provided a physically safe and healthy environment that supports learning and long-term health.

Goal 4 Implemented Changes: The 2025-26 review and feedback resulted in one change to metrics and one change to an action for 2026 - 27. The Equity Praxis Local Community Survey of Spring 2025 was discontinued.
In all other areas, the input recommended continuing as planned and to monitor for potential changes in the upcoming year.

Goal 4 Feedback & Suggestions - for LCAP 2026-27:
Current Feedback:
1. Discontinue the Equity Praxis Local Community Survey of Spring 2025 (Principals, Administrators, Site Council). Additional detail above in Goal 1.

2024-25 Feedback:
1. Create a new subcommittee within the Wellness Committee to focus on nutritious school meals (Wellness Committee)

Original Feedback 2023-24:
1. Enhance outdoor spaces (Principals, parents, students, Wellness Committee)
2. Facilities upgrades (Principals, staff, administration)
3. Parent Education about technology, alcohol and tobacco - TUPE
4. Exceed nutrition guidelines for school lunches (District Site Council, students, Wellness Committee)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	(Equity and Whole Student Wellness) Ensure that all students, families, and staff in the Hope School District feel valued, supported, and secure, by promoting policies and practices at both the district and individual school levels that are equitable, inclusive, and sensitive to each individual's economic circumstances, learning differences, culture, race, ethnicity, gender, or primary language.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

"In 2020, the State Superintendent of Public Instruction (SSPI), Tony Thurmond, launched a new, multifaceted "Education to End Hate" initiative designed to empower educators and students to confront the hate, bigotry, and racism rising in communities across the stat and nation." (CDE) Furthermore, as stated on the CDE website, "Anti-Bias Education/Anti-Racism Training is one key part of State Superintendent Tony Thurmond's Transforming School Initiative."

Effective learning environments promote a strong sense of community, in which all educational partners feel valued, respected and connected. Current and past assessment data, the CA School Dashboard, and feedback from Hope District educational partners show that proficiency gaps exist for many of our student groups (particularly English Learners). In 2020, State Superintendent Tony Thurmond identified Anti-bias/Anti-Racism training as key to transforming schools (CDE website), and launched an "Education to End Hate" initiative designed to "confront the hate, bigotry, and racism rising in communities." Additionally, local, state, national, and international events in recent years show that there is still work to be done around anti-bias and cultural proficiency. Though students in our district have sufficient access to standards-aligned instructional materials that enable the implementation of state board adopted academic content and performance standards for all students, it is our goal to examine our policies, and practices, as well as our instructional materials, social-emotional learning and other supplemental materials, and learning goals for any unintended bias and to increase cultural proficiency for our district community.

Actions and metrics were identified by examining academic proficiency and climate data, and through educational partners' input.

Goal 1 Feedback / actions suggestions:
1. Welcome new students and families to make them feel that they belong to our school and community (DELAC, District Site Council, Students).
2. Provide and communicate the availability of interpretation services at conferences, meetings, and school events.
   - Parent/Teacher conference sign-ups will have a checkbox indicating the need for interpretation (DELAC, Wellness Committee, Administrators)
3. Focus on hiring bilingual teachers/staff to match the students and families (DELAC, District Site Council, Wellness Committee)
4. Provide books in other languages in school libraries to encourage families to read in their home languages. (DELAC, Students)
5. Social Emotional Learning and PBIS:
   - Behavior/counseling access - It's important for kids to be able to talk to someone instead of just get in trouble (Wellness Committee, DELAC, Students)
6. Provide training in cultural proficiency, anti-bias, and understanding disabilities, as well as anti-bias curriculum (Teachers via CSSS, District Site Council, Parents of SWD)
7. Ensure school events reflect the diverse make-up of the students. (DELAC)

Actions that will contribute to feeling valued include: Cultural representation and celebration, culturally relevant curriculum and books, diverse staff who mirror the student population, professional development for teachers/staff (Measured by results of parent, staff and student surveys and interviews)

Actions that will contribute to feelings of support for all education partners include: Equitable access to Information (interpretation and translation), instruction in areas needed to support learners and families, events accessible to all families, and education partner training. Just as students and families are supported by practices and policies, teachers feel supported by receiving appropriate training. Specific education partner' contributions to this goal are outlined elsewhere in the LCAP, notable however, is that approximately half of our staff reported the need for additional professional development in the area of anti-bias and equity. (Measured by meeting and training notes, updated Board policies, education partners surveys)

Actions that will contribute to feeling secure and connected to the school community: SEL instruction and multiple-tiers of support, anti-bullying instruction, behavior support, "Welcome" meetings, (Measured by school attendance, CHKS, CSSS, CSPS)

The data used to identify the need for this climate and equity goal came from CA Healthy Kids Survey (CHKS), CA State Parent Survey (CSPS), CA State Staff Survey (CSSS); CA Dashboard data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Schools Staff Survey - CSSS - Staff rating -	2023-24 Staff - 100% - Strongly Agree/Agree "High	2024-25 Staff - 100% - Strongly	2025-26 Staff - 98% (-2 %pts)	Staff - Maintain 100%	Staff - Decreased 2 %pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Instructional Equity measure) CA School Parent Survey - CSPS - Parent rating - Student Learning Environment (Equity) CA Healthy Kids Survey - CHKS - Students rating - Social Emotional Learning Supports/	expectations for all students" Parents - 95% Strongly Agree/Agree "High expectations for all students" Students - 76% / 80% students Strongly Agree/Agree "High expectations for all students"	Agree/Agree "High expectations for all students" Parents - 96% Strongly Agree/Agree "High expectations for all students" Students - 81% / 82% students Strongly Agree/Agree "High expectations for all students"	Strongly Agree/Agree "High expectations for all students" Parents - 90% (-6 %pts) Strongly Agree/Agree "High expectations for all students" Students - 91%/92% (+10 %pts) Strongly Agree/Agree "High expectations for all students"	Parents - Maintain 95% or higher Students - Average (5th and 6th grade) above 82%	Parents - Decreased 5 %pts Students - 5th increased 15 %pts 6th increased 12 %pts • Partially met target
1.2	CSPS Response Rate- Percentage of families responding to CSPS	2023-24: 253 parents/ 42% response rate	2024-25: 142 parents/ 25% response rate	2025-26: 106 parents/ 19% response rate (- 6 %pts)	Maintain the parent response rate for CSPS at or above 42%	Decreased 23 %pts. • Did not meet yearly target
1.3	Chronic Absenteeism rate - CA Dashboard	2022-23: 15.4% (Yellow)	2023-24: 9.6% (Green)	2024-25: 8.9% (Green)	Increase to Green level (<10% Chronic Absenteeism)	Reduced to 8.9% (-6.5 %pts) • Positive direction • Maintained Green level • Met Year-3 target
1.4	Pupil Suspension rate - CA Dashboard	2022-23: < 1% (Blue)	2023-24: < 1% (Green)	2024-25: <1% (Green)	Maintain <1% (Blue)	Maintained <1% suspensions. • Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Green level • Partially met target
1.5	Pupil Expulsion rate - CA Dashboard	2022-23: 0% (Blue)	2023-24: 0%	2024-25: 0%	Maintain 0% (Blue)	Maintained 0% expulsions/ • Met Year-3 target
1.6	Devereux Student Strengths Assessment (DESSA) - ratings indicate the percentage of students in three ranges (Strength, Typical, Need) regarding 8 areas of Social/Emotional Competencies. 1. Percentage of students in combined Strength and Typical ranges 2. Percentage of students in the Need Instruction range	DESSA ratings: Spring 2024: 1. Strength/Typical Range: 95% 2. Need Instruction Range: 5%	DESSA ratings: Spring 2025: 1. Strength/Typical Range: 96% 2. Need Instruction Range: 4%	Discontinued DESSA in 2025-26. See explanation below.	DESSA ratings: Spring 2027: 1. Strength/Typical: 96% 2. Need: </= 4%	N/A : Discontinued metric
1.7	Local Student Attendance Rate	2023-24: 95.25% Student Attendance Rate	2024-25: 95.2% Student Attendance Rate	2025-26: 95.7% Student Attendance Rate	Maintain or improve 95.25% Student Attendance Rate	Maintained student attendance rate • Met Year-3 target

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.

Equity and Whole Student Wellness

Implementation Overall:
1.1 Policy Review: As revisions are provided by CSBA, applicable policies have been updated. Additionally, the Hope District Board of Trustees reviewed all policies and removed any that were outdated.

1.2 Professional Development: All three school sites provided multiple learning opportunities for teachers and staff. Topics included: 1. Building math stories around student backgrounds, 2. Using culture as a bridge to rigorous learning and academic success (especially for our LatinX, Socio-Economically Disadvantaged, and English Learner student groups), 3. Professional Learning groups focused on oral language, student participation, language routines, rigor, and equity

1.3.1 Multiple cross-cultural events were organized by the PTAs, various parent groups, and teachers at all three campuses. Some examples include: 1. Celebration of Cultures, 2. 6th grade Culture Day presentations, 3. UCSB Dance assemblies that focused on various cultures, 4. A Jackie Robinson and Black History play, 5. Fiesta de Mayo evening family celebration, 6. Ruby Bridges walk and assembly, 7. Salva Dut assembly (water for South Sudan), 8. Chinese New Year parade

1.3.2 The use of curricula and books that reflect the diversity of the student body: Staff and teachers focus on short stories that reflect mirrors and windows for students. All three Library Techs focus on ensuring that all students see themselves in library books and activities through the purchase of multicultural and inclusive books. They provide monthly presentations and information centered around Latinx Heritage Month, Black History Month, Chinese New Year, St Patricks Day - Ireland, Women’s History Month. Additionally, they select and read aloud books that represent and celebrate a wide variety of cultures, diversity, and kindness. Our ELOP afterschool and summer programs have access to these resources, as well as to guidance from the Library Techs.

1.3.3 The district has created "Diversity Awareness and Inclusion Months" , an online, living document that provides resources and ideas for teachers that extend specific culture celebratory months. This is distributed to all teachers.

1.4 Increase staff diversity to match community: Teachers have been hired with their BCLAD, as well as many teachers and staff whose primary language is other than English. A collaboration with Coastal Housing to assist with housing was discontinued due to yearly cost and disinterest.

1.5.1 All three sites facilitated various school-based playdates for incoming Kindergarteners, plus TK and Kinder Nights.

1.5.2 Interpretation was provided in all classes with Spanish-speaking parents at Back to School Night, PTA general meetings, ELAC meetings, SSTs, IEP meetings, and Parent-Teacher conferences, Additionally, the district provided translation of school documents and educational partner communication. Stipends were provided to nine bilingual staff members to assist with interpretation in the school offices.

Implementation Successes:
1.3 The diversity of the Hope District teachers, specialists, and paraprofessionals increasingly reflects the diversity of the student population. Many employees are returning and additional bilingual personnel were hired in 2025-26.
1.6 There is pervasive, purposeful inclusion of everyone. SEL and behavior support occurs throughout the day.

- SEL specific instruction occurred throughout the district.
- SEL was also infused in everyday lessons, programs, and assemblies.

- One site focused on CASEL's 3 Signature Practices - the focus has been on engaging strategies this year. 1. Welcoming Inclusion Activities, 2. Engaging Strategies: brain- compatible, interactive, and reflective strategies that support learning, 3. Optimistic Closures (Last 5 mins): An intentional ending that highlights learning, accomplishments, and next steps, providing a sense of security.
- Site and District collaboration with M-Well - a local SEL resource, expanded.
- Community circles and other opportunities to create community were common practice in classrooms.

Implementation Challenges:
1.1 Results from the spring 2025 Equity Praxis Survey from were examined and shared at a Board of Trustees meeting. Unfortunately, the participation rate of parents and staff was very low and did not provide usable data. Additionally, responses from students was duplicative with CA Healthy Kids Survey results. The admin team decided to not engage with Equity Praxis for the 2025-26 school year.
1.4 The collaboration with Coastal Housing to assist with housing was discontinued due to yearly cost and disinterest.
1.6 Progress is being made on a tiered system for social emotional supports and instruction. However, tracking office referrals (our intended metric to determine effectiveness) has proven problematic, primarily because most behavioral intervention happens away from the office in a more timely, natural, and trauma informed manner for young children. Generally, there are very few office referrals to address inappropriate behaviors. We are considering other ways to measure success of this action.

Metric 1.2 Despite our efforts to invite parents/guardians to participate in the California Schools Parent Survey (CSPS), participation dropped again this year to 19%.
Some possible reasons include: 1. Survey fatigue; parents/guardians have multiple opportunities to provide input for decision-making, 2. Parent-Teacher Conferences didn't align with the availability of the CSPS. We will continue to encourage our families to participate and brainstorm ideas for increasing participation.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
No differences meet the District's materiality threshold of a $25,000 difference to warrant explanation. Any unexplained differences did not make a material difference in the planned actions, services and overall increased or improved services that support unduplicated students.

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

Hope District continues to be a learning community in which educational partners are present and participatory. We will continue our focus on school climate, equity, and whole student wellness.

Effectiveness Discussion:
The work completed through Actions 1.1, 1.2, 1.3, 1.4,1.5, and 1.6 in support of ensuring that all students, staff, and families feel valued,

supported, and secure was substantially effective as shown through our metrics. Positive metrics provide evidence for the effectiveness of our actions, though it can be somewhat difficult to determine which actions most influence the positive, supportive community climate. On most metrics, except CSPS (Parent Survey) participation, we met or partially met Year 3 targets.

• CHKS data show that over 90% of all survey respondents agree that there are high expectations for ALL students. (Staff 98%, Parents 90%, 5th/6th grade students 91% / 92%)
• Students attend school readily:
- The 95.7% School Attendance rate confirms that students want to be here.
- Our positive behavior supports are effective with fewer than 1% suspensions and zero expulsions.
- The Chronic Absenteeism rate reduced to 8.9% (meets the Yr 3 target of <10%).

Ineffectiveness Discussion:
Metric 1.2 As discussed in greater detail in Prompt #1, Goal Analysis, parent participation in the California Schools Parent Survey (CSPS) dropped again this year to 25%.
Some possible reasons include: 1. Survey fatigue; parents/guardians have multiple opportunities to provide input for decision-making, 2. Parent-Teacher Conferences didn't align with the availability of the CSPS. We will continue to encourage our families to participate and brainstorm ideas for increasing participation.

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.

2025-26
Action Change:
1.4.1 The collaboration with Coastal Housing was discontinued because staff were not interested in their service and no one availed themselves of their offerings.
1.6.1 Additional school psychologist time was added to better meet the needs of students and provide collaboration time with teachers.

Metric changes:
- Data from the Equity Praxis Local Climate Survey was not added to the Metrics table as we had planned in 2024-25 for 2025-26. This survey tool provided very similar data as the CHKS and we cannot justify the expense for 2026-27.

1.6 Discontinuation of the Devereux Student Strengths Assessment (DESSA). Based on feedback from teachers, administrators and other staff, it was determined that the the information that we received from the DESSA did not provide sufficient detailed results to guide actions.

2024-25 Planned metrics change:
During the formation of a new district Anti-Bias committee, members and district administrators, determined that additional information from educational partners was needed. While the CHKS, CSPS, CSSS provide valuable feedback, the need for more district-specific survey questions, in-person interviews, and input from all students (rather than just 5th and 6th graders). So, the District collaborated with a local

educational survey company and PhD students from UCSB to create a District Climate Survey. Baseline data will be available Summer 2025 and will be added to the Mid-year update of 2025-26. (Equity Praxis)

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	Review policies and practices for bias on a quarterly basis.	1.1.1. Quarterly review for legal updates of Board Policies and AR (Superintendent and Board as legal updates are provided by CSBA) with Anti-Bias committee	$6,000.00	Yes
1.2	Provide education/trainings about cultural proficiency, including anti-bias, implicit bias, and culturally relevant teaching.	1.2.1. Hope administrators will organize a minimum of 3 professional development sessions on anti-bias, implicit bias, and culturally relevant teaching, with all certificated staff attending at least three sessions per year.	$3,000.00	Yes
1.3	Provide culturally relevant curriculum, books, and experiences for teachers and students that reflect the diversity of the student body.	1.3.1. School staff will organize at least two PTA funded cultural and/or awareness events per school per year, with events designed to include representation from at least 75% of the cultures present in the school community. 1.3.2. Teachers, ELOP staff, and Library Techs will use curricula and books that reflect the diversity of the student body, with at least 80% of students annually reporting feeling represented by the materials. 1.3.3. Principals will provide access to curriculum and lessons for designated Identity and Awareness Months or Heritage and Awareness Months to 100% of classroom teachers (Latinx/Hispanic Heritage Month, LGBTQ+ History Month, Native American Month, Black History Month, Autism Awareness Month, Disability Pride Month, Arab American Month, Asian American and Pacific Islander Heritage Month.).	$1,500.00	Yes
1.4	Increase staff diversity to reflect the	1.4.1. Collaborate with Coastal Housing Partnership to provide assistance with housing to help retain and hire staff (Discontinued for 2026-27)	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	demographic composition of the student population aiming for a reduction in representation discrepancy within three years.	1.4.2. Emphasize BCLAD and bilingual skills during hiring of new teachers and staff 1.4.3. Stipend provided for bilingual classified staff for additional help with interpretation in school offices upon qualification		
1.5	Ensure equitable access to information and learning for all educational partners through regularly available interpretation and "Welcome" meetings for parents	1.5.1. TK and K teachers and Administrators will host annual welcome meetings for all families, ensuring the presence of bilingual staff members or provision of interpretation services for Spanish speaking families, aiming for at least 95% parental participation. 1.5.2. Hope administrators will implement a proactive system ensuring the availability of professional interpretation services at all school events and communications. (schedule events with interpreters by beginning of August)	$6,000.00	Yes
1.6	Implement MTSS-aligned student behavior instruction and support systems at each school site.	1.6.1. Principals,psychologists, counselors, behaviorists, and teachers will establish and maintain a three-tiered system for social emotional supports and instruction, achieving a 20% reduction in office referrals for student behavior issues annually. 1.6.2. Dedicate specific learning blocks for SEL instruction (include SWD) 1.6.3. Provide counselor support and instruction for students. 1.6.4. Evaluate current SEL curriculum for effective anti-bullying components.	$60,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have equitable access to high quality core and a targeted instruction regardless of their learning differences, economic circumstance, culture, race, ethnicity, or primary language, as demonstrated by growth towards meeting or exceeding academic standards on CAASPP and local assessments.	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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Current and past assessment data, the CA School Dashboard, and feedback from parent/guardian surveys show that academic proficiency gaps exist for many of our student groups, most specifically our EL and SED students. The District and school sites currently have the structure in place to address success in Core Content. We developed this goal to increase opportunities for, and equitable access to, intervention as well as academic challenge in specific core standards and ELD.

Actions and metrics were identified by examining CAASPP, local academic proficiency assessments (STAR Reading, STAR Math), and through educational partners's input.

Math:

- CAASPP data: We are making progress in closing the proficiency gap in math. All student groups increased or maintained proficiency and none are in the very low (Red) range. SWD students show an impressive 19 point growth since 2022-23.
- STAR math proficiency scores did not show significant growth with nearly all student groups decreasing in proficiency mid-year 2025 .

Reading:

- Our Literacy TOSA has trained ALL teachers in our phonics curriculum and is positively impacting reading and ELA achievement for most students on local and teacher-created assessments.
- CAASPP data: no student groups are in the Very Low (Red), and nearly all groups maintained achievement ranges. Except: English Learners declined in proficiency rates and moved further from standard since 2019-20.

- STAR data : All student groups progressed towards or maintained proficiency.

Continued Educational Partner Goal 2 Feedback/ actions suggestions:
1. Maintain additional personnel to keep groups small during targeted learning - (DELAC, teachers, students, administrators, Wellness Committee)
2. Continue the focus on math instruction (District Site Council, students)
3. Ensure that English grammar and structure are specifically taught to close the proficiency gap between unduplicated students and others (DELAC, teachers, students)

The planned actions address the idea of equitable access to high-quality instruction and curriculum across all three school sites. By providing mandatory training and implementation of common high-quality curriculum, methods, assessment, and consistent monitoring of progress we will ensure equity of quality instruction, regardless of school site or classroom.

Continued Planned Actions:
High Quality Core and Target Instruction:
- Word recognition: All K - 6th teachers will implement the 95% curriculum (phonics), administer related assessments, and engage in a cycle of inquiry three times per academic year to evaluate and plan instructional strategies.
- Math instruction: Implement high-yield math instructional strategies, including Math Language Routines and Cognitively Guided Instruction (CGI)
- Literacy: 100% of credentialed teachers have completed LETRS training to enhance literacy instruction, and new teachers will be trained as they are hired.

Metrics: STAR Reading and Math, CAASPP, local measures

Equitable Access: Maintain access to technology hardware and instructional programs at school and at home as appropriate. Provide for appropriate instructional supports through small-group and targeted instruction.
Utilize strategic master scheduling to ensure that all students have access to core and targeted instruction, including SAI as appropriate.
Metric: STAR Reading and Math, CAASPP, local measures

The metrics mentioned above monitor year-to-year proficiency, as well as the current progress of students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP: Average Distance from Standard in ELA	2022-23: All students: 40 pts above EL: 37 pts below SED: 10 pts below	2023-24: (Chng from 2022-23) All: 48 pts above (+8)	2024-25: (Chng from 2023-24) All: 47 pts above (-1)	Meet or exceed standard ; and/or increase towards standard annually:	All: + 7 pts Met Yr 3 target EL: + 6 pts Partially met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 56 pts below Hispanic: 5 pts below White: 67 pts above	EL: 30 pts below (+7) SED: 9 pts above (+19) SWD: 32 pts below (+23) Hisp: 2 pts above (+7) White: 77 pts above (+10)	EL: 31 pts below (+1) SED: 6 pts above (-3) SWD: 32 pts below (=) Hisp: 2 pts above (=) White: 80 pts above (+3)	All: Maintain EL: +13 pts SED: +4 pts SWD: +20 pts Hispanic: +2 pts White: Maintain	SED: +4 pts Met Yr 3 target SWD: +24 pts Partially met Hisp: +7 pts Met Yr 3 target White: +13 pts Met Yr 3 target
2.2	CASSPP: Average Distance from Standard in Math	2022-23: All students: 22 pts above EL: 43 pts below SED: 10 pts below SWD: 70 pts below Hispanic: 22 pts below White: 45 pts above	2023-24: (Chng from 2022-23) All: 28 pts above (+6) EL: 52 pts below (-9) SED: 18 pts below (-8*) SWD: 45 pts below (+25) Hisp: 22 pts below (=) White: 57 pts above (+12) *corrected in 2026 for calculation error	2024-25: (Chng from 2023-24) All: 29 pts above (+1) EL: 43 pts below (+9) SED: 6 pts below (+12) SWD: 51 pts below (-6) Hisp: 14 pts below (+8) White: 58 pts above (+1)	Meet or exceed standard ; and/or increase towards standard annually: All: Maintain EL: +15pts SED: +4 pts SWD: +24 pts Hispanic: +8 pts White: Maintain	All: +7 pts Met Yr 3 target EL: No change Partially met SED: +4 pts Met annual target SWD: +19 pts Partially met Hispanic: +8 pts Met annual target White: +13 % pts Met Yr 3 target
2.3	CA Science Test (CAST)	No Data	2023-24 (Baseline): All: 4.1 pts above EL: * SED: * SWD: *	2024-25**: All: 64.6 science pts EL: * SED: 52.7 SWD: 48.3	Meet or exceed standard ; and/or increase towards standard annually: All: Maintain	Data metric changed to Science points, so not comparable to 2023-24 baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 8.8 pts below White: 8.7 pts above *Data not displayed for privacy	Hispanic: 51.9 White: 72.7 *Data not displayed for privacy **Data metric changed to Science pts	EL: ** SED: ** SWD: ** Hispanic: +9 pts White: Maintain **Actual growth needed to standard unknown due to privacy	
2.4	STAR Reading: Percentage of students performing at or above standard in ELA (Mid-year) - Local progress monitoring assessment	2023-24 Mid-year At or above standard: All students: 64% EL: 12% SED students: 46% SWD: 32% Hispanic: 44% White:76%	2024 - 25 Mid-year At or above standard: (Chng from 2023/24) All: 69% (+5) EL: 21% (+9) SED: 56% (+10) SWD: 32% (=) Hisp: 52% (+8) White: 79% (+4)	2025 - 26 Mid-year At or above standard: (Chng from 2024/25) All: 65% (-4) EL: 31% (+10) SED: 51% (-5) SWD: 20% (-12) Hisp: 49% (-3) White: 76% (-3)	All: 80% of all students performing at or above standard. And/or increase percentage proficiency annually: EL: +23% SED: +12% SWD: +16% Hispanic: +12% White:+2%	All: 65% (+1 %pts) Partially met EL: 31% (+10%pts) Partially met SED: 51% (+5 %pts) Partially met SWD: 20% (-12 %pts) Did not meet Hispanic: 49% (+5 %pts) Partially met White: 76% (no change) Partially met
2.5	STAR Math: Percentage of students performing at or above standard in Math (Mid-year) - Local	2023-24 Mid-year At or above standard: All students: 67% EL: 20%	2024 - 25 Mid-year At or above standard: (Chng from 23/24)	2025 - 26 Mid-year At or above standard: (Chng from 24/25)	All: 80% of all students performing at or above standard.	All: 62% (-5 %pts) Did not meet EL: 34% (+14 %pts)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	progress monitoring assessment	SED students: 52% SWD: 30% Hispanic: 50% White: 77%	All: 65% (-2) EL: 18% (-2) SED: 49% (-3) SWD: 31% (+1) Hisp: 49% (-1) White: 78% (+1)	All: 62% (-3) EL: 34% (+16) SED: 52% (+3) SWD: 23% (-8) Hisp: 48% (-1) White: 73% (-5)	And/or increase percentage proficiency annually: EL: +20% SED: +10% SWD: +17% Hispanic: +10% White:+1	Partially met SED: 52% (no change) Partially met SWD: 23% (+1 %pt) Partially met Hispanic: 48% (-2 %pt) Did not meet White: 73% (- 4 %pts) Partially met
2.6	Implementation of state standards for all students. EL Access to Core and ELD standards	2023-24 100% Access	2024-25 100% Access	2025-26 100% Access	Maintain 100% access	Maintained 100% access Met Yr 3 target
2.7	Percentage of Appropriately assigned and fully credentialed teachers	2023-24 97% of FTE teachers	2024-25 100 % of FTE teachers	2025-26 100 % of FTE teachers	100%	Increased 3% (100%) Met Yr 3 target
2.8	Sufficiency of instructional materials	2023-24 100%	2024-25 100%	2025-26 100%	Maintain 100%	Maintained 100% Met Yr 3 target
2.9	Access to Broad Course of Study: District provided specialists and instructional support	District provides instructional support and specialists to all school sites based on enrollment.	District provides instructional support and specialists to all school sites based on enrollment.	District provides instructional support and specialists to all school sites based on enrollment.	Maintain parity between schools for district provided specialists and instructional support	Maintained parity Met Yr 3 target

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.

Equitable access to high-quality core and target instruction:

Implementation Successes:
Action 2.1:

- Teachers and administrators continue to meet monthly in Data Teams to monitor all students' learning (including SWD) (2.1.1).
- Master schedules at all three sites have established times for Target Time (TT). During this time no core instruction occurs, instead students engage in acceleration, intervention, ELD and SAI. (2.1.2)

Of note: many Students with Disabilities (SWD) have all of their SAI time during this TT and thus rarely miss core instruction.

- The master schedules are very detailed and provide numerous teacher collaboration opportunities. Grade level classes have PE together twice weekly; Art and STEAM are lined up at the same time. This creates four shared collaboration/prep times in each grade level. Music and Library are also aligned for individual teacher prep time. (2.1.3)

Action 2.2: All three sites utilize Target Teachers and aides in reading and math to help provide small group instruction (2.2)

Action 2.3: Extensive upgrades occured to increase equitable tech access. Additionally, policy on Artificial Intelligence (AI) has been created to ensure online student safety and appropriate use of AI for students. Examining the use of technology and devices is on-going. (2.3.1, 2.3.2)

Action 2.4:

- Including teachers of SWD, 100% of certificated teachers have completed LETRS training, a course for teachers on literacy and best practice for teaching reading. This has been received enthusiastically and now all teachers TK - 6th are well-trained in literacy.
- In collaboration with Hope District Teachers Association (HDTA), this training was added to the collective bargaining agreement, ensuring that training will be mandatory for any new teacher hires in the future. In 25-26, all newly hired certificated teachers are completing LETRS Units 1-4 in the first year of employment and Units 5-8 in the second year.
- 95% Reading Curriculum was fully implemented in March 2026. Teachers discuss at their grade level and reflect on instruction after each 95% assessment. 95% is also included in data chats that happen three times per year. (2.4.3)
- The TOSA trained all teachers in reading comprehension and fluency strategies (including ELD strategies - vocabulary and background knowledge) at Grade-alike meetings held in September and October 2024.
- Staff meetings held mini PDs at all three sites in LETRS learning- Bridge to Practice Activities focusing on reading comprehension (2.4.1, 2.4.2)
- The 95% Phonics Lesson Library 2.0 was purchased through Medi-Cal reimbursement, and implemented in the fall of 2025 for students with disabilities across all 3 sites. (2.4.4)

Action 2.5:

- Professional learning on Math Language Routines and Cognitively Guided Instruction (CGI) occurred throughout the year. Other topics covered included: CGI - math problem and math framework, and math learning labs. (2.5.1)
- The Math Leadership Group held monthly meetings and continued learning about the math framework.
- The TOSA supported teachers in CGI.
- TOSA Tidbits offers articles, strategies, and data on best practices for math.

Implementation Challenges:
All actions were completed as planned.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
No differences meet the District's materiality threshold of a $25,000 difference to warrant explanation. Any unexplained differences did not make a material difference in the planned actions, services and overall increased or improved services that support unduplicated students.

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

Efffectiveness:

The work completed through Actions 2.1, 2.2, and 2.4 in support of ensuring equitable, high-quality reading instruction was substantially effective as shown on CAASPP Reading and Math with our ALL composite scores showing that overall our students score above standard (Reading 47 points above and Math 29 points above). Results disaggregated by student group show that all groups Met or Partially Met growth targets from baseline in 2022-23. Additionally, no student groups are in the very low (Red) range on either CAASPP Reading and CAASPP Math.

On the mid-year STAR Reading assessment, 65% of our student are above proficiency standard. Additional data shows that most student groups had inconsistent growth as compared to CAASPP. Most student groups Met or Partially Met targets, with the exception of SED students who did not meet growth targets.

Similarly, on the mid-year STAR Math assessment, 62% of our students meet or exceed proficiency standard. Additionally, most groups Partially Met targets, with the exception of our Hispanic student group who did not.

The improvements in technology (2.3) allowed all students access to online learning and intervention programs.

All students had 100% access to instruction of state standards, instructional materials, fully credentialed teachers, specialists, and instructional support.

Ineffectiveness:

CAASPP (Math): While our English Learner student group maintained their average distance from proficiency, this group did not move towards standard. However, on STAR Math, this student group increased an impressive 16 percentage points since last year (2024-25). With the expanded math focus of our TOSA, as well as continuing literacy work, we anticipate greater gains in 2026-27.

We will continue to closely monitor student proficiency in 2026-27.

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.

Actions changes:
2.2.1 Due to rising personnel costs, the district anticipated a reduction in hours for certificated Target Teachers in 2026-27. The CDE announced an opportunity for additional Learning Recovery Block Grant (LREBG) monies. The District completed the required Board-approved needs assessment and was awarded these LREBG monies to help make whole the overall hours for Target Teachers. They were not used in 2025-26 and will carryover to be used in 2026-27 and beyond, if available, to help fund Target Teacher time (along with other funds).

Metrics changes:
None planned

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Monitor student learning	In Data Teams, teachers and administrators (meet approximately every 6 to 8 weeks) will monitor and identify students for targeted instruction (Tiers 1, 2, and 3) in reading and/or math interventions, advanced academics, ELD, SWD inclusion, and focused SEL. 2.1.1. Teachers and paraprofessionals will regularly assess students (including SWD) in Core standards, ELD, and SEL using site-identified assessments by grade level. 2.1.2. Administrators, teachers, paraprofessionals, and specialists will use site-wide scheduling to create a master schedule to ensure that students have access to core and targeted instruction (and SAI) as appropriate.	$121,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.1.3. Administrators, teachers, paraprofessionals, and specialists will use site-wide master scheduling to create collaboration opportunities for grade-level teacher teams (by site) each week within the school day.		
2.2	Small Group Instruction	Students will participate in small group instruction as determined by need (See Action 2.1 above). Certificated target teachers and classified para-professionals in classrooms will increase adult to student ratios to meet individual students' needs. 2.2.1. Personnel to contribute to increase adult/student ratio- • Certificated Literacy Target Teachers • Provide two Class Size Reduction teachers • Maintain increased 0.6 FTE Special Education Clerical position to increase services for Special Education (SpEd) and allow greater access to the SpEd Director on campuses and in classrooms. • This action is partially funded through LREBG funds ($30,987). • According to the research site I-MTSS and Hall and Burns (2018), intervention through an Integrated Multi-Tiered System of Support (I-MTSS) is a comprehensive and equitable prevention framework for improving the outcomes of all students, including students with or at-risk for disabilities, through integrated academic and behavioral support. Targeted small group instruction is an effective intervention strategy through which educators deliver integrated academic and behavioral support for students based on data-driven identified need. • This action will be measured by: CAASPP	$424,487.00	Yes
2.3	Equitable access to Technology	All students will have equitable access to appropriate learning through technology. 2.3.1. A district Tech Integration Support Specialist will maintain access to technology hardware and instructional programs at school and at home as appropriate. 2.3.2. The IT department will purchase devices/equipment to maintain student access to technology	$26,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Consistent teacher training and instruction in literacy	Students will have equitable access to high quality literacy instruction through implementation of consistent curriculum and continued teacher support and training in literacy instruction. Teachers will participate in training to ensure consistent instruction for all students. 2.4.1. The Literacy TOSA will provide teacher training and model effective literacy instruction. 2.4.2 LETRS Training: 100% of teachers will complete LETRS training by the end of 2024-25 (Teachers of SWD included) to ensure consistent instruction for all students. Implementation and maintenance in subsequent years, as well as the training of newly hired certificated teachers. (2025-2027) 2.4.3. All K - 6th teachers will implement the 95% curriculum for word recognition, administer related assessments, and engage in a cycle of inquiry three times per academic year to evaluate and plan instructional strategies (Teachers of SWD included) (2024 - 27). 2.4.4. Director of SpEd and Literacy TOSA to research and implement a phonics lesson library for use as intervention and with SWD (2024-25)	$164,000.00	No
2.5	Consistent, high-yield instructional strategies in math	Students will have equitable access to high-quality, high-yield instruction in math. 2.5.1. Principals, teachers, and Team Leads will identify and implement high-yield math instructional strategies focusing on the major work (standards) of the grade, including intervention and extension strategies, in 100% of classrooms.	$13,080.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	English Learner students will gain skills that enable them to move closer or reach proficiency standard on CAASPP (ELA), and reduce the proficiency gap between EL and other student groups - as measured by distance from ELA proficiency on CAASPP by Spring 2027.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We have a persistent proficiency gap in reading between our English Learner student group and other student groups. While this gap is narrowing, we need to reduce this gap even further until all student groups are proficient.

Prior to the pandemic, the proficiency gap was narrowing in both ELA and math. However, after the pandemic, this group of students moved farther from proficiency standard on CAASPP and STAR Reading, while our other groups maintained or increased towards proficiency. In 2024-25, the English Learner student group made forward progress in moving towards proficiency at a higher rate than their English Only peers. Conflicting with this progress is an unexpected decline in the Dashboard ELPI data and our expected lower than typical our local reclassification rate (data will be available in June 2025). Based on this data and with feedback from our educational partners, we believe that continuing this focused goal, with specific steps toward proficiency in English and literacy overall, will continue to narrow the discrepancy.

English Learner metrics:
STAR Reading: 11% of EL students reached proficiency standard in 2025-26, down from 21% Mid-year 2024-25. We use STAR Reading as our local, timely measurement of progress towards ELA proficiency.
CAASPP: English Learner students were 30 points below standard (2023-24), up from 30 points below in 2023-24.

Continued actions within this goal:
Improve Designated ELD: Continued training and the use of common Designated ELD curriculum and strategies across the district (specifically LETRS and ELD curriculum) to ensure equitable, high-quality instruction regardless of class or school site.

Support Family Literacy through the Public library and by providing multi-lingual books in school libraries. The acquisition of a second language is more effective with higher literacy in the primary language.
Increase Focus on vocabulary and grammar development to increase word understanding for EL students.
Increase EL students' access to core content by improving Integrated ELD in classrooms.
Create a district-wide common protocol for support for Newcomer EL students to ensure a solid foundation for second language acquisition and access to content standards.

Feedback from Educational Partners that influenced this goal and actions (continued in 2024-25):
1. After examining current data and through the mid-year LCAP update, the need for a focused English Learner goal was specifically suggested by nearly all educational partner groups.
2. Ensure a consistent English Learner Newcomer protocol (Wellness Committee, DELAC, administrators)
3. Create class-to-class consistency during designated ELD. Teach grammar, vocabulary and English expressions (DELAC, TOSA, teachers, staff)
4. Provide teacher training in Designated and Integrated ELD - (TOSA, certificated teachers, administrators)

The metrics (CAASPP, STAR, and ELPAC/ELPI) will provide current and long-term data to measure growth in ELA and ELD proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Reading: Distance from standard	2022-23 English Learners (All EL): 37 pts below standard	2023-24 All EL: 30 pts below standard *Current EL: 79 pts below *RFEP: 8.2 pts below *English Only: 60.5 pts above *Disaggregated data added 2024-25 for more in-depth analysis	2024-25 All EL: 31 pts below standard (Maintained) Current EL: 90 pts below (-11 pts) RFEP: 3.5 pts above (+11.7 pts) English Only: 60.6 pts above (Maintained from prior year)	2025-26 Reduce the proficiency gap by increasing English Learners' proficiency by 14 points annually to meet or exceed standard. All student groups will meet or exceed standard.	All EL: Increased 6 pts Partially met Current EL: Decreased 11 pts Did not meet RFEP: Above Standard (3.5 pts above) Increased 11.7 pts Met Yr 3 target EO: Above Standard (60.6 pts above)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Maintained Met Yr 3 target
3.2	STAR Reading: Percentage of students performing at or beyond proficiency standard - Middle of year data	2023-24: Current ELs: 12%	2024-25: Current ELs: 21% (+9 %pts) *RFEP: 56% *EO: 71% *Disaggregated data added retroactively in 2025-26 for more in-depth analysis	2025-26: Current ELs: 31% (+10 %pts) **RFEP: 65%(+9 %pts) **EO: 70% (Maintained) *Disaggregated data added in 2025-26	23% annually for ELs with the ultimate goal of 80% of all students performing at or above standard.	Current ELs: +19 %pt Partially met RFEP*: Increased 9 %pts Partially met EO*: Maintained Partially met
3.3	CA Dashboard: English Learner Progress Indicator (ELPI): Percentage of ELs who progressed at least one level	2023 - 24 49.2% progressed at least one ELPAC level	2024 - 25 39% progressed at least one ELPAC level (Red)	2025-26 43.6% progressed at least one ELPAC level (Yellow; +4.6 %pts)	ELPI: 100% of ELs have progressed at least one ELPAC level	Decreased 5.6 %pts Increased to Yellow level Partially met 5.6 %pt represents ~ 4 students
3.4	Local Reclassification rate	RFEP rate: 2023-24: 25%	RFEP rate*: 2024-25: 17% (22%**) *ELPAC scores for some grades not delivered as of the close of school 24-25. **Updated in 2025-26 column.	RFEP rate: 2024-25*: 22% (15 out of 68 total EL students) 2025-26: Not available until ELPAC scores are complete after schools close for the summer. *Updated 2024-25 RFEP rate	RFEP rate: Maintain 25%	Decreased 3 %pts to 22% Approximately maintained 25% RFEP rate*. Met Yr 3 target *3 %pts represents ~2 students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Chronic Absenteeism rate - English Learners	2022-23: 23% Chronic Absenteeism	2023-24: 14.7%	2024-25: 15.1% (=)	2026-27: Reduce chronic absenteeism to <10%	Decreased 7.9 %pts (Reduced absenteeism) Partially met

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.

Goal 3: English Learner students will gain skills that enable them to move closer or reach proficiency standard on CAASPP (ELA), and reduce the proficiency gap between EL and other student groups - as measured by CAASPP (distance from ELA proficiency on CAASPP by Spring 2027).

Implementation Successes:
In addition to the planned actions, the Literacy TOSA created and disseminated a monthly newsletter - TOSA Tidbits (Let's Talk Literacy & Math) . This was sent to all staff each month and highlights strategies to support ELD in Vocabulary, Background Knowledge and Collaborative Conversations, and strategies for specific Math ELD.

Implementation details:
Action 3.1.1, 3.1.2, 3.1.3, & 3.3.1 Teacher Training and improved resources:

- Training and teacher collaboration occurred during District grade-alike meetings (all teachers from across the district meet in grade level teams).
- Each training included strategies for both, English Learner and English Only students.
- K-1- September- Math Language Routines
- K-6- October- Writing- Analyzing student writing with common district wide writing prompts
- 3-6- Math Performance tasks, mathematical practices, understanding of academic language
- K-6- February- Writing- Analyzing writing district wide, sharing best practices amongst colleagues

- Designated and Integrated ELD Training and Support:
- 100% of teachers have been trained and have implemented 95% curriculum and LETRS. Credentialed teachers will be trained as they are hired.
- Both, 95% instruction and LETRS, support ELD.
- 100% of credentialed teachers have been trained in math language routines which directly support language development.

- Math Professional Development focused on Cognitively Guided Instruction - This included embedded ELD strategies which are specifically called out throughout instruction.

Action 3.2.1 and 3.2.2 Family Literacy:
- The Santa Barbara Public Mobile Library visited each site within the City of Santa Barbara during site-dependent parent evenings.
- All three campus libraries purchased books in multiple languages. (This action is also found in Action 1.3, and in 2026-27 will only be reference there)

Action 3.4 Newcomers:
- While we were prepared for any Newcomer students, none enrolled this school year.

Action 3.5.1 Transitional Kindergarten (TK):
- TK classes were provided at each school site, thus reducing class sizes and allowing attendance at students' home schools. This allowed targeted support for EL and SED students.

Implementation Challenges:
1. Action 3.4 Newcomers: As mentioned above, we enrolled no Newcomer students this year.

2. Metric - Disaggregated student group data:
- As we examined reading proficiency and English language proficiency data, we had difficulty reconciling the progress we were seeing in classrooms and MTSS meetings with this data. We began to disaggregate data based on English Learner student groups (English Learner, RFEP, and English Only). This provided clearer understanding of proficiency and helped guide professional development in Designated and Integrated ELD.
- A new challenge with reclassification (RFEP) in 2024-25 is due to new requirements that students with disabilities must score a 4 on the ELPAC to reclassify. In the past, students were able to show English language proficiency through other academic metrics during the IEP process. This will result in some students matriculating to Junior High as EL due to their area of disability rather than as a reliable measure of English proficiency. We are monitoring this issue to create solutions. Additionally, ELPAC scores for some grade levels by the close of school 2024-25. We expect to potentially reclassify some students from these grades in the fall 2025-26.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. Unless noted as an expenditure difference below, expected expenditures matched actual expenditures.

Expenditure Differences:
No differences meet the District's materiality threshold of a $25,000 difference to warrant explanation. Any unexplained differences did not make a material difference in the planned actions, services and overall increased or improved services that support unduplicated students.

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

Our English Learner student group made positive progress towards the metrics' 3-year targets on the CAASPP and STAR reading assessments. Throughout the year we examined academic data and continued to use disaggregated EL data for greater clarity of progress. Using this additional data (and similar STAR data added this year), we can more clearly see the good progress our EL students are making. We will continue with those metrics in LCAP 2026-27.

Based on this performance assessment, we are confident that our actions are positively impacting EL student learning and proficiency. As we explain below, we are closing the proficiency gap, and the need remains for this focus goal for our EL student group. Therefore, we will continue to focus on literacy, math, and English development.

Effectiveness discussion:
Actions 3.1, 3.2, 3.3, 3.5 all contributed to proficiency progress for our EL student group.
The following metrics support this:

- CAASPP Reading - Our All EL student group has made gains towards standard, from 37 points below to 31 points below.
- STAR Reading - 31% of EL student group scored proficient compared to 12% in 2023-24.
- The proficiency gap in reading is narrowing, especially between RFEP students and English Only (EO) students.
- Both, RFEP group and EO group scored Above Standard (CAASPP Reading, 2024-25)

- RFEP group increased 11 points -- From Below Standard to Above Standard (CAASPP Reading, 2024-25)

- 65% of RFEP students and 70% of EO students score proficient or above - only 5 percentage points apart! (STAR Reading 2025-26)

- STAR (Reading) : The proficiency gap between EL and EO students has improved substantially (with English Only students maintaining high proficiency)!
- 2025-26: 29 %pts between EL and EO rates of proficiency
- 2024-25: 54 %pts between EL and EO rates of proficiency
- 2023-24: 139 %pts between EL and EO rates of proficiency

- ELPI Dashboard data (English Learner Progress) shows a 4.5% increase in the percentage of EL students who are moving towards and/or maintaining proficiency in English - increased to Yellow range.
- 2025-26 (43.6%, Yellow); 2024-25 (39%, Red); 2023-24 (49%, Green); 2022-23 (44.8%). Because we are a small district, with a small population of English Learners, we are able to examine this

data on a student-by-student basis.

- Our Reclassification rate maintained at 22%. Our target is 25%. Currently, 3% of EL equals approximately 2 students.

- Chronic absenteeism rates on the Dashboard maintained 15% districtwide.

- Math data showed a decrease in the distance from standard on the CAASPP. The goal is to continue to move toward standard or above standard. We are continuing with Math TOSA support and intervention in 2026-27.

Ineffectiveness discussion:

- Our Current EL student group scored 90 points below standard on CAASPP reading, decreasing eleven points from 2023-24. However, on STAR Reading 2025-26, 31% of the Current EL group score proficient or above, up from 21% in 2024-25. This contradictory data requires us to continue to closely monitor and make instruction and possible intervention adjustments, as needed. Current EL students can potentially be in their second or sixth years of English instruction during the CAASPP. It is so important for us to provide the supports available to ensure their success.

Action 3.4 - N/A in 2025-26

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.

2025-26
Action changes:
3.2.2: Provide books in multiple languages in all school libraries

- Action 3.2.2 is redundant and is also found as Action 1.3. We are deleting the duplicate found here.

Metrics changes:
3.1 CAASPP:

- Continue with additional performance data for Current EL, RFEP, and EO student groups added in 2024-25. This will continue to allow us to compare the progress of English Learners to English Only

student groups.

3.2 STAR Reading:

- Added additional performance data for Current EL, RFEP, and EO student groups. Also added this data retroactively to 2024-25. This was added to allow us to compare the progress of English Learners to English Only student groups.

3.4 Reclassification Rate (RFEP Rate):

- Beginning this year, we will be using the prior year's data to track RFEP Rate. Because the current year's ELPAC scores now arrive in June rather than earlier in the year, this does not give us time to make reclassification decisions prior to the end of the school year.

2024-25
Action Change:
Action 3.5 Transitional Kindergarten (TK) will continue to be provided for the students of Hope District but will no longer be a contributing action due to clarification from the CDE. Additionally, there will be an increase of $256K due to expansion of the service.

Metrics changes:
3.1 CAASPP:

- Added additional performance data for Current EL, RFEP, and EO student groups in 2024-25. This was added to allow us to compare the progress of English Learners to English Only

student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improved resources for Designated ELD	Increase students' understanding and use of English, by developing and implementing improved resources for Designated ELD. Resources for Designated ELD: 3.1.1. Literacy TOSA and Teachers will develop and implement common resources and supports tailored to the needs of English learners, resulting in increased English proficiency levels among English learners. 3.1.2. Using LETRS "Learning to Literacy development in English", provide professional development in English Development for 100% of teachers (including new teachers as they are hired). 3.1.3. Literacy TOSA and Teachers will identify and implement best practices in grammar instruction for Tier 1 and Designated ELD in 100% of classrooms.	$10,000.00	No
3.2	Family literacy	Support students and families reading in primary language at home 3.2.1. Provide access for all EL (SED, and Foster Youth) students through outreach to families and visits by the SBPL Mobile Library 3.2.2. Provide books in multiple languages in all school libraries (Deleted in 2025-26 because this action is a duplicate of Action 1.3)	$1,000.00	Yes
3.3	Improved Integrated ELD Practices	Increase EL students' understanding of Core content through improved Integrated ELD Practices. 3.3.1. The Literacy TOSA will provide 100% of certificated staff professional development in Integrated ELD strategies to support content knowledge and language development through LETRS in 2024-25. (Beginning Year 2025-26, the TOSA included Integrated ELD in math	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		professional development, in order to improved Integrated ELD instruction for all EL students.		
3.4	Support for Newcomer English Learners	Newcomers (students new to English/recent residents of the country) will receive common and consistent support. 3.4.1. Hope Administrators will designate at least one teacher or aide to provide direct support for newcomers with native language support at each campus, reaching 100% of newcomer students ($3000 per site based on number of newcomer students).	$9,000.00	Yes
3.5	Offer Transitional Kindergarten (TK) to ensure foundational academic, social emotional, and linguistic skills are developed with an emphasis on increasing access for English Learners and socio-economically disadvantaged preschoolers	3.5.1 TK teachers, with the assistance of TK instructional aides, will provide foundational instruction in literacy, mathematics, and linguistic skills to age-eligible transitional K students with an emphasis on increasing English language proficiency and foundational skills for future learning.	$662,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students and all other Educational Partners will be provided physically safe and healthy environments that support learning and long-term health.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Healthy and safe physical surroundings affect student learning and potentially lifelong physical health. Educating the whole student goes beyond academic instruction and requires that we examine our school campuses for safe and appropriate spaces to learn, especially for student groups who may be coming to school with fewer home supports.

Additionally, now that the school food program includes breakfast and all students are eligible for free breakfast and lunch, the district now provides potentially 60% of the food a student may eat in a day. Healthy, nutritious foods contribute to learning and long-term health. This makes the the nutritional content of school meals more important than ever before.

Actions and metrics were identified by examining school climate data and through educational partners's input. During evaluation of this goal in 2023-24, it was decided to focus on physical school climate actions in Goal 4 and to move the social-emotional actions to Goal 1 in the 2024-25 LCAP.

Facility Inspection Tool (FIT) Data (2025-26)
Hope = 97.6% (Good)
Monte Vista = 99.6% (Exemplary)
Vieja Valley = 98% (Good)
Facilities modernization projects are moving forward with focus on safety and improved conditions for learning. FIT scores for all three sites are relatively high, however all three received only Fair ratings. The Fair ratings were due to being automatically marked down in regards to fire alarms. As was the case in 2023-24, low backup batteries in fire alarms, though they were operable, caused only FAIR ratings during inspection for all three sites. The maintenance manager and site custodians have been trained and now have backup battery replacement on regular maintenance schedules. The Facilities Manager will continue to use this and other measure to prioritize safety during maintenance and construction.

Goal 4 Educational Partner Feedback/ actions suggestions:
1. Enhance outdoor spaces (Principals, parents, students, Wellness Committee)
2. Facilities upgrades (Principals, staff, administration)
3. Parent Education about technology, alcohol and tobacco - TUPE (Parents, Principals, staff, Wellness Committee)
4. Exceed nutrition guidelines for school lunches (District Site Council, students, Wellness Committee)

The metrics will monitor progress with this goal by measuring improved conditions for learning, participation in healthy school lunches, and chronic absenteeism rates of our unduplicated students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	FIT	2023-24 Hope School = 80% (Fair) Monte Vista = 86% (Fair) Vieja Valley = 97% (Good)	2024-25 Hope School = 82% (Fair) Monte Vista = 87% (Fair) Vieja Valley = 82% (Fair)	2025-26 Hope School = 97.6% (Good) Monte Vista = 99.6% (Exemplary) Vieja Valley = 98% (Good)	2026-27 Increase to all schools in the "Good" range.(Percentage qualifying for the "Good" range varies based upon areas of improvement needed.)	Hope School - Increased 17.6%pts Monte Vista - Increased 13.6%pts Vieja Valley - Increased 1%pt (Met Year 3 Target)
4.2	Average percentage of student participation in school meals	2023-24 Lunch: 60%	2024-25 Breakfast:11% Lunch: 61%	2025-26 Breakfast:19% (+8 %pts) Lunch: 61%	2026-27 Increase to 70% in school meals participation (over three years)	Breakfast: Increased 8 %pts Lunch: Increased 1 %pt Partially met
4.3	Chronic Absenteeism	CA Dashboard 2023: Overall chronic absenteeism: Medium (Yellow) - 15% EL and SWD: High (Orange) - (23% / 20%)	CA Dashboard 2024*: Green: Overall chronic absenteeism: 9.6%	CA Dashboard 2025: (Compared to 2024) Green: Overall: 8.9% (- 5.4 %pts)	2026-27 Increase to Green level (<10% Chronic Absenteeism) - Overall and for all student subgroups	Change from baseline (A reduction is positive): Overall: Reduced 6.1 %pts Maintained Green

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic, SED, White: Medium (Yellow) (18% / 20% / 14%) State Chronic Absenteeism: 24%	Yellow: EL: 15%; Hispanic: 14%; SED: 15%; SWD: 12% Green: White: 6.3% Met goal State Chronic Absenteeism: 19% * In 2026, changed formatting to clarifiy data in this chart	Orange: EL: 15% (=) SWD: 12% (- 8 %pts) White: 8.1% (+1.8 %pts) Yellow: SED: 14% (-1 %pts) Green: Hispanic: 10% (- 4 %pts) State Chronic Absenteeism: 17%		level (Met Year 3 target of <10%) EL: Reduced 8 %pts Maintained Orange level SWD: Maintained Decreased to Orange Hispanic: Reduced 8 %pts Increased to Green level SED: Reduced 6 %pts Maintained Yellow White: - Reduced 6 %pts Decreased to Orange (Met Yr 3 target of <10%) State Chronic Absenteeism: Reduced 7 %pts (Yellow)

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.

Students and all other Educational Partners will be provided physically safe and healthy environments that support learning and long-term health.
Overall:
4.1 Facilities projects are moving forward with focus
4.2 Safe emergency responses: School Response Protocols and Safety Plans were updated and communicated as planned.
4.3.3 Tupe programs were in place as planned.

Implementation Successes:
4.3.1 and 4.3.2 The Wellness Committee met 4 times this year to complete the Local Student Wellness Policy (LSWP). The Smart Plates subcommittee met monthly and continued to focus on school meals. Average daily school-breakfast participation increased from 11% to 19%
4.3.4 The district nurse provided timely and pertinent health and wellness information to families through Parent Square. Some of the topics covered included: Healthy sleep habits, head lice, frequent illness, allergies, suicide, and healthy holiday foods.
4.1.1 Beautiful outdoor learning areas were completed and are being utilized at two campuses.
4.1.1 Safe Campuses - FIT results increased impressively. Monte Vista is in the Exemplary range and Hope and Vieja Valley are in the Good range. This was due to purposeful, detailed work of the maintenance manager and site custodians.

Implementation Challenges:
All actions were implemented as planned.

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.

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
Action 4.1 Safe Campuses - Budgeted: $300,000; Actual: $410,000 Difference due to higher than planned deferred maintenance costs because inflation costs were higher than planned and additional projects were completed. These include updated PA systems, concrete work, kitchen repairs, and demolition of caretaker's residence.
The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. Unless noted as an expenditure difference below, expected expenditures matched actual expenditures.

Other Expenditure Differences:

Other differences do not meet the District's materiality threshold of a $25,000 difference to warrant explanation. Any unexplained differences did not make a material difference in the planned actions, services and overall increased or improved services that support unduplicated students.

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

Effectiveness:
Based on our metrics, we are providing safe and beautiful campuses and a healthy learning environment for our communities. All three school sites are prepared and practiced for possible emergency situations. (4.1, 4.2)

Results from the Facility Inspection Tool (FIT) were impressive. All three school sites improved from Fair ratings to Good or Exemplary. (4.1.1) resulting in the highest FIT ratings over the last 8 years.

Chronic absenteeism in students has varied causes. However, absenteeism can be closely tied to school climate and both, school site and familial health and wellness. According to the CA Dashboard, chronic absenteeism decreased (improved) districtwide and in most unduplicated student groups (SWD maintained their rate). We met our Overall year-3 target overall, which indicates overall effectiveness of the actions in Goal 4.

School Meals: Based on input from the Wellness Committee, Smart Plates Committee, and parents via the School Foods survey, we are enthusiastically moving forward with providing more nutritious foods for our students. To more accurately measure school meals participation, we have disaggregated participation data to reflect breakfast and lunch participation. Lunch participation maintained at 61%, and breakfast participation increased from 11% - 19%(4.3)

Ineffectiveness:
All actions were effective in reaching targets.

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.

2025-26 Actions and Metrics Changes:
None at this time.

2024-25 Actions and Metrics Changes:
School Meals: Changed data to reflect the differences between participation in School Breakfast Program (SBP) and School Lunch Program (SLP). Formed the Smart Plates Committee: a subcommittee of the Wellness Committee to guide program changes to increase participation in both the SBP and SLP. The district applied for a grant through the CDE for funds to purchase an additional van to deliver hot meals for breakfasts. As of this LCAP update, the outcome has not been determined.

The word Lunch was added to metric 4.2 for clarity in 2024 - 25.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Ensure that campuses are physically safe for students and staff	4.1.1 Facilities department will oversee building and grounds upgrades with specific safety focused projects completed annually.	$300,000.00	No
4.2	Students and Staff will execute safe responses during emergencies on campus	4.2.1 School Response Protocols (SRPs): a. Principals will update and train all staff on standardized response protocols across all schools with annual review and drills. b. Principals will inform parents/guardians of protocols regarding emergency student dismissal practices c. Principals will ensure that Safety Plans include procedures to engage students following emergencies to provide remote or in-person instruction	$0.00	No
4.3	Educational partners will engage around the health and wellness of students.	4.3.1. Maintain the Wellness Committee - • Review and monitor the Wellness policy as it pertains to the unique needs of unduplicated students and their families. • Wellness Coordinator to collaborate with district staff, District Nurse, and Family Advocate to identify needed targeted services for unduplicated students. • Coordinate a parent survey regarding wellness in district 4.3.2. Healthy School Foods - • School meals may account for 60% of unduplicated students' daily food intake. Food services and district representative will implement policy that includes nutritious school breakfasts and lunches, considers student's cultural preferences for meals, and focuses on nutrition standards beyond guidelines. The goal is to achieve a 20% increase in participation in these programs annually. 4.3.3. Principals will ensure that a student and parent TUPE program occurs at each school every year. 4.3.4. District Nurse to serve on the Wellness Committee and provide pertinent wellness information to families on a regular basis	$117,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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
$$654,350.00	$0

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
6.139%	0.000%	$0.00	6.139%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Review policies and practices for bias on a quarterly basis. **Need:** A positive school climate contributes to learning. In addition, student success is tied to learning in which educational partners have high expectations for all students and present material without implicit bias.	This action was developed specifically to prevent unintended bias towards our unduplicated student groups. However, by providing this on an LEA-wide basis, we ensure that all programs are examined for bias. By reviewing and amending District policies and practices to eliminate negative bias, we will reduce any unintended structural bias that may contribute to a proficiency gap. At the same time, we will improve the district and school climate for the entire community.	CA Healthy Kids Survey (CHKS), CA State Staff Survey (CSSS), CA State Parent Survey (CSPS) (1.1)

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
	Unduplicated students experience negative bias from educational partners' lowered expectations for their learning and resulting proficiency. **Scope:** LEA-wide		
1.2	**Action:** Provide education/trainings about cultural proficiency, including anti-bias, implicit bias, and culturally relevant teaching. **Need:** A positive school climate contributes to learning. In addition, student success is tied to learning in which educational partners have high expectations for all students and present material without implicit bias. Results on school climate surveys, and interviews with educational partners indicate that that there is a gap and some unduplicated students and families do not see themselves represented or that they have the same opportunities as others. **Scope:** LEA-wide	This action was developed specifically to meet the needs of unduplicated student groups. However, by providing this on an LEA-wide basis, we ensure that all students and teachers receive anti-bias instruction and experiences. The actions and potential negative bias of others affect school and district climate, as well as instruction, and learning for unduplicated students. In order to work against negative bias, all staff must examine implicit and structural bias. Teachers and staff indicated the desire for additional training in this area on the CSSS.	CHKS, CSSS, CSPS (1.1)
1.3	**Action:** Provide culturally relevant curriculum, books, and experiences for	This action was developed specifically to meet the needs of unduplicated student groups. However, by providing this on an LEA-wide basis, we ensure that all students receive culturally relevant instruction and positively diverse experiences.	CHKS, CSSS, CSPS (1.1)

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
	teachers and students that reflect the diversity of the student body. **Need:** Student success is tied to cultural representation and feeling valued. Results on school climate surveys, and interviews with educational partners indicate that some of our unduplicated students and families do not see themselves represented. **Scope:** LEA-wide	By providing multiple examples of contributions and the value of our diverse student body, we will contribute to feelings of belonging and representation for our whole community, as well as reduce negative bias. The entire LEA will benefit from curriculum and experiences that are historically accurate to ensure fact-based understanding.	
1.4	**Action:** Increase staff diversity to reflect the demographic composition of the student population aiming for a reduction in representation discrepancy within three years. **Need:** Student success is tied to cultural representation and feeling valued. Results on school climate surveys, and interviews with educational partners indicate that some of our students do not see themselves represented. Our current workforce does not mirror the diverse makeup of our students and families. **Scope:** LEA-wide	This action was developed specifically to meet the needs of unduplicated student groups. However, by providing this on an LEA-wide basis, we ensure that all students experience the benefits of a representative staff. Specific attention to hiring practices and retention of staff assists in creating a more diverse staff. A diverse staff will contribute to feelings of belonging and representation for our unduplicated student groups, as well as provide an accurate representation of diversity to all students.	Human Resource data (without personal identifiers); CHKS and CSPS responses. (1.1)
1.6	**Action:**	This action was developed specifically to meet the needs of unduplicated student groups. However, by providing this on an LEA-wide basis, we ensure	Devereux Student Strengths Assessment (DESSA)*, Student

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
	Implement MTSS-aligned student behavior instruction and support systems at each school site. **Need:** Through CSPS, ELAC meetings, and input from counselors, our unduplicated pupils and families have additional stressors in their lives as compared to English only or housed students and need additional emotional support. **Scope:** LEA-wide	that specialized Tiers of support in behavior instruction and structured support will positively influence the learning environment for all. By creating a continuum of SEL instruction and emotional supports, individual targeted needs of unduplicated students will be identified and addressed.	Attendance rate (1.7), CHKS (1.1) *DESSA discontinued in 2025-26
2.1	**Action:** Monitor student learning **Need:** Documentation from Data Team meetings, results of the DESSA, ELPAC/ELPI, and local assessments show that unduplicated students' learning needs require supports in varying areas. **Scope:** LEA-wide	This action was developed specifically to meet the needs of unduplicated student groups. However, by providing this on an LEA-wide basis, we ensure that the structure is in place to monitor and support students' academic needs. Monitoring student learning ensures that the varying needs of unduplicated students are not overlooked and that the school schedule supports potentially multiple interventions for one student or a group of students. This also helps to ensure that multiple targeted needs do not prevent students miss out on important curriculum in the classroom.	STAR Reading and Math (2.4, 2.5) DESSA*, ELPAC/ELPI (3.3) *DESSA discontinued in 2025-26
2.2	**Action:** Small Group Instruction **Need:** Documentation from Data Team meetings, results of the DESSA, ELPAC, and local assessments show that unduplicated students'	This action was developed specifically to meet the needs of unduplicated student groups. However, by providing this on an LEA-wide basis, we ensure that the structure is in place for students to receive identified and appropriate targeted instruction.	CAASPP (2.1, 2.2), STAR (2.4, 2.5)

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
	learning needs require supports in varying areas. **Scope:** LEA-wide	Specifically, additional school personnel working directly with students contributes to meeting the individual and varied learning needs of unduplicated students.	
2.3	**Action:** Equitable access to Technology **Need:** Results from district parent surveys, and feedback from ELACs and Site Council, show that a technological divide exists for our unduplicated pupils, and many do not consistently have access to technology at home. This lack of access impacts the ability to learn via online programs and tutorials that other students have. **Scope:** LEA-wide	By providing equitable access to technology at school, the technological divide for unduplicated students will be reduced. This will be provided LEA-wide to ensure equitable access to technology at all school sites and in all classrooms.	CAASPP (2.1, 2.2), progress through online programs.
2.5	**Action:** Consistent, high-yield instructional strategies in math **Need:** Unduplicated students show a proficiency gap in math as measured by STAR math and local assessments and monitored through Data Team meetings. **Scope:**	Utilizing best-practices for math instruction will lessen the gap between our unduplicated students and other learners. While this goal is intended to reduce the proficiency gap, best practices will meet all learners at their access points. This action was developed specifically to meet the needs of unduplicated student groups. However, by providing this on an LEA-wide basis, we ensure that all students experience the most effective instructional strategies.	CAASPP (2.2), STAR Math (2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.3	**Action:** Educational partners will engage around the health and wellness of students. **Need:** School meals may account for 60% of unduplicated students' food intake each day. **Scope:** LEA-wide	This action was developed specifically to meet the needs of unduplicated student groups. However, this is provided on an LEA-wide basis because a healthy environment cannot be limited to only some students. Focusing on healthy, nutritious foods that contribute to learning and overall student health will ensure that unduplicated students will have at minimum 2/3 of their daily nutritional needs met at school. Additionally, nutritious foods reduce illness, which improves school attendance.	Student participation in the school meal program (4.2). Chronic Absenteeism rates 4.3).

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
1.5	**Action:** Ensure equitable access to information and learning for all educational partners through regularly available interpretation and "Welcome" meetings for parents **Need:** As reported through meetings and the CA State Parent Survey (CSPS), our English Learner families need additional information and interpretation to access communication flowing to and from the schools.	Providing interpretation and specific meetings for our English Learner families will contribute to equitable access to information, and they will be better able to participate in their students' learning, as well as school community events.	CA State Staff Survey (CSSS) (1.1)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.2	**Action:** Family literacy **Need:** As shown in CAASPP and local assessment data, there is a proficiency gap between English Learner students and other student groups. **Scope:** Limited to Unduplicated Student Group(s)	Additional reading practice is shown to increase reading proficiency. Additionally, literacy in the primary language is correlated to literacy in English.	CAASPP (2.1, 3.1), STAR reading 2.1, 3.1) Dibels, ELPAC/ELPI (3.3)
3.4	**Action:** Support for Newcomer English Learners **Need:** Newcomer English Learners have unique and intense needs for support in their primary language before accessing content (Data from ELPAC, STAR Reading and Math assessments). **Scope:** Limited to Unduplicated Student Group(s)	Support in Newcomers' primary language provides scaffolding for learning prior to English proficiency. Any Newcomer students will be provided small group or individual support by a paraprofessional, and/or the target or classroom teacher.	ELPAC/ ELPI (3.3), STAR reading and math (2.4, 2.5, 3.2)

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

N/A

Additional Concentration Grant Funding

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

N/A District does not receive concentration grant funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$10,658,798.00	$654,350.00	6.139%	0.000%	6.139%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,625,080.00	$209,987.00	$16,500.00	$82,000.00	$1,933,567.00	$1,518,487.00	$415,080.00

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	Review policies and practices for bias on a quarterly basis.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$6,000.00	$0.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	0
1	1.2	Provide education/trainings about cultural proficiency, including anti-bias, implicit bias, and culturally relevant teaching.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	0
1	1.3	Provide culturally relevant curriculum, books, and experiences for teachers and students that reflect the diversity of the student body.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	0
1	1.4	Increase staff diversity to reflect the demographic composition of the student population aiming for a reduction in representation discrepancy within three years.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$4,000.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	0
1	1.5	Ensure equitable access to information and learning for all educational partners through regularly available interpretation and "Welcome" meetings for parents	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$6,000.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	0
1	1.6	Implement MTSS-aligned student behavior instruction and support systems at each school site.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$60,000.00	$60,000.00	$0.00	$0.00	$0.00	$60,000.00	0
2	2.1	Monitor student learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$121,500.00	$121,500.00	$0.00	$0.00	$0.00	$121,500.00	0
2	2.2	Small Group Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-27	$424,487.00	$0.00	$295,000.00	$30,987.00	$16,500.00	$82,000.00	$424,487.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.3	Equitable access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$26,000.00	$26,000.00	$0.00	$0.00	$0.00	$26,000.00	0
2	2.4	Consistent teacher training and instruction in literacy	All	No			All Schools	2024-27	$164,000.00	$0.00	$0.00	$164,000.00	$0.00	$0.00	$164,000.00	0
2	2.5	Consistent, high-yield instructional strategies in math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$13,080.00	$13,080.00	$0.00	$0.00	$0.00	$13,080.00	0
3	3.1	Improved resources for Designated ELD	All English Learners	No			All Schools	2024-27	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	0
3	3.2	Family literacy	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	0
3	3.3	Improved Integrated ELD Practices	All English Learners	No			All Schools	2024-27	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	0
3	3.4	Support for Newcomer English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-27	$0.00	$9,000.00	$9,000.00	$0.00	$0.00	$0.00	$9,000.00	0
3	3.5	Offer Transitional Kindergarten (TK) to ensure foundational academic, social emotional, and linguistic skills are developed with an emphasis on increasing access for English Learners and socio-economically disadvantaged preschoolers	All English Learners, SED	No			All Schools	2024-27	$662,000.00	$0.00	$662,000.00	$0.00	$0.00	$0.00	$662,000.00	0
4	4.1	Ensure that campuses are physically safe for students and staff	All	No			All Schools	2024-27	$130,000.00	$170,000.00	$300,000.00	$0.00	$0.00	$0.00	$300,000.00	0
4	4.2	Students and Staff will execute safe responses during emergencies on campus	All	No			All Schools	2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	4.3	Educational partners will engage around the health and wellness of students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$117,000.00	$0.00	$117,000.00	$0.00	$0.00	$0.00	$117,000.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$10,658,798.00	$654,350.00	6.139%	0.000%	6.139%	$663,080.00	0.000%	6.221 %	**Total:**	$663,080.00
								LEA-wide Total:	$647,080.00
								Limited Total:	$16,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Review policies and practices for bias on a quarterly basis.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	0
1	1.2	Provide education/trainings about cultural proficiency, including anti-bias, implicit bias, and culturally relevant teaching.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	0
1	1.3	Provide culturally relevant curriculum, books, and experiences for teachers and students that reflect the diversity of the student body.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	0
1	1.4	Increase staff diversity to reflect the demographic composition of the student population aiming for a reduction in representation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		discrepancy within three years.						
1	1.5	Ensure equitable access to information and learning for all educational partners through regularly available interpretation and "Welcome" meetings for parents	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$6,000.00	0
1	1.6	Implement MTSS-aligned student behavior instruction and support systems at each school site.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	0
2	2.1	Monitor student learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,500.00	0
2	2.2	Small Group Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$295,000.00	0
2	2.3	Equitable access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	0
2	2.5	Consistent, high-yield instructional strategies in math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,080.00	0
3	3.2	Family literacy	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,000.00	0
3	3.4	Support for Newcomer English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$9,000.00	0
4	4.3	Educational partners will engage around the health and wellness of students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,897,580.00	$2,008,730.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Review policies and practices for bias on a quarterly basis.	Yes	$6,000.00	$3,500.00
1	**1.2**	Provide education/trainings about cultural proficiency, including anti-bias, implicit bias, and culturally relevant teaching.	Yes	$3,000.00	$0.00
1	**1.3**	Provide culturally relevant curriculum, books, and experiences for teachers and students that reflect the diversity of the student body.	Yes	$1,500.00	$1,500.00
1	**1.4**	Increase staff diversity to reflect the demographic composition of the student population aiming for a reduction in representation discrepancy within three years.	Yes	$4,000.00	$550.00
1	**1.5**	Ensure equitable access to information and learning for all educational partners through regularly available interpretation and "Welcome" meetings for parents	Yes	$6,000.00	$6,000.00
1	**1.6**	Implement MTSS-aligned student behavior instruction and support systems at each school site.	Yes	$60,000.00	$60,000.00
2	**2.1**	Monitor student learning	Yes	$121,500.00	$120,000.00
2	**2.2**	Small Group Instruction	Yes	$388,500.00	$388,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Equitable access to Technology	Yes	$26,000.00	$26,000.00
2	2.4	Consistent teacher training and instruction in literacy	No	$164,000.00	$164,000.00
2	2.5	Consistent, high-yield instructional strategies in math	Yes	$13,080.00	$13,080.00
3	3.1	Improved resources for Designated ELD	No	$10,000.00	$10,000.00
3	3.2	Family literacy	Yes	$1,000.00	$0.00
3	3.3	Improved Integrated ELD Practices	No	$5,000.00	$5,000.00
3	3.4	Support for Newcomer English Learners	Yes	$9,000.00	$0.00
3	3.5	Offer Transitional Kindergarten (TK) to ensure foundational academic, social emotional, and linguistic skills are developed with an emphasis on increasing access for English Learners and socio-economically disadvantaged preschoolers	No	$662,000.00	$662,000.00
4	4.1	Ensure that campuses are physically safe for students and staff	No	$300,000.00	$410,000.00
4	4.2	Students and Staff will execute safe responses during emergencies on campus	No	$0.00	$0.00
4	4.3	Educational partners will engage around the health and wellness of students.	Yes	$117,000.00	$138,600.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$585,309.00	$653,080.00	$647,230.00	$5,850.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Review policies and practices for bias on a quarterly basis.	Yes	$1,000.00	3,500.00	0	0
1	1.2	Provide education/trainings about cultural proficiency, including anti-bias, implicit bias, and culturally relevant teaching.	Yes	$3,000.00	$0.00	0	0
1	1.3	Provide culturally relevant curriculum, books, and experiences for teachers and students that reflect the diversity of the student body.	Yes	$1,500.00	$1,500.00	0	0
1	1.4	Increase staff diversity to reflect the demographic composition of the student population aiming for a reduction in representation discrepancy within three years.	Yes	$4,000.00	$550.00	0	0
1	1.5	Ensure equitable access to information and learning for all educational partners through regularly available interpretation and "Welcome" meetings for parents	Yes	$6,000.00	$6,000.00	0	0
1	1.6	Implement MTSS-aligned student behavior instruction and support systems at each school site.	Yes	$60,000.00	$60,000.00	0	0

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)
2	2.1	Monitor student learning	Yes	$121,500.00	$108,000.00	0	0
2	2.2	Small Group Instruction	Yes	$290,000.00	$290,000.00	0	0
2	2.3	Equitable access to Technology	Yes	$26,000.00	$26,000.00	0	0
2	2.5	Consistent, high-yield instructional strategies in math	Yes	$13,080.00	$13,080.00	0	0
3	3.2	Family literacy	Yes	$1,000.00	$0.00	0	0
3	3.4	Support for Newcomer English Learners	Yes	$9,000.00	$0.00	0	0
4	4.3	Educational partners will engage around the health and wellness of students.	Yes	$117,000.00	$138,600.00	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,689,310	$585,309.00	0.00%	6.041%	$647,230.00	0.000%	6.680%	$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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