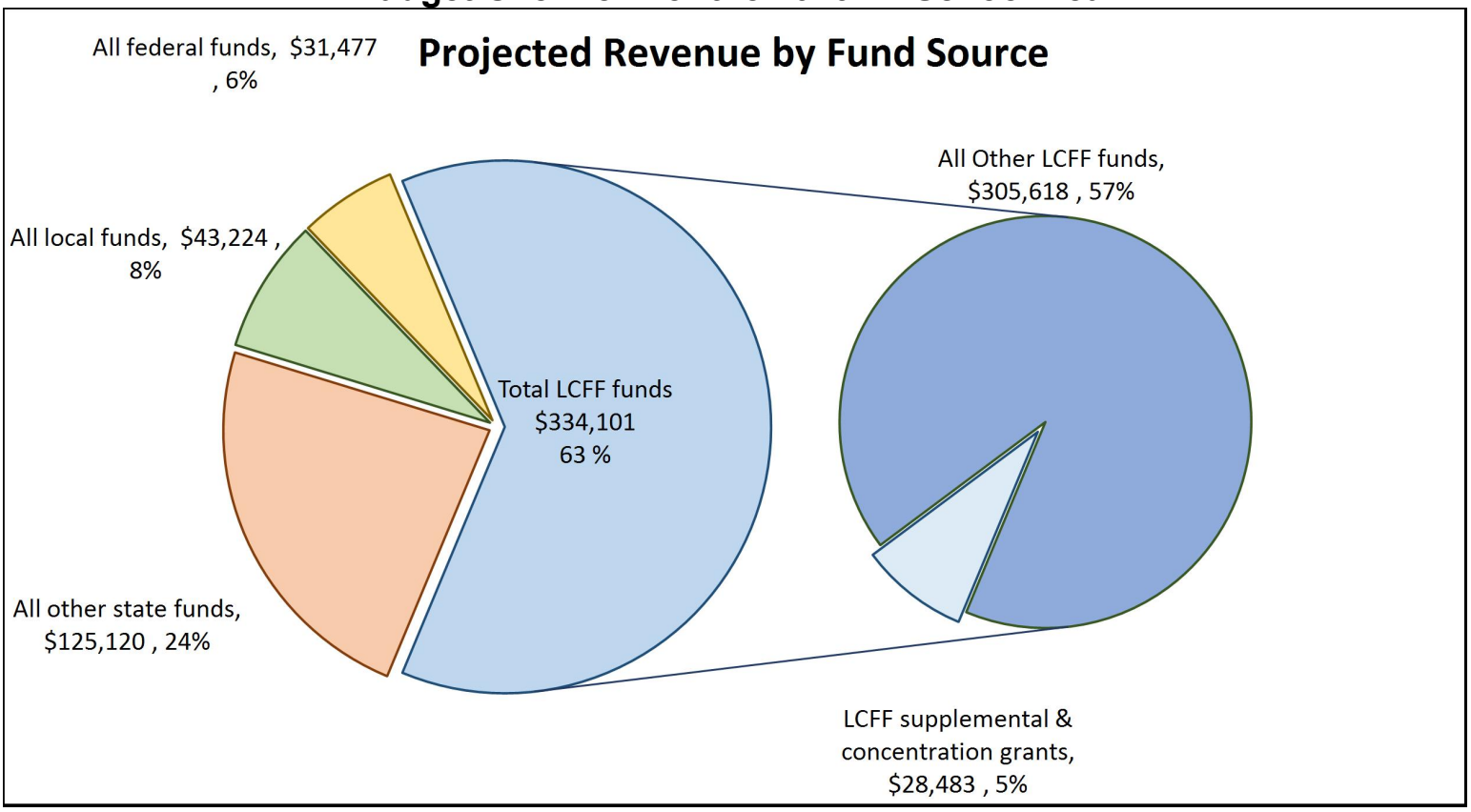
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cienega Union Elementary School District
CDS Code: 35-67462-0000000
School Year: 2026-27
LEA contact information:
Sarah Fruit
Principal/Teacher
sfruit@sbcoe.org
(831) 637-3821

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

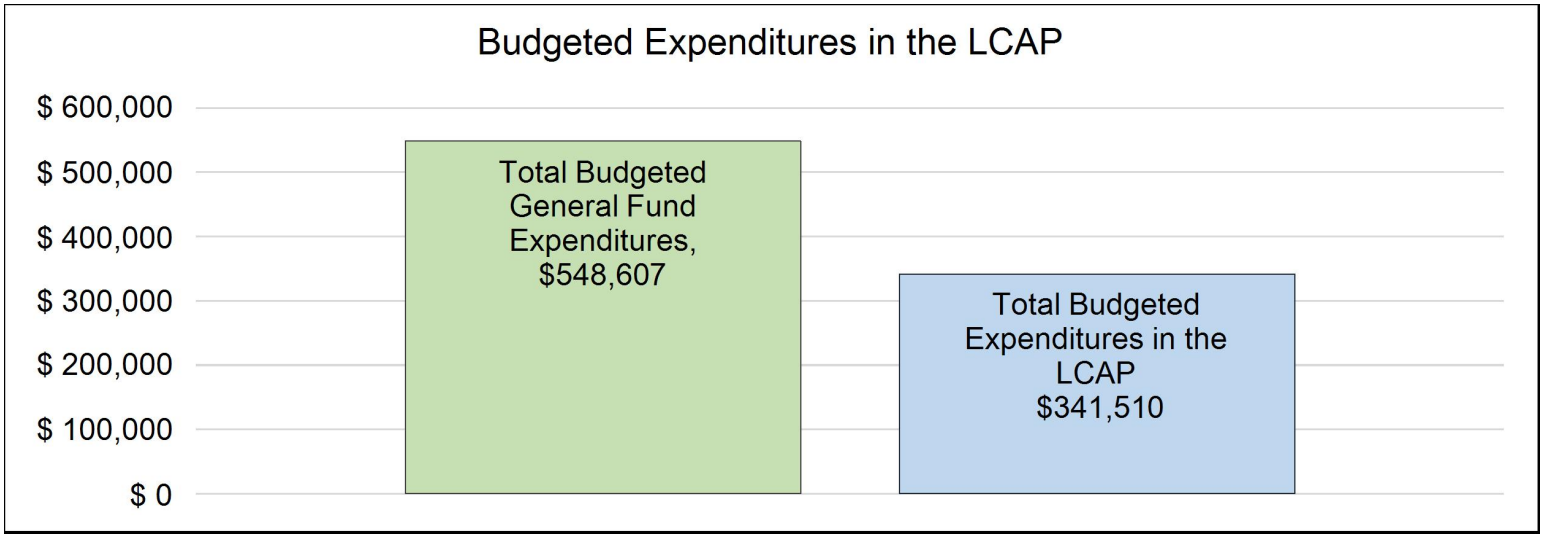


This chart shows the total general purpose revenue Cienega Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cienega Union Elementary School District is $533,922, of which $334,101 is Local Control Funding Formula (LCFF), $125,120 is other state funds, $43,224 is local funds, and $31,477 is federal funds. Of the $334,101 in LCFF Funds, $28,483 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 Cienega Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cienega Union Elementary School District plans to spend $548,607 for the 2026-27 school year. Of that amount, $341,510 is tied to actions/services in the LCAP and $207,097 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

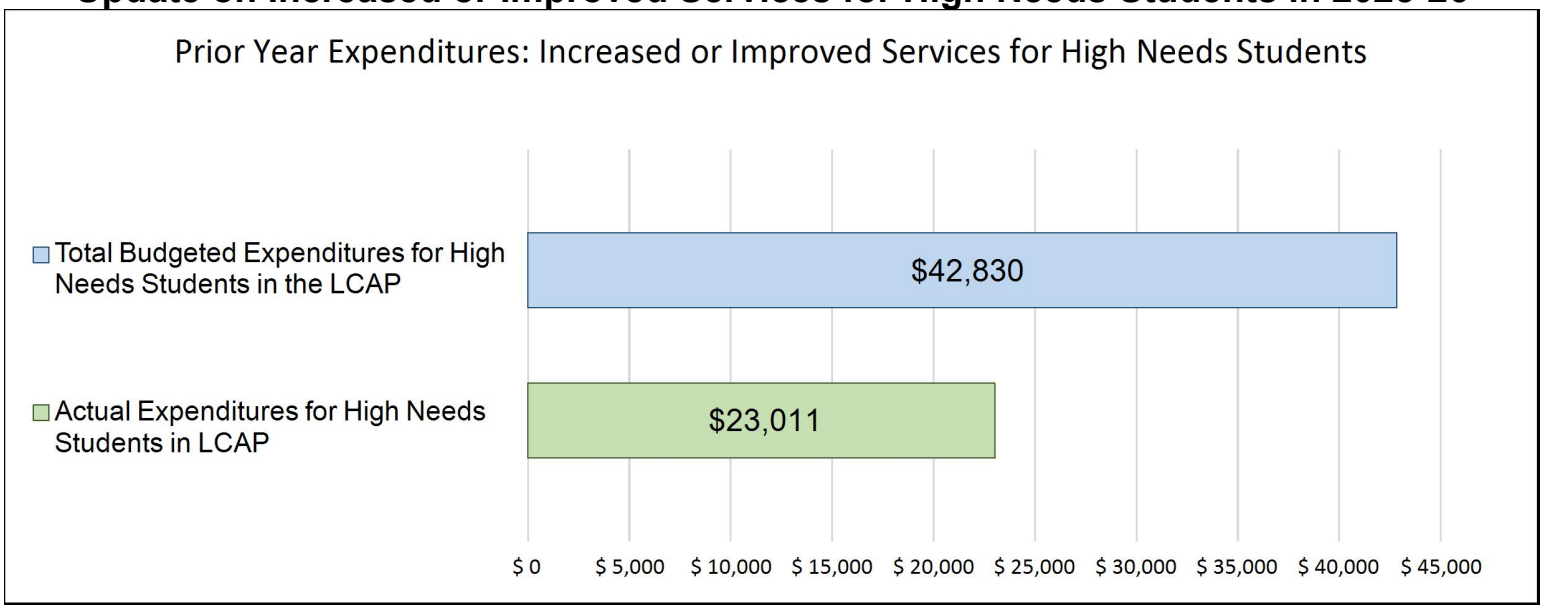
General operations of the district, certificated and classified staffing, housekeeping, maintenance, grounds, administrative operations, and other items to support student learning.

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

In 2026-27, Cienega Union Elementary School District is projecting it will receive $28,483 based on the enrollment of Foster Youth, English learner, and low-income students. Cienega Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cienega Union Elementary School District plans to spend $28,780 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 Cienega Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cienega Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Cienega Union Elementary School District's LCAP budgeted $42,830 for planned actions to increase or improve services for high needs students. Cienega Union Elementary School District actually spent $23,011 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $19,819 had the following impact on Cienega Union Elementary School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily due to a funding shift for an Instructional Aide position and a the amount of unspent student incentive funds. The Instructional Aide continued to provide support to students for the full year, but the cost was moved to the General Fund to meet Transitional Kindergarten staffing requirements. These adjustments did not impact the implementation of planned actions and services. The district maintained its commitment to increasing and improving services for high-needs students, and all required Supplemental & Concentration funding obligations were met.

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
Cienega Union Elementary School District	Sarah Fruit Principal/Teacher	sfruit@sbcoe.org (831) 637-3821

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.

Cienega Union Elementary School District is a rural one-school district. In past years, the student body has consisted of between 20 and 30 students. During the 2025-2026 school year, the population has recently increased from 21 to 27, according to the October CALPADS count. According to the 2025 California School Dashboard, the district has 9.5% English Language learners and 52.4% socio-disadvantaged students. Dashboard data indicates that 0% of the student population qualifies as homeless, with no foster youth in our population. The school district has a special education population of 14.3%. According to CalPads' Fall report, Cienega had an enrollment of 27 students in grades K-8. There were 3 TK students.

The district is in a rural setting. We currently employ two fully credentialed teachers. In the 2025-2026 school year, these teachers respectively taught Grades TK-4th and 5th-8th. The TK-4th-grade teacher also holds the responsibility of being the principal and superintendent for the school and district.

Additionally, the district employs one paraprofessional to assist in the TK-4th-grade room. There is also an administrative assistant who splits their time between assisting the principal with their duties and aiding in the upper-grade classroom. Finally, the school employs a part-time custodian and groundskeeper.

Because of the district's remote location, educational partners' involvement must be creative when students and parents are on campus. Due to the small size of the district, very limited California School Dashboard information is available for use in compiling this plan. We do,

however, collect local data on academics, facilities, and school climate. As a TK through 8th-grade district, we do not collect secondary-level metrics. However, all of our actions are directed toward our students successfully matriculating to high school, prepared to pass the Early Assessment Program, succeeding in A-G, Advanced Placement, and Career Technical Education courses, and graduating from high school.

Reflections: Annual Performance

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

Successes: Cienega Union Elementary School District has had great success in building relationships with parents, and has continued to take strides to improve our success. We have improved upon our weekly communication of the "Tuesday Telegram" program. We discontinued our use of the Remind app as we some families were unable to connect. We are researching new apps to make this communication easier. We are currently emailing the newsletter to our families and board. We have resumed providing printed copies to all families as we continue researching our new app options. The Tuesday Telegram is also offered in both English and Spanish for accessibility. This helps us to continue to engage our families and our community with the events and school activities at Cienega School. During the 2025-2026 school year, we expanded our opportunities for community and educational partner engagement to include an Open House Night. During this event, board members, staff, families, and students were invited to the campus to learn more about our program, teachers, and community. 93.5% of the families participated in this event. (Goal 3)

The School Climate Survey for parents was administered in May of 2026. It provided the following positive trends: All families agreed they felt welcome on campus. 100% of families felt someone on campus cared about their child(ren). 100% of families agreed or strongly agreed that they felt respected by school staff. 100% felt there was someone on staff they could talk to if they had a problem they could not fix. Positive responses to our survey increased by over 10 percent this year. Goal 3, Action 3.2

Our school site is also proud of some of the improvements we have made to our campus. In June of 2024, we repaved our staff parking lot, blacktop area, and walking track. This helps us to provide a well-maintained campus in which we can teach. This also helps us to comply with the FIT inspection and school safety. We are currently researching tan bark for replenishing the play structure areas. This will also go toward maintaining school and playground safety. (Goal 1)

Cienega School continues to partner with the San Benito County Office of Education to utilize a counselor who meets with identified students through individualized support sessions. At the end of the 2025-2026 school year, no students were utilizing the counseling service, but it was available when needed. However, due to the needs of some students during the school year, counselors did come up to assess needs after a traumatic family event. (Goal 3)

Challenges: Cienega Union Elementary School District recognizes that additional improvements need to be made in the areas of targeted academic interventions. Due to Cienega's small size, these academic interventions are often tailored to be one-on-one or small group targeted focused instruction in areas that need improvement. In some cases, these are small refreshers on a new or forgotten topic of study, where the intervention is not intended to be permanent. However, with some students, when a need is identified, there may be continuous intervention applied. The decision to begin interventions with students will be made by staff based on data collected through STAR 360 results over time, CAASPP results, and classroom performance. Although the district has a population that is too small to have California

School Dashboard data available, local data have shown that progress has been made, and targeted instruction needs to continue to be put into place. The district continues to use Star 360 as an assessment and diagnostic tool for early literacy, reading, and mathematics, and curriculum-embedded assessments for history/social science and science. We continue to use this information to inform our instruction best at the grade and individual levels.

Identified Needs
The district will continue utilizing our teachers and paraprofessional staff to provide targeted Expanded Learning Opportunities interventions to students with identified needs, particularly students with disabilities (SWD), using STAR 360 and classroom assessment tools. With the continued implementation of Star 360, Cienega has been able to track student growth in the areas of Mathematics and English language arts. According to STAR 360 data, Cienega has a total of 41% of students who require intervention or urgent intervention in the area of English Language Arts. This data also shows that Cienega has a total of 26.1% of students who need intervention or urgent intervention in the area of Mathematics. We are most greatly challenged in the area of students' academic achievement, which is addressed in the 25-26 LCAP, Goal 2 Action 2.1, 2.2, 2.3, 2.4, and 2.5.

According to the California Dashboard, Cienega also has a chronic absenteeism rate of 9.5%, which has decreased since the 2024-2025 school year but continues to be an area that needs to be addressed as we move forward; this will be addressed in Goal 3, Action 3.3. This rate is considerably lower than the State's rate of 17.1%. 0% of English Learners were chronically absent. 0% of Socio-Economically Disadvantaged students were chronically absent in 2024. In 2025, that number remained stable. According to local data, 0% of students with disabilities were chronically absent.

LREBG Funds will not be utilized during the 2025-2026 school year. Planning for LREBG funds will be budgeted for the following school year. These funds will be used for the purchase of supplemental literacy and mathematics programs to enhance student learning and preparation for the CAASPP.

Reflections: Technical Assistance

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

Not Applicable to the LEA.

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.

Not applicable for our LEA.

Support for Identified Schools

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

Not applicable for our LEA.

Monitoring and Evaluating Effectiveness

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

Not applicable for our LEA.

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
Parents	School Site Council: November 2025, May 2026 School Climate Survey: May 2026,
Staff	Monthly Staff Meeting: July 2025, August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026.
School Board of Trustees	Monthly, 4th Tuesday of the Month: July, 2025, August 2025, Septemeber 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026
SELPA	Annual Meeting, June 12, 2026
Students	Quarterly, upper-grade classroom surveys
Principal/Administrator	Monthly, 3rd Wednesday of the month.

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

The School Climate Survey for parents was administered in May of 2026. It provided the following positive trends: All families agreed they felt welcome on campus. 89% of families felt someone on campus cared about their child(ren), while 11% felt neutral on this topic. 89% of families agreed or strongly agreed that they felt respected by school staff, while 11% felt neutral. 100% felt there was someone on staff they could talk to if they had a problem they could not fix. Goal 3, Action 3.2

This survey also showed us areas that we need to focus on. 90% of our students felt safe at school. 10% felt neutral. This survey also showed staff that 90% of our families agreed or strongly agreed that their opinions seemed to matter to the school. 10% gave a neutral response. Goal 3, Action 3.2

From this survey, the following trends emerge: Our families feel welcome and respected on campus and know they have someone they can talk to about issues they are having. However, our families need to feel safer and heard on campus more than they are now. In the LCAP, we are finding new and better ways to communicate and interact with our families. We are continuing our efforts to communicate through the "Tuesday Telegram" program and have expanded it to include the Remind App, while remaining print-based, for families who need it. Cienega will continue to research Remind and other apps for increased successful communication. Cienega is also planning to add more school functions to allow for great opportunities for community and family connection. During the 2024-2025 school year, we began to host an annual Open House Night. It has continued to be successful during the 2025-2026 school year. Next year, we are planning to hold Spring Parent-Teacher Conferences. Goal 3, Action 3.1

Cienega Union Elementary School District has paid close attention to the feedback from our educational partner groups. Parents have been vocal about our need for an updated curriculum. In communicating with the staff, it is known that Cienega also needs to continue its work to improve curriculum by piloting and purchasing a new English Language Arts and English Language Development program. During this 2024-2025 year, Cienega requested samples and reviewed different curricula, and began working with the San Benito County Office of Education to find better curriculum options for our specific needs. This year, to increase the quality of art curriculum and instruction here at Cienega School, our Lower-Grade and Upper-Grade teachers attended a year-long Arts Collaboration. Goal 1, Action 1.6

Due to its small size, the Cienega staff meets daily. These meetings are normally held during recess to discuss topics that are currently going on. However, monthly, on the fourth Wednesday of the month, staff are given a half-day teacher workday where staff can have meetings to work on essential topics for school success. During these meetings, staff discuss safety and behavioral issues around campus. Staff discuss and find solutions to these issues as well as plan and prepare for future events, professional development, and other upcoming needs. This meeting allows staff to input needs for the campus that can be applied to the LCAP, such as timelines for events where parents are engaged (Goal 3, Action 3.1 and 3.2), attendance issues (Goal 3, Action 3.3), scores on assessments Goal 2, Actions 2.1, 2.2, 2.3, 2.4, 2.5), and campus facilities issues. (Goal 1, Action 1.2)

Cienega's Board of Trustees holds its monthly meeting on the 4th Tuesday of the month. There is occasionally a need to have meetings between scheduled meetings for more urgent school matters. Goal 3, Action 3.1

The LEA and SELPA are to meet annually to discuss the needs of student population groups. This meeting allows for the SELPA and the LEA to discuss the data collected through STAR 360, CAASPP, and daily classroom performance, which can best inform the actions and metrics of the LCAP. The actions of the LCAP take into account the performance of all student groups, with special attention being paid to groups such as SWD, English Language Learners, Socio-Economically Disadvantaged, Foster Youth, and Homeless students. Goal 2, Actions 2.1, 2.2, 2.3, 2.4, 2.5)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide high quality teaching in a well-maintained learning environment where all students have access to standards-based instruction. This ongoing goal is to support student achievement and establish a safe and positive learning environment for all students.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The metrics and actions described below will be implemented to ensure Cienega Union Elementary School District continues to provide students with an excellent education in the coming three years. These areas will be evaluated annually to ensure progress is being made and student needs are being met.
The actions of this goal that will ensure we continue to provide an excellent quality of education are:

1. We will maintain highly qualified teachers.

2. We will maintain our facilities to an exemplary level as defined by the FIT.

3. We will purchase a new ELA curriculum that aligns with state standards.

4. We will purchase new P.E. material as needed.

5. We will continue to offer music education by partnering with a community music teacher.

This goal reflects input from parents, students, staff and site administrators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Commission on Teacher	SY 2023-2024	SY:2024-2025 Maintained	SY:2025-2026 Maintained	SY 2026-2027	This metric was maintained with no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Credentialing Information (DataQuest)	100% fully credentialed, highly qualified instructors.	100% fully credentialed, highly qualified instructors.	100% fully credentialed, highly qualified instructors.	Maintain 100% fully credentialed, highly qualified instructors.	measurable difference between baseline and the Year 2 outcome.
1.2	Provide a broad and streamlined course of study aligned to the state standards for English Language Arts, English Language Development, Math, and the Arts that allows for content to be accessible to all student learning groups including English Learners, Socio-Economically Disadvantaged, and Students with Disabilities. (Master Schedule)	SY 2023-2024 Multiple ELA and ELD curriculums, though state aligned are not providing a streamlined curriculum that is easily accessible to teachers and students. Maintain math Curriculum that is standards based and approved. 100% of Teachers and Students have access to CCSS aligned Materials for ELA, ELD, and the Arts.	SY:2024-2025 Researched and sampled ELA and ELD curriculums to streamline current curriculum for easier access to teachers and students. Maintained math curriculum that is standards based and approved. 100% of Teachers and Students have access to CCSS aligned Materials for ELA, ELD, and the Arts.	SY:2025-2026 Researched and sampled ELA and ELD curriculums to streamline current curriculum for easier access to teachers and students. Maintained math curriculum that is standards based and approved. 100% of Teachers and Students have access to CCSS aligned Materials for ELA, ELD, and the Arts.	SY 2026-2027 100% of teachers and students will have access to CCSS aligned materials for ELA, ELD, Math and the Arts	This metric was maintained with no measurable difference between baseline and the Year 2 outcome.
1.3	Annual Facilities Inspection Tool (FIT)	SY 2023-2024 All facilities received an overall rating of "Good" on the FIT.	SY 2024-2025 All facilities received an overall rating of "Good" on the FIT.	SY 2025-2026 All facilities received an overall rating of "Good" on the FIT.	SY 2026-2027 All facilities will receive an overall rating of "Good" or "Exemplary".	This metric was maintained with no measurable difference between baseline and the Year 2 outcome.
1.4	Suffiency of Materials	Sy 2023-2024 100% of students have sufficient access to standards-aligned instructional materials	SY 2024-2025 100% of students have sufficient access to standards-aligned instructional	SY 2025-2026 100% of students have sufficient access to standards-aligned instructional	Sy 2026-2027 Maintain 100% of students will have sufficient access to standards-aligned instructional	This metric was maintained with no measurable difference between baseline and the Year 2 outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		as measured by annual board resolution.	materials as measured by annual board resolution.	materials as measured by annual board resolution.	materials as measured by annual board resolution.	

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.

Cienega Elementary School has been successful in implementing the actions from Goal 1, "Provide high-quality teaching in a well-maintained learning environment where all students have access to standards-based instruction." The LEA successfully maintained 100% credentialed and highly qualified instructors, had a well-maintained school site, and piloted a potential math curriculum.
The LEA was challenged in purchasing a new ELA and ELD curriculum. The teachers have received samples and are working with the COE to find a good fit for our small and diverse school population.

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

Action 1.1 (Fully Credentialed Teachers)
Budgeted: $225,347.00
Spent: $229,108.00
Difference: $3,761 Increase due to use of Substitutes while Teacher on leave.

Action 1.2 (Well-maintained school site)
Budgeted: $12,486.00
Spent: $12,328.00
Difference: $158.00

Action 1.3 (ELA curriculum purchase)
Budgeted: $500.00
Spent: $0.00
Difference: $500.00
The difference in Action 1.3 is due to not purchasing an ELA curriculum in the 2025-2026 school year

Action 1.4(P.E. Equipment)
Budgeted: $300.00
Spent: $0.00

Difference: $300.00
The difference in Action 1.4 is no purchase of PE Equipment.

Action 1.5 (Music Education)
Budgeted: $3,000.00
Spent: $3,000.00
Difference: $0.00 Pending final invoices

Action 1.6 (Programs and Services)
Budgeted: $0
Spent: $0
Difference: $0.00

Action 1.7 Services for Students With disabilities. IA paid out of SPED (Resource 6500).
Budgeted: $11,062.00
Spent: $10,289.00
Difference: $773.00 Immaterial Difference

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

All of the actions of this goal were effective. This goal was successfully implemented during the 2025-2026 school year.

Action 1.1 is very effective as it describes the payment and wages of our two certificated teachers on staff. One of these teachers has been at Cienega for three years and will return in the 2025-2026 school year. The second teacher has taught at Cienega for seven years and will return in the 2025-2026 school year. These teachers bring experience and positive relationship-building with the students to our school site. In the time that they have been teaching, struggling students have shown an increase in STAR 360 test results and CAASPP scores.

Action 1.2 is being successfully implemented at Cienega School. During the 2025-2026 school year, all facilities received an overall rating of "Good" on the FIT.

Action 1.3 is currently in process. During the 2025-2026 school year, we requested samples and reviewed different curricula. We were not satisfied with how the curricula would fit into multiple grade classrooms at Cienega. In the upper-grade classroom, grades 5-8 are instructed. In the lower-grade room, grades TK-4th are taught. We will continue to find a state-aligned curriculum that can be taught in a multiple-grade classroom setting. Many of the curricula that we have engaged with are for single-grade classroom environments. Many of the programs come with many amazing tools, readers, and workbooks. These tools are wonderful, but the challenge is utilizing all of these extra pieces in a four-grade classroom. We are searching for something more condensed. Action 1.3. will need more time to be completed. According to the input from the school board, the program that will be adopted for use at Cienega will have components of ELD, phonics, writing, and spelling.

Action 1.4 is being implemented at Cienega School. However, the material difference shown above is due to a receipt processing issue at the district level. This was pointed out during a meeting between the district superintendent and a member of the business staff. This has been addressed and will not be an issue during the 2025-2026 school year.

Action 1.5 Music education is continuing through a mobile music program. Students learn how to read music, understand rhythms, play the recorder, sing as a choir, and play music games. This is a biweekly program. This program is very popular with students.

Action 1.6 Cienega will continue to ensure that students have access to and are enrolled in specific programs that develop and provide additional supports to low-income, English Learners, and foster youth students. Low-income families receive support and resources through Foster and Homeless Liasons through the San Benito County Office of Education, including gas cards and grocery cards. These families also receive information about food drives and free coats for winter. Cienega also partners with Small Steps, a local non-profit that donates sweaters, socks, and new shoes to all students. Staff at Cienega will continue to research programs that fit the needs of our unique school site, specifically those programs that can be beneficial to English Learning populations, and their families, and Foster Youth.

Action 1.7 showed a material difference of $773.00. 2025-2026 fiscal year, it was budgeted for and did not show a large material difference, as it did last year. Students with disabilities continue to be supported through our partnership with San Benito County Office of Education.

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

No changes are planned for the 2026 2027 school year as this goal has been successful and will be maintained. Action 1.3 will need to be completed in the 2026-2027 year to ensure a streamlined ELA and ELD curriculum for the students to learn from and the staff to teach.

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	Maintain fully credentialed and highly qualified teachers	Cienega Union Elementary School District will maintain a staff that is 100% fully credentialed and highly qualified.	$234,180.00	No
1.2	Well Maintained School site	Cienega Union Elementary School District will assess facilities on a regular basis. Allocate funds to purchase necessary supplies for facilities maintenance.	$15,016.00	No

Action #	Title	Description	Total Funds	Contributing
		Allocate funds to make repairs to maintain a clean, safe, and equitable school site for students, staff and parents.		
1.3	Purchase and implementation of updated state standards aligned English Language Arts, English Language Development, and Arts Curriuculm, that provides a broad course of study in grades Kindergarten through 8th grade.	Allocate funds for the purchase of new English Language Arts and English Language Development Curriculum. Continue to pursue different Professional development opportunities for Staff in Arts Education.	$500.00	No
1.4	Purchase of Physical Educational materials	Cienega Union Elementary School District will purchase additional and replace old Physical Education Materials. Allocate funds to aquire materials to prepare students for the Physical Fitness Test.	$300.00	No
1.5	Continue to offer students a high quality Music education, by partnering with a community music teacher	Allocate funds to pay for musical arts instruction - funded by LCFF.	$3,000.00	Yes
1.6	Programs and Services	Cienega will continue to ensure that students have access to and are enrolled in specific programs that develop and provide additional supports to low income, English Learners, and foster youth students. See the effectiveness and ineffectiveness section for more details.	$0.00	Yes
1.7	Services for students with disabilities.	Cienega will continue to ensure that students with disablities have access to programs and services. These services are provided through the	$13,300.00	No

Action #	Title	Description	Total Funds	Contributing
		County Office of Education Special Education Department. They provided academic support, IEP services, Speech and Language, Occupational Therapy, and all needed and necessary services for our disabled students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	This goal is to improve student achievement in the core content areas of Math, English Language Arts, English Language Development, and Science for all students as measured by the metrics included in Goal 2. This goal is a focus goal for Cienega based on data from the California dashboard, as well as locally collected data. Our overall goal is to increase the success of student outcomes and academic performance. This goal will be met by the end of the 26-27 school year.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Cienega Union Elementary School District recognizes the need to provide students with the support necessary to grow both academically and socially. Educational Partners identified improved supplemental academic programming as an area of improvement for the district. As a result of the academic partners' input, the LEA developed actions related to improving student achievement. The metrics described will determine if the LEA has succeeded in improving student achievement. These metrics and actions are reflective of our students' performances on assessments, including the CAASPP, ELPAC, PFT, and STAR 360.

For the 2023-2024 school year, students scored 66.2 negative points below standard on the Math portion of the CAASPP. For that same year, students tested 42.6 negative points from standard on the CAASPP ELA test. This is our baseline for this LCAP cycle.

In December of 2023, 53% of students who took the Star 360 Reading Enterprise test scored at or above grade level. During the same testing period, 65% of test takers scored at or above grade level on the Math Enterprise test during the 2024 Star 360 testing. This is our baseline for this LCAP cycle

These two tests show the need for additional academic supports through our after-school intervention program to support students in needed content areas and continued monitoring of academic progress using CAASPP data and Star 360 assessments. While students are showing growth in ELA and Math, as shown in the metrics below, the need for this goal continues.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Math CAASPP Scores Distance from Standard (DFS)	SY 2023-2024 CAASPP Math Academic indicator: 66.2 negative points Distance from Standard. California Dashboard	SY 2024-2025 CAASPP Math Academic indicator: 40.9 negative points from Standard California Dashboard	SY 2025-2026 CAASPP Math Academic indicator: 73.9 negative points from Standard California Dashboard	SY 2026-2027 CAASPP Math Academic indicator: 15 negative points or less Distance from Standard. California Dashboard	Decrease of 7.7 points closer to Baseline.
2.2	English Language Arts CAASPP Scores Distance from Standard (DFS)	SY 2023-2024 CAASPP English Language Arts: 37.6 negative points Distance from Standard. California Dashboard	SY 2024-2025 CAASPP English Language Arts 28.3 negative points distance from Standard California Dashboard	SY 2025-2026 CAASPP English Language Arts 10.2 negative points distance from Standard California Dashboard	SY 2026-2027 CAASPP English Language Arts: 15 negative points or less Distance from Standard. California Dashboard	Increase of 27.4 points closer to Standard.
2.3	CAST Scores Distance from Standard (DFS)	SY 2023-2024 CAASPP Science Test 15 negative points Distance from Standard. California Dashboard	SY 2024-2025 CAASPP Science Test 27 negative points distance from Standard. (4 students) CAA for Science: Level 2 California Dashboard	SY 2025-2026 CAASPP Science Test: Less that 11 students completed this test. Results withheld due to privacy.	SY 2026-2027 At or above state standard as measured by Distance from Standard. California Dashboard	Negative distance from standard decreased to 12 points using year 1 outcome due to no year 2 outcome.
2.4	ELPAC advancement in levels	SY 2023-2024 66% of EL students increased by one level or maintained their current level as measured by the ELPAC	2024-2025 100% of EL students increased by one level or maintained their current level as	SY 2025-2026 100% of EL students increased by one level or maintained their current level as	SY 2026-2027 85% or more of EL Students increase by one level or maintain their current level as	The number of EL students who increase or maintained their level increased by 34%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Dashboard	measured by the ELPAC California Dashboard	measured by the ELPAC California Dashboard	measured by the ELPAC California Dashboard	
2.5	Physical Education Fitness Test (PFT) improvement in scores.	SY 2023-2024 100% of students completed the PFT according to Local Data	SY 2024-2025 100% of students completed the PFT according to Local Data	SY 2025-2026 100% of students completed the PFT. Local Data	SY 2026-2027 Maintain 100% of students completing the PFT. Local Data	This metric maintained it's level during the 2025-2026 school year.
2.6	Star 360 Reading (% of all students at or above grade level)	SY 2023-2024 In December 2023, 53% of all students tested at or above grade level on Star 360 Reading Enterprise Test on quarterly assessments.	SY 2024-2025 In December 2024, 71% of all students tested at or above grade level on Star 360 Reading Enterprise Test on quarterly assessments.	SY 2025-2026 In December 2025, 82.6% of all students tested at or above grade level on Star 360 Reading Enterprise Test on quarterly assessments.	SY 2026-2027 80% of all students tested at or above grade level on Star 360 Reading Enterprise Test during quarterly assessments.	Student Reading Enterprise test increased by 29.6% percentage points
2.7	Star 360 Math (% of all students at or above grade level)	SY 2023-2024 In December 2023, 65% of all students tested at or above grade level on the Star 360 Math Test on quarterly assessments.	SY 2024-2025 In Decemeber 2024, 66% of all students tested at or above grade level on the Star 360 Math Test on quarterly assessments.	SY 2025-2026 In Decemeber 2025, 73.9% of all students tested at or above grade level on the Star 360 Math Test on quarterly assessments.	SY 2026-2027 75% of all students tested at or above grade level on the Star 360 Math Test on quarterly assessments	Student Math test scores increased by 8.9%.
2.8	ELPAC Redesignation	SY 2023-2024 0% of EL students changed their designation during the 2023 ELPAC testing	SY 2024-2025 0% of EL students changed their designation during	SY 2025-2026 0% of EL students changed their designation during	SY 2026-2027 70% of EL students changed their designation during the current	This metric maintained its level during the 2025-2026 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Data	the 2024 ELPAC testing. Local Data Local Data	the 2024 ELPAC testing. Local Data	year's ELPAC testing Local Data	

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.

This goal is to improve student achievement in the core content areas of Math, English Language Arts, English Language Development, and Science for all students as measured by the metrics above. During this school year, staff have put special attention on special interventions to help students who are underperforming in core content areas. We are utilizing the Star 360 data to identify performance levels. We also use the data on specific area performance within individual tests to inform our interventions. Overall, this has increased the performance on Star 360 and CAASPP scores. The only exception to this was the CAST scores, which decreased by 12 points from the standard.

All actions were implemented at Cienega, which helped keep the outcomes of this goal as successful and maintained as they were.

Successes: This goal was partially successfully implemented at Cienega School during the 2025-2026 school year. Many of our metrics for success showed increased positive performance, including our ELPAC students increasing and maintaining their performance levels at a rate of 34%. This means that 100% of the English Learner students at Cienega maintained or increased their current level on the ELPAC test. Our students had an increase in their Star 360 scores. Math increased from 73.9% of students who were at grade level or above. ELA increased to 80% at or above grade level. CAASPP ELA increased to 10 negative points from the standard, which was an increase of 24.7 points closer to the standard.

Challenges: One challenge we faced this year, as measured by our metrics, was our students' performance on the Science portion of the CAASPP (CAST) test. This data, however, will help us to identify areas in which we need to increase academic support. Another challenge that we faced was a declined in points from the standard by 33 points.

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

Action 2.1 (ELA and Math Intervention)
Budgeted: 36,048.00
Spent: $16,481.00

Difference: $19,567.00 - IA was moved to GF due to TK 10:1 ratio, IA was able to still provide services to students in TK-4 classroom; The expense amount is for the IA who was able to provide intervention services to 5th-8th Grade class.

Action 2.2 (ST Math)
Budgeted: $725.00
Spent: $725.00
Difference: $0.00

Action 2.3 (ELA supplemental - Lexia)
Budgeted: $0.00
Spent: $0.00
Difference: $0.00
Lexia was not purchased during the FY25-26.

Action 2.4 (Star 360)
Budgeted: $1,357.00
Spent: $1,357.00
Difference: $0.00

Action 2.5 (Instructional Aide for after school support - ELOP)
Budgeted: 8,252.00
Spent: $6,513.00
Difference: $1,739.00 Cost is for one hour every day for after school support offerred to students in the ELO Program.

Action 2.6 Paraprofessional Development
Budgeted: $500.00
Spent: $0.00
Difference: $500.00 - Due to scheduling conflicts, our Instructional Aides did not attend P.D.

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

During the 2025-2026 school year, we achieved significant success in maintenance and saw an increase in positive performance in core content areas. However, we dropped our performance in Science on the CAST. This difference will be addressed during the next year by utilizing the ELOP program, by creating and teaching supplemental science lessons, where labs and hands-on activities can be utilized during this time.

Action 2.1 was successfully implemented at Cienega School. This action helps us identify students who require academic intervention and additional academic support. Once those students are identified, they work with support staff in one-on-one or small groups on specific skills to increase academic performance.

Action 2.2 is for the purchase of the ST Math program. This program is a supplement to our adopted Math curriculum. The use of ST Math is to further support student growth in mathematics. This helps students by providing additional practice on standards and skills that they are currently practicing or reviewing in their grade-level math. We have used this program for many years and have seen great success with it. This action is partially effective, as we saw positive growth in our local data, Star 360.

Action 2.3 allows the Cienega Union Elementary School District staff to purchase and implement Lexia, an online ELA and ELD literacy support program designed for students in grades TK-8. Teachers will receive support and training through Lexia to improve instruction based on data collected by Lexia. This program is being utilized at Cienega School, particularly in the lower-grade classroom, as a supplemental ELA and ELD, used to enhance ELA learning. This program is very successful.

Action 2.4 is for the purchase of Star 360 subscriptions. This program allows us to monitor the quarterly progress of students throughout the school year. This software provides valuable data on what benchmarks and skills students need extra support with and how they are tracking in their grade-level standards. This data allows us to make accurate decisions about academic grouping and appropriate coursework, and potential interventions.

Action. 2.5 was successfully implemented at Cienega School. Our aides help our students in amazing ways. They run small reading and math groups. They run intervention groups. They help students with one-on-one interventions. The support teachers and students in achieving their academic goals. They are an essential part of the learning team.

Action 2.6: This action did not achieve the desired outcomes. Due to scheduling conflicts our aides were not able to attend professional developments during the school year.

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.

We are planning to maintain this goal, metrics, target outcomes, and actions during the 2025-2026 school year, based on the data provided and education partner input.

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	ELA and Math Intervention	Cienega Union Elementary School staff will utilize Star 360, CAASPP, and standards-aligned assessment data to identify students needing academic intervention in the areas of ELA and Math.	$59,479.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Staff will provide one-on-one or small group instruction that targets specific learning needs, as identified through assessment data.		
2.2	Utilize Supplemental Math programs	Cienega Union Elementary school District Staff will engage in the use of ST math (Spatial Temporal Math) in order to further support student growth in mathematics. Allocate funds to acquire ST Math.	$725.00	Yes
2.3	Utilize supplemental ELA programs.	Cienega Union Elementary School district staff will purchase and implement Lexia, an online ELA and ELD literacy support program designed for students in grades TK-8. Teachers will receive support and training through Lexia to improve instruction based on data collected by Lexia. Supported by LREBG funds.	$3,000.00	Yes
2.4	Regular district wide assessments of student learning.	Cienega Union Elementary School District staff will conduct quarterly Star360 Math and ELA assessments of all students. Allocate funding to pay for Renaissance Star360 fees.	$1,375.00	Yes
2.5	Instructional Assistants for Intervention Support	Cienega Union Elementary School District will provide instructional assistants for RTI and intervention support during after-school intervention. Allocate funding for instructional assistants for RTI and intervention support for after-school intervention.	$8,035.00	No
2.6	Paraprofessional Development	Cienega Union Elementary School District will allocate funds for paraprofessional development in the areas of academic support and behavior management.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	This goal is to ensure high levels or parental engagement, student engagement, and a positive school climate through an increase in parent participation in current and new school activities as measured by the metrics in Goal 3 by the end of the 2026-2027 school year.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Cienega Union Elementary School recognizes the importance of an engaged school community. Cienega chose to develop this goal because families that are more engaged have students who are more successful in achieving their academic goals and overcoming academic and social obstacles. One of the obstacles Cienega faces includes a Chronic absenteeism rate of 20.2 % as measured by the California Dashboard. While this is a decrease in this rate, it is still high. Our goal is that with increased participation with educational partners, we will have more successful students. Throughout the educational partners' engagement process, parents, staff, administration, the school board of trustees, and students continually recognized the value of the small-school atmosphere, personalized education, and low student-to-teacher ratio as the benefits of Cienega School. To ensure that our educational partners continue to be involved in the decision-making processes at the LEA, this goal has been developed with metrics to measure student and parent engagement in order to hold the LEA accountable. Parent participation in all school activities averaged 80% for the 2025-2026 school year, as measured by event attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase in parent participation in school events. Local Data	SY 2023-2024 Parent Participation in all school activities averages 62.5% as measured by event attendance.	SY 2024-2025 Parent Participation in all school activities averages 80% as measured by event attendance	SY 2025-2026 Parent Participation in all school activities averages 93% as measured by event attendance	SY 2026-2027 Parent participation rate in all school activities would be 85% as measured by event attendance.	Parent participation in school activities increased by 30.5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School data regarding parental involvement in school activities as measured by total parent participation in school climate survey and responses.	SY 2023-2024 82.5% of Parents participated in the Parent Climate Survey, Spring 2024. 85% of respondents agreed or strongly agreed with the current school climate. Measured by Local Data	SY 2024-2025 77% of parents participated in the Parent Climate Survey, Spring 2025. 96.1% of respondents agreed or strongly agreed with the current school climate. Measured by Local Data	SY 2025-2026 85% of parents participated in the Parent Climate Survey, Spring 2026. 98% of respondents agreed or strongly agreed with the current school climate. Measured by Local Data	SY 2026-2027 100% of Parents participate in the Parent Climate Survey. 95% of respondents agreed or strongly agreed with the current school climate.	The percentage of parents who participated in the Parent Climate Survey decrease by 2.5%. Parent Respondents who agreed or strongly agreed with the current school climate increased by 13%
3.3	Promotion Rate as measure by a percent of 8th grade students meeting requirements for promotion.	SY 2023-2024 The promotion rate of the 8th grade class is 100% as measured by promotion requirements. As measured by Local Data	SY 2024-2025 The promotion rate of the 8th grade class is 50% as measured by promotion requirements. As measured by Local Data	SY 2025-2026 The promotion rate of the 8th grade class is 100% as measured by promotion requirements. As measured by Local Data	SY 2026-2027 Maintain a Promotion Rate of 100% as measured by promotion requirement.	Maintained.
3.4	School Attendance rate and Chronic Absenteeism	2023 The chronic absenteeism rate for the 2023-2024 school year was 39.3% as measured on 2023 California Dashboard. School attendance rate: 93.9% As measured by daily school attendance.	2024 The chronic absenteeism rate for the 2024-2025 school year was 20.2% as measured on 2024 California Dashboard. School attendance rate: 95%	2025 The chronic absenteeism rate for the 2025-2026 school year was 9.5% as measured on 2024 California Dashboard. School attendance rate: 95%	SY 2026-2027 Maintain a chronic absenteeism rate of 25% or less as measured on California Dashboard. Maintain a school attendance rate of 95% or greater as measured by daily school attendance.	Chronic Absenteetism dropped by 29.8% from baseline. School Attendance rate increased by 1.1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			As measured by daily school attendance.	As measured by daily school attendance.		
3.5	School Climate Survey for students as measured by percent reporting "Satisfied" or better on the rating scale for safety and school connectedness.	SY 2023-2024 85% of reported "Agreed" or "Strongly Agreed" on the rating scale for safety and school connectedness as measured in the School Climate Survey Spring 2024 Measured by Local Data	SY 2024-2025 100% of reported "Agreed" or "Strongly Agreed" on the rating scale for safety and school connectedness as measured in the School Climate Survey Spring 2025 Measured by Local Data	SY 2025-2026 100% of reported "Agreed" or "Strongly Agreed" on the rating scale for safety and school connectedness as measured in the School Climate Survey Spring 2025 Measured by Local Data	SY 2026-2027 Maintain a reported rate of 90% "Satisfied" or better on the rating scale for safety and school as measured in the school Climate Survey.	Parents who reported "Agreed" or "Strongly Agreed" on the rating scale for safety and school connectedness was maintained increased by 15%.
3.6	Middle School Dropout rate. Data Source: Calpads	SY 2023-2024 The drop out rate for the 2023-2024 school year was 0% as measured on CALPADS.	SY 2024-2025 The drop out rate for the 2024-2025 school year was 0% as measured on CALPADS.	SY 2025-2026 The drop out rate for the 2025-2026 school year was 0% as measured on CALPADS.	SY 2026-2027 Maintain a drop out rate for the 2023-2024 school year was 0% as measured on CALPADS.	This metric was maintained during the 2024-2025 school year.
3.7	Pupil Suspension Rate	SY 2023-2024 The pupil suspension rate for the 2023-2024 school year was 0% as measured on CALPADS.	SY 2024-2025 The pupil suspension rate for the 2024-2025 school year was 0% as measured on CALPADS.	SY 2025-2026 The pupil suspension rate for the 2025-2026 school year was 7.7% as measured on CALPADS.	SY 2026-2027 Maintain a pupil suspension rate of 0% as measured on CALPADS.	This metric increased by 7.7% as measured by CalPads.
3.8	Pupil Explusion Rate	SY 2023-2024 The pupil expulsion rate for the 2023-2024 school year was 0% as	SY 2024-2025 The pupil expulsion rate for the 2023-2024	SY 2025-2026 The pupil expulsion rate for the 2024-2025	SY 2026-2027 Maintain a pupil expulsion rate of	This metric was maintained during the 2024-2025 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		measured on CALPADS.	school year was 0% as measured on CALPADS.	school year was 0% as measured on CALPADS.	0% as measured on CALPADS.	

Goal Analysis [2025-26]

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

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

All of the Actions of this goal were successfully implemented.

Goal 3 measures the levels of parental engagement, student engagement, and a positive school climate through an increase in parent participation in current and new school activities.

Successes: Metrics levels of school dropout rate and school suspension rate increased during the 2025-2026 school year. Metrics of parent participation, participation in the climate survey, chronic absenteeism, and parents' response in the climate survey had a positive increase during the 2025-2026 school year.

Challenges: All actions were successfully implemented. However, there was an increase in discipline issues throughout the school year. Student behavior was a challenge throughout the school year. These challenges show the continued importance of Action 3.4 (Social Emotional Well- Being) in providing target SEL learning, counseling services, and proactive behavior interventions.

All of the actions of this goal were successfully implemented during the 2025-2026.

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

Action 3.1 (Home to School Communication)
Budgeted: $500.00
Spent: $0.00
Difference: $500.00 - no specific costs associated with this action, H-2-S Communication was administered by school staff.

Action 3.2 (School Climate Survey)
Budgeted: $100.00
Spent: $0.00
Difference: $100.00 - no specific costs associated with this action since we use Google Forms.

Action 3.3 (Improve School Attendance)

Budgeted: $500.00
Spent: $0.00
Difference: $500.00 - Utilized a different funding source.

Action 3.4 (Social Emotional Well-Being of Students)
Budgeted: 1.22% Increased and Improved Services
Spent: 0.61%
Difference: 0.61% Difference due to increase in LCFF Funding during the year, which in turn caused an increase in S&C funding. Action was provided by SBCOE staff.

Action 3.5 (School Activities)
Budgeted: $700.00
Spent: $725.00 Pending end of year
Difference: $25.00

Action 3.6 (Community Services for All)
Budgeted: $0.00
Spent: $0.00
Difference: $0.00

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

Goal 3 measures the levels of parental engagement, student engagement, and a positive school climate through an increase in parent participation in current and new school activities. This goal was very successful. We implemented new activities for engagement with educational partners. One of our most successful events was the Parents' Night in the first quarter of the school year. 100% of parents participated in this activity. Parents, teachers, board members, and students had a fun evening at the school learning about our curriculum, classroom culture, and getting to meet each other. Parents also fully participated in our parent-teacher conferences.

Action 3.1 was effective. This action is for our home-to-school communication. Cienega has expanded its home-to-school communication to not only include the printed and emailed weekly news bulletin, but also to have this and other important messages sent out via the Remind app.

Action 3.2 was successfully implemented. This action is for our climate survey. This survey helps us determine how families and students feel about the current culture and climate of our school community. We are seeing great improvement in this area. Parents have the option to take this survey online or on a hard copy. This survey is completed in the late winter quarter, before the LCAP is written.

Action 3.3 was successfully implemented. This action is for the increase in school attendance by providing incentives for the kids to come to school. This includes play days, spirit weeks before school break, special lunches and snacks, as well as craft supplies for fun day activities.

Action 3.4 was implemented. This action is that Cienega will contract with SBCOE to provide SEL individual and group Social Emotional Learning. This was successful as SEL personnel did come to campus throughout the year and delivered whole-school group sessions as well as small lessons.

Action 3.5 was successfully implemented to increase school-wide activities for all students and parents to participate in and interact with the school. This included student field trips, Open House night, and/or end-of-school-year celebration.

Action 3.6 was difficult to implement this year. Cienega School will continue to work as a connection between families that are Socio-Economically Disadvantaged, families of Students with Disabilities, foster youth, and community services and programs for those groups. These include access to gas cards, grocery vouchers, hotel vouchers for families in transition, and free coat and shoe programs for socio-economically disadvantaged families. Families who feel there are special education needs are put in contact with and are given screening support through the San Benito County Office of Education, Special Education Department. Cienega is committed to identifying the best needed services and supports for these groups and will continue to work with SBCOE to identify these supports.

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.

We are planning to maintain this goal, metrics, target outcomes, and actions during the 2026-2027 school year, based on the data provided and education partner input.

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	Home to School Communications	Cienega Union Elementary School District will continue communications with families though Telegrams, Fall Parent teacher conferences, emails, phone calls, and surveys in the family's preferred language. School will also continue with the development of communication through the Remind app and the development and launch of a school website.	$100.00	No
3.2	School Climate Survey	Cienega Union Elementary School District will administer an annual School Climate Survey to all Families and Students.	$100.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Improve School Attendance	Offer incentives for attendance through regular recognition of positive attendance records. Allocate funding for student incentives.	$500.00	Yes
3.4	Social Emotional well being of students	Contract with SBCOE to provide SEL individual and group Social Emotional Learning	$0.00	Yes
3.5	School Activites	Increase school wide activities for all students and parents to participate and interact with school. This will include student field trips, Open House night, Spring Parent Teacher conferences, and/or end of school year celebration or graduation.	$1,400.00	Yes
3.6	Community Services for all members of school population.	Cienega School will continue to work as a connection between families that are Socio-Economically Disadvantaged, families of Students with Disabilities, foster and homeless youth, and community services and programs for those groups.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$28,483	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.519%	0.063%	$359.13	9.582%

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
1.5	**Action:** Continue to offer students a high quality Music education, by partnering with a community music teacher **Need:** This action will fulfill the need for arts education at Cienega school specifically for all students, especially English Learners, Socio-Economically Disadvantaged, and Students with Disabilities.	Music is part of a robust curriculum, with research showing its help in improving math scores. 45% of students at Cienega need academic intervention in mathematics, according to Start 360 data.	Metric 1.2 will be used to measure the effectiveness of this action.

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
	Scope: LEA-wide		
1.6	**Action:** Programs and Services **Need:** This action will ensure that students have access to and are enrolled in specific programs that develop and provide additional supports to low income, English Learners and foster youth students. **Scope:** LEA-wide	A broad and streamlined course of study including ELA, ELD, Math and the Arts allows for accessibility of curriculum to all student groups including English Learners, students with disabilities, and Socio-economically disadvantaged students, and foster youth.	Metrics 1.2 and 1.4 will be used to measure the effectiveness of this action.
2.1	**Action:** ELA and Math Intervention **Need:** This action will allow staff and administration to support and monitor student achievement in Math and ELA content areas for all students, especially English Learners, Socio-Economically Disadvantaged, and Students with Disabilities. **Scope:** LEA-wide	Cienega school students are underachieving in Math and ELA for CAASPP and Star 360 assessments. CAASPP Math: 46.7 negative points from standard CAASPP ELA: 42.6 negative points from standard. Star 360 Reading: 47% in need of intervention Star 360 Math: 45% in need of intervention.	Metrics 2.1, 2.2, 2.6 2.7 will be used to measure the effectiveness of this action.
2.2	**Action:** Utilize Supplemental Math programs	To support progress in math skill development. Tailored and targeted intervention can bring	Metric 2.7 will be used to measure the effectiveness of this action.

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
	Need: The supplemental math program (Star 360) will be employed will allow students to work on standards-based skills that teachers can tailor to meet their specific needs and develop math interventions for all students, especially English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. **Scope:** LEA-wide	students up to or above grade level over the academic year. Star 360 Math: 45% in need of intervention.	
2.3	**Action:** Utilize supplemental ELA programs. **Need:** The supplemental ELA programs (Lexia Core 5 and Power Up) that will be employed will allow students to work on standards-based skills and can be tailored to the learning needs of all students, especially English Learners, socioeconomically disadvantaged, and Students with Disabilities. **Scope:** LEA-wide	To support the development of ELA skills. 47% of students are in need of academic support according to their Star 360 test results.	Metric 2.6 will be used to measure the effectiveness of this action.
2.4	**Action:** Regular district wide assessments of student learning. **Need:** The need is to measure student growth in academic areas while delivering instruction and intervention to all students, especially	The importance of the district wide assessments is that it helps us track the development of ELA and Math. It also helps teachers inform their instruction based on results of these assessments.	Metric 2.6 and 2.7 will be used to measure the effectiveness of this action. Improvement in Star 360 assessments throughout the school year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners, Socio-Economically Disadvantaged., and Students with Disabilities. **Scope:** LEA-wide		
2.6	**Action:** Paraprofessional Development **Need:** The need is to help our paraprofessionals grow to support students in behavior and academic instruction to all students, especially English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. **Scope:** LEA-wide	Paraprofessionals provide valuable work in supporting student instruction and student behavior. Star 360 Reading: 47% in need of intervention Star 360 Math: 45% in need of intervention.	Metrics 2.6 and 2.7 will be used to measure the effectiveness of this action.
3.3	**Action:** Improve School Attendance **Need:** We have a chronic absenteeism rate of 39.3% We need our students coming to school. The LEA needs to determine if there is a correlation between lower attendance and test scores for all students, especially English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. **Scope:**	By incentivizing attendance and conferring with parents, staff can help lower the amount of absences.	Metric 3.4 will be used to measure the effectiveness

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		
3.4	**Action:** Social Emotional well being of students **Need:** The social emotional well being of students can directly correlate to chronic absenteeism, adverse feelings toward the learning enviroment, drop out rate, suspension rate and expulstion rate. **Scope:** LEA-wide	Cienega School will continue to contract with SBCOE to provide social emotional support and lessons.	Metrics 3.4, 3.5, 3.6, 3.7 and 3.8 will be used to measure the effectiveness.
3.5	**Action:** School Activites **Need:** We have a chronic absenteeism rate of 39.3% We need our students coming to school. The LEA needs to determine if there is a correlation between lower attendance and test scores for all students, especially English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. **Scope:** LEA-wide	By incentivizing attendance and engaging parents, staff can help lower the amount of absences and build a better sense of community at Cienega School.	Metric 3.4 and 3.5 will be used to measure the effectiveness

Limited Actions

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

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

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.

Additional Concentration Grant Funding

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

Not Applicable

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

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	$299,232	$28,483	9.519%	0.063%	9.582%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$275,476.00	$40,058.00	$0.00	$25,976.00	$341,510.00	$319,560.00	$21,950.00

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	Maintain fully credentialed and highly qualified teachers	All	No			All Schools	Ongoing	$234,180.00	$0.00	$234,180.00				$234,180.00	
1	1.2	Well Maintained School site	All	No			All Schools	Ongoing	$4,566.00	$10,450.00	$12,516.00	$2,500.00			$15,016.00	
1	1.3	Purchase and implementation of updated state standards aligned English Language Arts, English Language Development, and Arts Curriuculm, that provides a broad course of study in grades Kindergarten through 8th grade.	All	No			All Schools	Ongoing	$0.00	$500.00		$500.00			$500.00	
1	1.4	Purchase of Physical Educational materials	All	No			All Schools	Ongoing	$0.00	$300.00		$300.00			$300.00	
1	1.5	Continue to offer students a high quality Music education, by partnering with a community music teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.6	Programs and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Onging	$0.00	$0.00	$0.00				$0.00	
1	1.7	Services for students with disabilities.	Students with Disabilities	No			All Schools	Ongoing	$13,300.00	$0.00	$0.00	$13,300.00			$13,300.00	
2	2.1	ELA and Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$59,479.00	$0.00	$21,280.00	$12,223.00		$25,976.00	$59,479.00	
2	2.2	Utilize Supplemental Math programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$725.00	$725.00				$725.00	
2	2.3	Utilize supplemental ELA programs.	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$3,000.00	$0.00	$3,000.00			$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.4	Regular district wide assessments of student learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,375.00	$1,375.00				$1,375.00	
2	2.5	Instructional Assistants for Intervention Support	All	No			All Schools	Ongoing	$8,035.00	$0.00		$8,035.00			$8,035.00	
2	2.6	Paraprofessional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
3	3.1	Home to School Communications	All	No			All Schools	Ongoing	$0.00	$100.00		$100.00			$100.00	
3	3.2	School Climate Survey	All	No			All Schools	Ongoing	$0.00	$100.00		$100.00			$100.00	
3	3.3	Improve School Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
3	3.4	Social Emotional well being of students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$0.00	$0.00				$0.00	1.17
3	3.5	School Activites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,400.00	$1,400.00				$1,400.00	
3	3.6	Community Services for all members of school population.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$299,232	$28,483	9.519%	0.063%	9.582%	$28,780.00	1.170%	10.788 %	**Total:**	$28,780.00
								LEA-wide Total:	$28,780.00
								Limited Total:	$0.00
								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	**1.5**	Continue to offer students a high quality Music education, by partnering with a community music teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	**1.6**	Programs and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.1**	ELA and Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,280.00	
2	**2.2**	Utilize Supplemental Math programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$725.00	
2	**2.3**	Utilize supplemental ELA programs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.4**	Regular district wide assessments of student learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,375.00	

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 (%)
2	2.6	Paraprofessional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
3	3.3	Improve School Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
3	3.4	Social Emotional well being of students	Yes	LEA-wide	English Learners Foster Youth Low Income		$0.00	1.17
3	3.5	School Activites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,400.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$301,377.00	$281,249.00

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**	Maintain fully credentialed and highly qualified teachers	No	$225,347.00	$229,108.00
1	**1.2**	Well Maintained School site	No	$12,486.00	$12,328.00
1	**1.3**	Purchase and implementation of updated state standards aligned English Language Arts, English Language Development, and Arts Curriuculm, that provides a broad course of study in grades Kindergarten through 8th grade.	No	$500.00	$0.00
1	**1.4**	Purchase of Physical Educational materials	No	$300.00	$0.00
1	**1.5**	Continue to offer students a high quality Music education, by partnering with a community music teacher	Yes	$3,000.00	$3,000.00
1	**1.6**	Programs and Services	Yes	$0.00	$0.00
1	**1.7**	Services for students with disabilities.	No	$11,062.00	$10,289.00
2	**2.1**	ELA and Math Intervention	Yes	$36,048.00	$16,696.00
2	**2.2**	Utilize Supplemental Math programs	Yes	$725.00	$725.00

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**	Utilize supplemental ELA programs.	Yes	$0.00	$0.00
2	**2.4**	Regular district wide assessments of student learning.	Yes	$1,357.00	$1,357.00
2	**2.5**	Instructional Assistants for Intervention Support	No	$8,252.00	$6,513.00
2	**2.6**	Paraprofessional Development	Yes	$500.00	$0.00
3	**3.1**	Home to School Communications	No	$500.00	$0.00
3	**3.2**	School Climate Survey	No	$100.00	$0.00
3	**3.3**	Improve School Attendance	Yes	$500.00	$0.00
3	**3.4**	Social Emotional well being of students	Yes	$0.00	$0.00
3	**3.5**	School Activites	Yes	$700.00	$1,233.00
3	**3.6**	Community Services for all members of school population.	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$26,845.00	$42,830.00	$23,011.00	$19,819.00	1.220%	0.610%	-0.610%

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	1.5	Continue to offer students a high quality Music education, by partnering with a community music teacher	Yes	$3,000.00	$3,000.00		
1	1.6	Programs and Services	Yes	$0.00	$0.00		
2	2.1	ELA and Math Intervention	Yes	$36,048.00	$16,696.00		
2	2.2	Utilize Supplemental Math programs	Yes	$725.00	$725.00		
2	2.3	Utilize supplemental ELA programs.	Yes	$0.00	$0.00		
2	2.4	Regular district wide assessments of student learning.	Yes	$1,357.00	$1,357.00		
2	2.6	Paraprofessional Development	Yes	$500.00	$0.00		
3	3.3	Improve School Attendance	Yes	$500.00	$0.00		
3	3.4	Social Emotional well being of students	Yes	$0.00	$0.00	1.22	0.61
3	3.5	School Activites	Yes	$700.00	$1,233.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$569,651	$26,845.00	0.00%	4.713%	$23,011.00	0.610%	4.649%	$359.13	0.063%

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).

California Department of Education
November 2024