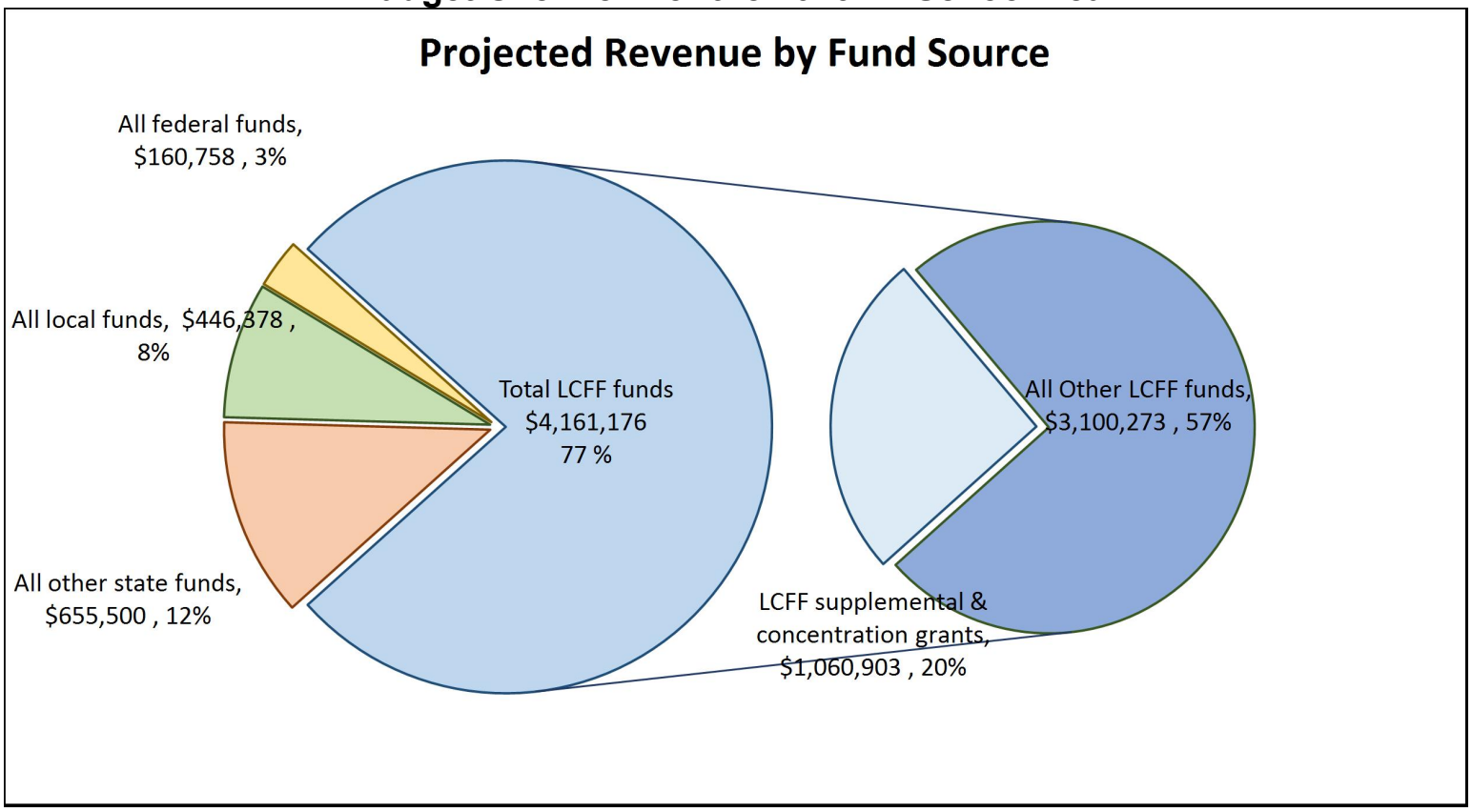
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Somis Union School District
CDS Code: 56726110000000
School Year: 2026-27
LEA contact information:
Dr. Jesus Vaca
Superintendent/Principal
dr.vaca@staff.somisusd.org, 805-386-5711
(805) 386-8258

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

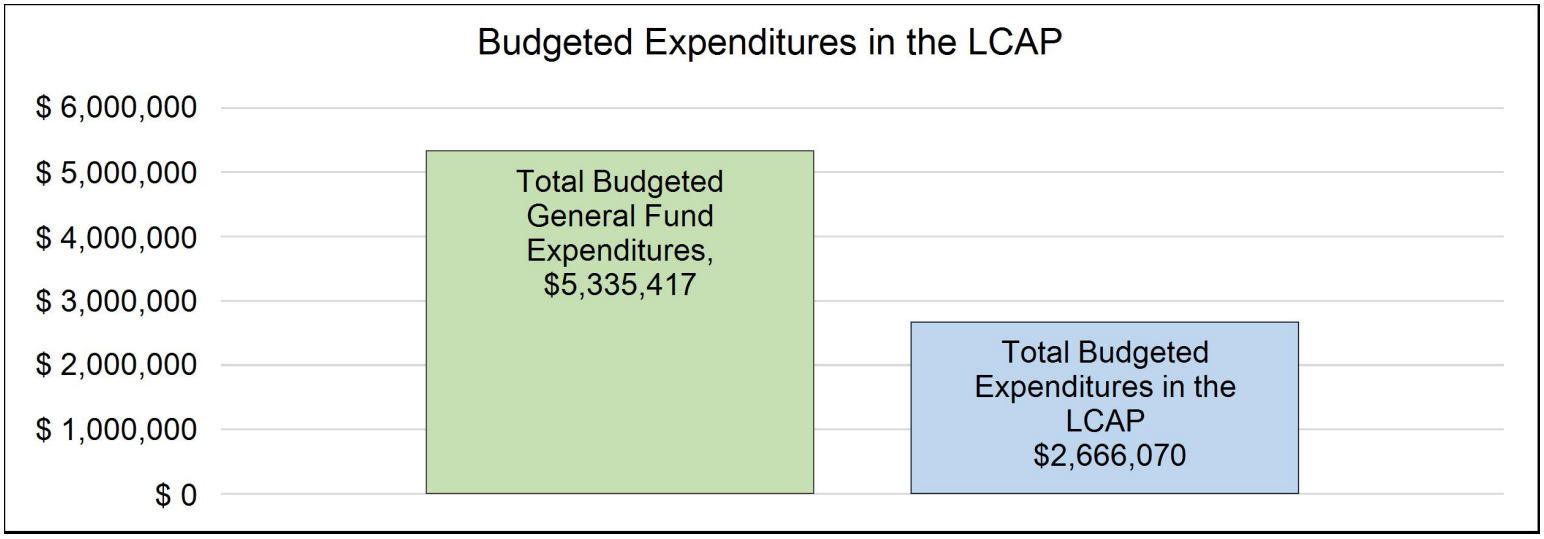


This chart shows the total general purpose revenue Somis Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Somis Union School District is $5,423,812, of which $4,161,176 is Local Control Funding Formula (LCFF), $655,500 is other state funds, $446,378 is local funds, and $160,758 is federal funds. Of the $4,161,176 in LCFF Funds, $1,060,903 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 Somis Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Somis Union School District plans to spend $5,335,417 for the 2026-27 school year. Of that amount, $$2,666,070 is tied to actions/services in the LCAP and $2,669,347 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

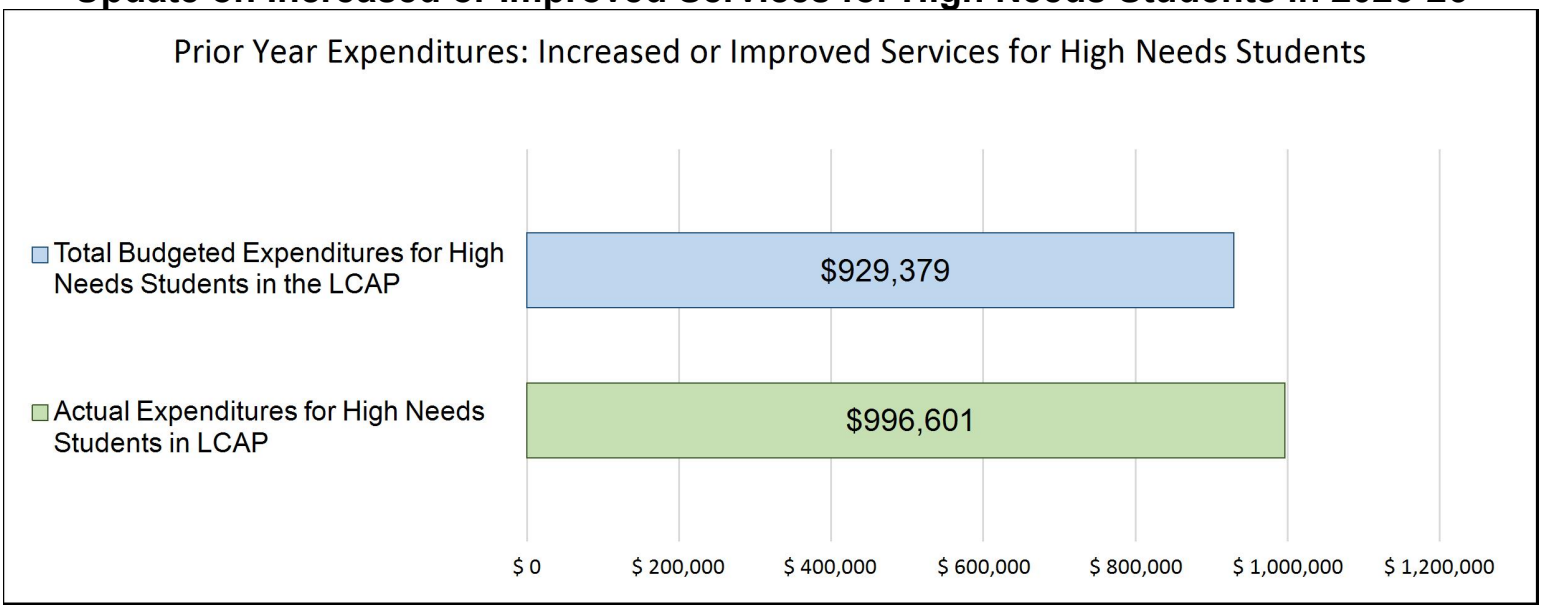
The LCAP does not include expenditures for administrative and support staff salaries, maintenance and operations, or most classroom teachers.

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

In 2026-27, Somis Union School District is projecting it will receive $1,060,903 based on the enrollment of Foster Youth, English learner, and low-income students. Somis Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Somis Union School District plans to spend $$1,061,163 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 Somis Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Somis Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Somis Union School District's LCAP budgeted $$929,379 for planned actions to increase or improve services for high needs students. Somis Union School District actually spent $$996,601 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Somis Union School District	Dr. Jesus Vaca Superintendent/Principal	dr.vaca@staff.somisusd.org (805) 386-8258

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.

School is where children from diverse ethnic and economic backgrounds learn side by side, gaining knowledge and experiences that highlight how agriculture and technological innovation continue to shape and strengthen the local economy. Established in 1895, the Somis Union School District has upheld a proud tradition of educational excellence for more than a century. In a school that has served generations of families, educators design and deliver engaging, hands-on instructional programs that inspire curiosity, creativity, and critical thinking. Over the past three years, students from a local farmworker housing development have integrated seamlessly into the Somis School community. Their presence has enriched our campus by contributing to the diversity, culture, and strong sense of community that define our school. Through supportive relationships, inclusive practices, and meaningful learning opportunities, these students have become active participants in both academic and extracurricular programs, further strengthening the welcoming and family-oriented environment at Somis School. Somis School is a unique and welcoming TK–8 learning community dedicated to nurturing the physical, emotional, cultural, and social well-being of both students and families. Located on eight acres in the heart of an unincorporated agricultural community in Ventura County, California, the district serves 269 students in a one-school district setting. The surrounding community reflects both remarkable beauty and striking contrasts in economic conditions, providing students with a rich and diverse educational environment.

Our student population reflects the diversity of the community we proudly serve. According to the 2025-26 California Department of Education, Data Quest, 83% of students identify as Hispanic, 14% as White, and 3% as Other ethnicities. Approximately 30% of students begin school as English Learners, 81% qualify under the Unduplicated Pupil Percentage, and 81% are eligible for free or reduced-price meals.
We believe that the combination of a small-school environment, high academic expectations, and personalized instruction delivered by skilled

and dedicated staff creates a powerful foundation for student success. Our mission at Somis School is to provide a world-class education that challenges students to maximize their potential while preparing them to become responsible stewards and leaders of the 21st century. We strive not only to exceed academic standards, but also to serve as a hub for the community and foster a learning environment where students are engaged, innovative, collaborative, and capable of critical thinking and problem solving. At Somis School, students are encouraged to see themselves as future engineers, botanists, scientists, innovators, and leaders who will contribute to both the agricultural industry and the broader global economy. Through measurable goals, continuous support, and strong instructional practices, staff work collaboratively to ensure rigorous and meaningful learning opportunities for all students. Cross-curricular articulation and collaboration among staff strengthen instructional continuity and enhance student achievement across grade levels.
Students participate in a wide range of enriching opportunities, including robotics, music, film production, art, automated agriculture, and drone operation. These experiences cultivate curiosity, creativity, and a strong STEAM identity, preparing students to thrive in today's rapidly evolving world of innovation and technology.

The Somis School community proudly lives by our STARS principles:

- S – Start each day with a positive attitude
- T – Take responsibility for my actions
- A – Always try, and then try again
- R – Remember to use safe choices
- S – Show respect for myself and others

These values guide our students each day and reflect the caring, resilient, and supportive culture that defines Somis School.

Reflections: Annual Performance

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

Somis continues to make progress on the goals established for the 2024-2027 LCAP. These goals and actions have been aligned to enhance student outcomes and engagement. They are also aimed to ensure the conditions of learning are at the optimum level through continuous professional development for the staff. The 2025-2026 school year has served as year two for the 2024-2027 LCAP cycle. Student Outcomes from the Spring 2024 California Assessment of Student Performance and Progress (CAASPP) indicated that over 47% of students met or exceeded standard for English Language Literacy (ELA). In the Math, 36% of students met or exceeded standard for Math. The English Learner progress indicator showed 29% proficient for all El's. Chronic attendance for students is 17%. Through this analysis, Somis will continue with the explicitly written Student Achievement goal centered on assessment, engagement and exemplary delivery of instruction. This goal will form part of the three-year 2024-2027 LCAP to build on the successes and progress above.

During the spring of 2023, the behavior of our students continues to be exemplary, as indicated by our blue status on the CA School Dashboard, which is the best performance level. Student Outcomes from the Spring 2023 California Assessment of Student Performance and Progress (CAASPP) indicated that over 47% of students met or exceeded standard for English Language Literacy (ELA). In the Math, 44% of students met or exceeded standard for Math. The English Learner progress indicator showed 29.1% SWD: 25.6% for all El's. Chronic attendance for students with disabilities is 25.6%. Through this analysis, Somis will continue with the explicitly written Student Achievement goal centered on assessment, engagement and exemplary delivery of instruction. This goal will form part of the three-year

2024-2027 LCAP to build on the successes and progress above. During the spring of 2025, the behavior of our students continues to be exemplary, as indicated by our blue status on the CA School Dashboard, which is the best performance level. Student Outcomes from the Spring 2025 California Assessment of Student Performance and Progress (CAASPP) indicated that over 49% of students met or exceeded standard for English Language Literacy (ELA). In the Math, 37% of students met or exceeded standard for Math. The English Learner progress indicator showed 41%. Chronic attendance for students with disabilities is 6.1%. Through this analysis, Somis will continue with the explicitly written Student Achievement goal centered on assessment, engagement and exemplary delivery of instruction. This goal will form part of the three-year 2024-2027 LCAP to build on the successes and progress above.

LREBG Fund Status:
The Learning Recovery Emergency Block Grant (LREBG) was established in response to the emergency created by the COVID-19 pandemic to support schools in the long-term recovery of their students, with a focus on improving pupil learning, mental health, and overall well-being. Under Education Code Section 32526(d)(1), any local educational agency (LEA) that has received LREBG funds must develop a needs assessment regarding the use and expenditure of this funds for the 2025-2026, 2026-27, and 2027-28 school years.
Somis Union School District does not have any unexpended LREBG funds and therefore is not required to provide actions for this funding source.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff monthly meetings throughout the 25/26 (August 2025 - May 2026). DELAC Monthly Meetings throughout the 25/26 school year (November 2025 - May 2026). School Site Council Meetings, 25/26 school year (April 27, 2026) Student Focus Group, May 30, 2025 Ventura County Office of Education, Educational Services Department, throughout the 24-25 school year, Quarterly meetings. Classified Staff	Somis School engages parents, students, staff and our bargaining unit through a transparent and continuous manner. Teachers seek input from students through their daily lessons and multiple assessments. The superintendent shares the LCAP goals at all staff meetings and has continuous reviews of progress every trimester. As consistent, the superintendent seeks input from parents at School Site Council, and District English Learner Advisory Committee (DELAC) meetings. All other parents are encouraged to share their thoughts during special school events such at parent conferences, Back to School and Open House. As important, daily interaction with parents before and afterschool yield great insights on how we are doing with delivering quality instruction. In addition, staff was engaged in providing LCAP input during the school year thorough personal consultations. The teacher local bargaining unit submitted continuous input during meetings, emails and continuous communication during the school year. The Ventura County Office of Education, Education Services, provides advice and attends professional development sessions as well as parent workshops. Students in grades 6-8 took part in a focus group led by the superintendent. We continually engage with the SELPA on Special Education matters. The superintendent shared the 24-27 LCAP and led students through a series of questions to develop areas of need. Student engagement, support and service learning opportunities have been implemented during the 25-26 school year.

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

Somis Union School District (SUSD) actively and consistently sought input from educational partners throughout the 2025–2026 school year in order to develop a comprehensive understanding of the strengths, challenges, and evolving needs within the school community. The district administered climate surveys to both students and staff to gain valuable insight into school culture, connectedness, and overall well-being. In addition, the district facilitated small focus groups with students, parents, and staff throughout the year. These conversations provided meaningful feedback regarding academic achievement, school climate, student wellness, and areas for continuous improvement. Survey results revealed that more than 90% of students feel connected to the school community, reflecting the strong relationships and supportive environment fostered at Somis School. At the same time, the data identified several areas of need, including increasing access to mental health services, expanding parent engagement opportunities, and providing additional parent training and support. Student feedback also highlighted a desire for additional physical education equipment to further enhance outdoor activities and student engagement (Action 1.1).

Staff meetings continue to serve as an important forum for open and honest dialogue regarding the challenges facing both students and educators, particularly in the area of academic achievement (Actions 1.1, 1.2, 1.10, and 3.4). Through these collaborative discussions, staff identified barriers related to language support, instructional continuity, and the need for increased collaboration across grade levels (Actions 1.1, 1.2, 1.3, and 1.8). Feedback gathered during these meetings is shared directly with the Superintendent, where it is carefully analyzed and utilized to guide targeted strategies and professional learning opportunities designed to address identified needs and strengthen instructional practices.
The district also meets with classified staff, whose primary request has centered on increased professional development opportunities. In response, the district shared and promoted professional learning offerings available through the Ventura County Office of Education. Consultation with the Ventura County SELPA occurs continually, particularly regarding the placement, services, and supports provided to students receiving special education services. In addition, the district expanded opportunities for family and community engagement through STEAM Nights, parent-led professional development sessions, DELAC training opportunities, and the development of a targeted and well-defined list of mental health resources created by the school counselor. A continued focus on attendance has provided an ongoing reeducation in the Chronic Attendance rate which is currently below 10%.

One of the highlights of the 2025–2026 school year was the implementation of a new delivery of instruction model for grades 6-8. This model focused on having one staff member teach a specific subject for CORE instruction. This was done very intentionally by supporting teachers with ongoing professional development. Both the science and math teachers attended national presentations for their instructional area (math and science). Parents and teachers participated in sessions centered on positive reinforcement strategies, establishing consistent expectations, and creating supportive environments that promote student success both academically and socially. As part of this effort, both the science and mathematics teachers attended national conferences and presentations aligned to their respective instructional areas, gaining valuable strategies, resources, and best practices to bring back to the classroom. This investment in professional learning has strengthened instructional capacity and enhanced student engagement in critical academic areas. In addition, parents and teachers participated in collaborative sessions focused on positive reinforcement strategies, establishing consistent expectations, and creating supportive learning environments that promote student success both academically and socially. These efforts have helped strengthen the partnership between school and home while fostering a culture of high expectations, support, and student achievement.

No recommendations were made for the Superintendent/Principal to respond to. Somis Union School District will have a public hearing on June 2, 2026. The Board is scheduled to adopt the LCAP on June 5, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement in CORE subject areas. This focus goal addresses student outcomes by implementing state standards and effective educational practices to increase pupil achievement, as measured by the metrics listed below. Students will be actively engaged to maintain a high attendance rate. Our student achievement goal is aligned to Student Outcomes (Priority 2: State Standards (Conditions of Learning),State Priority 4 - Pupil Achievement, Priority 8 - Other Pupil Outcomes, Priority 5 - Pupil Engagement,Priority 7: Course Access (Conditions of Learning)	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Student achievement is a measurable outcome of how Somis School is doing in regards to educating our students. In addition, students must enhance their ability to refine a reciprocal mechanism when interacting with staff as it applies to their learning. Other student outcomes help measure the connectivity students feel to our school, especially electives, extra-curriucluar activities, after-school events and schoolwide activities. The goal was developed by a review of quantitative and qualitative data as well as very intentional focus groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Overall	Spring 2023 CAASPP ELA Overall 2024-2027 Socioeconomically Disadvantaged: 39% White: 84% Hispanic: 35% Districtwide: 47%	Spring 2024 CAASPP ELA Overall Socioeconomically Disadvantaged: 47% White: 76% Hispanic: 41%	Spring 2025 CAASPP ELA Socioeconomically Disadvantaged: 47% White: 76% Hispanic: 41% Districtwide: 49%	2026-2027 CAASPP ELA Overall Socioeconomically Disadvantaged: 52% White: 81% Hispanic: 46%	Spring 2025 CAASPP ELA A gain of 3% Socioeconomically Disadvantaged Gain of 8 points Hispanic gain of 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Districtwide: 50%		Districtwide:55%	White loss of 8%
1.2	CAASPP Math Overall	Spring 2023 CAASPP Math Overall Socioeconomically Disadvantaged: 34% White: 71% Hispanic: 34% Districtwide: 44%	Spring 2024 CAASPP Math Overall Socioeconomically Disadvantaged: 40% White: 68% Hispanic: 39% Districtwide: 46%	Spring 2025 CAASPP Math Socioeconomically Disadvantaged: 40% White: 68% Hispanic: 39% Districtwide: 37%	2026-2027 CAASPP Math Overall Socioeconomically Disadvantaged: 45% White: 73% Hispanic: 44% Districtwide:51%	Spring 2025 CAASPP Math Gain of 2% Socioeconomically Disadvantaged Gain of 6% Hispanic gain of 5% White loss of 3%
1.3	English Learner Reclassification Rate	2023-24 Local Indicators, ELPAC, CAASPP 35 Students (35/223) - 16% Reclassified	2024-25 Local Indicators 7 Students (7/81) - 12% Reclassified	2025-26 Local Indicators 7 Students (7/81) - 12% Reclassified	2026-2027 Local Indicators, ELPAC, CAASPP 42 students (42/223) - 19% Reclassified	2025-2026 Local Indicators A decrease of 4%
1.4	Attendance Rate	2023-2024 through May of 2024 Local Indicator, QSIS 95% Schoolwide CA Dashboard Chronic Absenteeism: 17% 95% Schoolwide	2024-2025 through May of 2025 Local Indicator, QSIS 95 % Schoolwide CA Dashboard Chronic Absenteeism: 9.8%	2025-2026 through May of 2026 Local Indicator, QSIS 95 % Schoolwide CA Dashboard Chronic Absenteeism: 9.8%	2026-2027 Local Indicator, QSIS Schoolwide 97% Schoolwide CA Dashboard Chronic Absenteeism: 8%	2025-2026 through May of 2026 Local Indicator, QSIS No Change Chronic Absenteeism declined by 8%
1.5	Percentage of properly credentialed teachers.	2023-2024 CA Dashboard/local indicator/Ventura County Office of Education, Human Resources	2024-25 CA Dashboard/local indicator/Ventura County Office of Education, Human Resources	2025-26 CA Dashboard/local indicator/Ventura County Office of Education, Human Resources	2026-2027 CA Dashboard/local indicator/Ventura County Office of Education, Human Resources	2025-2026 CA Dashboard/local indicator/Ventura County Office of Education, Human Resources

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% credentialed teachers and appropriately assigned	100% credentialed teachers and appropriately assigned	100% credentialed teachers and appropriately assigned	100% credentialed teachers and appropriately assigned	100% credentialed teachers and appropriately assigned No Change
1.6	Percent of English Learner Reclassification as Fluent English Proficient (RFEP) Rate	2023-24 Local Indicators, ELPAC, CAASPP 35 Students (35/223) - 16% Reclassified	2024-25 Local Indicators ELPAC, CAASPP 7 of 81 Students 12% Reclassification Rate	2025-26 Local Indicators ELPAC, CAASPP 14 of 99 Students 14% Reclassification Rate	2026-2027 Local Indicators ELPAC, CAASPP All EL: 50% (46/92)	2025-26 Local Indicators ELPAC, CAASPP -2% Reclassification Rate
1.7	Percent of English Learners At-Risk and Long-Term English Learners (LTEL)	2023-24 DataQuest At-Risk EL 4-5 Years: 17.4% (16 out of 92) LTEL 6+ Years: 8.7% (8 out of 92)	2024-2025 DataQuest, CDE At-Risk EL 4-5 Years: 19% (16 out of 81) LTEL 6+ Years: 16% (13 out of 81)	2025-2026 DataQuest, CDE At-Risk EL 4-5 Years: 11% (11 out of 99) LTEL 6+ Years: 12% (12 out of 99)	2026-2027 DataQuest At-Risk EL 4-5 Years: 10.4% LTEL 6+ Years: 2.7%	2025-2026 DataQuest, CDE At-Risk EL 4-5 Years: -6.4%D LTEL 6+ Years: 3.3%
1.8	CAST - Science	Spring 23 CA Dashboard Overall Districtwide: 15%	Spring 2024 CA Dashboard Overall Districtwide: 33%	Spring 2025 CA Dashboard Overall Districtwide:33%	2026-27 CA Dashboard Overall Districtwide: 57%	Spring 25 CA Dashboard Overall Districtwide: Increase of 18%
1.9	ELPAC (English Learner progress toward language proficiency)	Spring 23 ELPAC exam	Spring 2024 ELPAC exam	Spring 2025 ELPAC exam	2026-27 ELPAC exam	Spring 2025 ELPAC exam

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level I 20.33% Level 2 29.40% Level 3 33.77% Level 4 16.50% Overall : 16.50%	Level I 23.93% Level 2 28.67% Level 3 32.78% Level 4 14.63% Overall: 14.63% Proficient	Level I 21% Level 2 33% Level 3 34% Level 4 12% Overall: 12% Proficient	Level I 15% Level 2 15% Level 3 30% Level 4 40% Overall: 18%	Level I .67% Level 2 3.6% Level 3 .23% Level 4 -4.5% Overall: Decrease of 4.5%
1.10	High School Drop out, High School Graduation, CSU/UC percent, CTE course completion, A-G, AP, and EAP	N/A	N/A	N/A	N/A	N/A

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.

Our district continues implement all actions with fidelity. Supplemental materials continue to provide our students with additional reference points and modes to better understand material. The use of chromebooks provide our students with an additional learning modality and access to supportive software.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Actions continue to be effective. The access to supplemental materials continues to enhance first instruction. The use of technology also extends the instructional day through the use of chromebooks at home and during vacation time.

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.

A change that occurred was adding Saturday school for a second year to our Migrant students. The additional access to instruction and practice during Saturday school had a positive impact on students, as evidenced by the improvements in their pre- and post-assessment

results. A change was also made to metrics 1.1 and 1.2 in order to update from 2023-24 to 2022-23. Added Socioeconomically Disadvantaged, Hispanic and White groups.
Metrics; Changes
Metrics 1.1 and 1.2 removed "overall" to avoid confusion as it is not a metric being measured.

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	Science, Technology, Engineering and Mathematics	1.1 Purchase supplementary materials to support California State Standards instruction. Purchase materials to support science, technology, engineering and mathematics. Expand program and purchase standards aligned materials and online resources to support investigations, performance tasks, and projects. (Enhanced or Changed or removed). Students have access to a broad course of study with sufficient access to standards-aligned instructional materials that include and implement state board adopted academic content & performance standards for all students, including English Learners and Long Term English Learners.	$13,300.00	No
1.2	English Language Arts and Social Studies Content Areas	1.2 Purchase supplementary materials to support California State Standards instruction, ELD aligned. Purchase materials to support ELA/Literacy, Social Studies and other content areas. Students have access to a broad course of study with sufficient access to standards-aligned instructional materials that include and implement state board adopted academic content & performance standards for all students, including English Learners and Long Term English Learners. Target areas will continue to be fluency, language development, reading comprehension and phonemic awareness.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Technology	1.3 Purchase technology devices to establish classroom sets in order to allow students to keep a device at home. A refresh of Laptops, tablets, desktops will occur during the 25-26 school year.	$49,950.00	No
1.4	Professional Development	1.4 Continue to provide professional learning for educators on: California State Standards, STEAM teaching. literacy development, assessments, ELD standards, project-based learning, integrating technology, and best instructional practices. Professional learning focuses on differentiated instruction inclusive of English learners/long-term English Learners, Foster Youth and Low Income. The Drone operation and piloting experience for students has enhance the STEAM teaching.	$35,005.00	No
1.5	Special Education Services	1.5 Special Education services will be provided by the district, or by the Ventura County Office of Education, or by another inter-district provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency. Services provided according to each student's IEP.	$947,564.00	No
1.6	Staffing to support smaller class sizes	1.6 To the degree that it is economically feasible, provide single grade learning environments to limit the difficulties in multi-grade classrooms. (All students, including English Learners, Low Income and Foster Youth students)	$215,032.00	Yes
1.7	Student Achievement	1.7 Continue to assess and evaluate interim benchmarks to produce effective lessons for students. The results will also help drive instruction.	$4,000.00	No
1.8	Supplemental Support	1.8 Supplemental support in the area of reading and mathematics Provide additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students. Purchase materials and services for intervention and acceleration.	$67,084.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Intervention Services	1.9 For this 2025 Dashboard lowest performance required action, provides additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students. Purchase materials and services for intervention and acceleration.	$522,401.00	Yes
1.10	After School Program (ASES)	For this 2025 Dashboard lowest performance required action, 1.10 provides additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students. Extended day program offers engaging activities such as robotics and art which promote connecting points for chronic attendees. Saturday School, intersession and summer school provide students with extended periods of learning.	$87,960.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase the effectiveness of parent engagement and participation to address state priority #3, Parent/Family Involvement. This broad goal addresses the Somis community by ensuring meaningful and active participation by families and parents.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Parental involvement ensures active participation by parents in their children's education. In addition, it helps develop and maintain a supportive learning environment where students strive. This environment is sustained through clear communication between parents and school personnel. The DELAC Parent Academy has provided parents with valuable strategies, skills, and knowledge to better support their children's academic and social-emotional growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Parent Conference attendance	Fall 2023 Local Data: Trimester 1 Parent Rosters 60%	Fall 2024 Local Data: Trimester 1 Parent Rosters 85%	Fall 2025 Local Data: Trimester 1 Parents Rosters 90%	Fall 2026 Local Data: Trimester 1 Parent Rosters 95%	Fall 2025 Local Data: Trimester 1 Parent Rosters Increase of 30%
2.2	STEM Nights	Spring 2024 Local Data: Parent Sign-in 3 Events	Spring 2025 Local Data: Parent Sign-in 2 Events	Spring 2026 Local Data: Parent Sign-in 3 Events	Spring 2027 Local Data: Parent Sign-in 4 Events	Spring 2025 Local Data: Parent Sign-in Increase of one event

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	DELAC Committee Membership	2023-2024 Local Data: Parent Sign-in Rosters 16 members	2024-2025 Local Data: Parent Sign-in 22 members	2025-2026 Local Data: Parent Sign-in 24 members	2026-2027 Local Data: Parent Sign-in Rosters 28 members	2025-2026 Local Data: Parent Sign-in Rosters Increase of 8 members

Goal Analysis [2025-26]

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

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

Overall, the implementation of these efforts proved highly effective, as evidenced by a notable increase in parent engagement sign-ins and participation throughout the school year. Parents demonstrated a greater sense of connection to the school community and a stronger commitment to supporting student success both at home and on campus. In particular, the District English Learner Advisory Committee (DELAC) experienced continued growth and increased involvement. This progress was largely driven by the group's active participation in a series of three targeted professional development workshops designed to strengthen parent capacity and leadership. The workshops focused on establishing clear expectations for student behavior and academic success, while also providing parents with practical strategies centered on positive reinforcement, communication, and relationship building. As a result of these learning opportunities, parents became more confident in supporting their children's educational and social-emotional development. The workshops also fostered stronger collaboration between families and school staff, creating a more unified approach to supporting students. These efforts contributed to more meaningful parent engagement, increased trust between home and school, and a stronger sense of partnership within the Somis School community.

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

There were no significant material differences between budgeted expenditures and estimated actual expenditures.

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

All actions and strategies implemented continue to demonstrate effectiveness in strengthening parent engagement and supporting student success. Active parent involvement remains a foundational component in driving academic achievement, promoting student motivation, and fostering a positive school culture. Research consistently shows that when families are meaningfully connected to the educational process, students are more likely to demonstrate improved academic performance, stronger attendance, positive behavior, and increased confidence in their learning. To sustain and expand this momentum, it is essential to continue implementing well-planned, engaging, and purposeful activities that align with both the academic goals of the District and the social-emotional development of students. Opportunities such as parent workshops, DELAC meetings, school events, classroom activities, and collaborative learning experiences help families better

understand how to support their children academically while also strengthening communication between home and school. Parents continue to be engaged through intentional opportunities that encourage participation, leadership, and shared responsibility in the educational process. These efforts have helped cultivate a stronger sense of belonging and trust within the school community. As partnerships between families, staff, and students continue to grow, the school community benefits from stronger relationships, increased collaboration, improved student outcomes, and a more supportive and inclusive learning environment for all students.

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

As a result of a significant number of parent engagement events, we only offered 2 STEM nights. Families demonstrated greater involvement through a series of community-based projects that fostered collaboration, leadership, and a shared commitment to student success. For example, building a Gaga ball court.

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	Access to Technology	2.1 Provide access to technology and digital resources to promote parent understanding of educational program for: • Parents of low income pupils • Parents of English learners • Guardians of foster youth • Parents of re-designated English proficient • Provide access during after school program hours	$0.00	No
2.2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	2.2 The District will continue to hold engaging learning events for families, including parents of English Learners, Low-Income students, and students with disabilities, as part of its commitment to strengthening family-school partnerships and increasing meaningful participation in the educational process. These opportunities are designed to create welcoming and inclusive environments where families feel empowered to support their children's academic, social, and emotional growth. To promote family engagement in STEAM teaching and learning, the District will host four (2) STEM Family Nights throughout the school year. These interactive events will provide students and their families with hands-on learning experiences	$8,698.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focused on science, technology, engineering, arts, and mathematics. Families will have the opportunity to participate in collaborative activities, explore innovative technologies, and gain a deeper understanding of how STEAM concepts connect to real-world problem solving and future career pathways. In addition, these events will strengthen connections between home and school by encouraging families to actively engage in their children's learning experiences. To further promote family engagement in daily school interactions and bridge language differences within the school community, the District will continue offering monthly informational sessions specifically designed for Spanish-speaking families. These sessions will provide guidance on navigating school systems, participating in school events, understanding academic expectations, and becoming active members of the Parent Faculty Organization (PFO). Families will also receive information about available school and community resources, strategies for supporting student achievement at home, and opportunities to strengthen communication and collaboration with school staff.		
2.3	Communication with all parents, especially parents of English Learners, Low-Income students, and Students with Disabilities	2.3 Hold interactive events for families (including parents of English Learners, Low-Income Students, and students with disabilities)and educators. Communicate with families regarding school programs and student progress. The district will continue to create two-way communication channels between school and home that are effective and reliable. Two-way communication will include surveys to collect input from educational partners, conferences, and meetings. Provide childcare to enhance parent engagement.	$6,500.00	Yes
2.4	Family Engagement and Exposure to Fine Arts	2.4 Hold engagement/audience events for families, students (including English Learners, Low Income, and Students with disabilities), and educators. The aim is to cultivate community connectedness and awareness of student progress and accomplishment. The district will engage families through classroom and school-wide events and performances.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Communication	2.5 Utilize a variety of communication tools including, but not limited to: phone messages, text, newsletters, website, parent connect, assorted applications.	$4,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The purpose of this goal is for students to learn the skills necessary to become self-advocates for their learning. This broad goal will also include actions and services principally directed to increase or improve services for students with identified needs and targeted for our unduplicated student groups. With the expectation that students will become self-advocates, we must be able to measure student connectivity and engagement in student offerings and modernized facilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

According to the most recent California School Dashboard, California Department of Education data indicates that Somis School maintained a chronic absenteeism rate of 6.1% during the 2024–2025 school year. In addition, the District's suspension rate remains lower than both state and county averages, placing Somis in the "green" performance category. These indicators reflect the District's continued commitment to fostering a positive school climate, strengthening student connectedness, and implementing proactive supports that encourage consistent attendance and appropriate student behavior. The District recognizes that student engagement, attendance, and school climate are directly connected to academic achievement and overall student well-being. As a result, Somis School will continue to allocate resources strategically to ensure a safe, supportive, and engaging learning environment for all students and staff in alignment with Goal 3 of the District's LCAP. Efforts will include maintaining strong social-emotional supports, implementing positive behavior practices, enhancing campus safety measures, and providing meaningful opportunities for student engagement both inside and outside the classroom. Additionally, the District will continue investing in programs and initiatives that strengthen students' sense of belonging and connection to school. These efforts may include expanded extracurricular and enrichment opportunities, targeted attendance interventions, family engagement activities, counseling and wellness supports, and ongoing professional development for staff focused on relationship-building and student engagement strategies. By maintaining a safe and welcoming school environment where students feel valued and connected, the District aims to further improve attendance, reduce behavioral incidents, and promote positive outcomes for all students and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Attendance	2023-2024 CA Dashboard	2024-2025 CA Dashboard	2025-2026 CA Dashboard	2026-2027 CA Dashboard	2025 CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District/All: 17.3% SWD: 25.6%	District/All:9.8% Declined 7.6% SWD: 15.6%	District/All:6.1% Declined 3% SWD: 15.6%	District/All: 5% SWD: 15%	Decreased by 10% in 25-26
3.2	Extended Day Program	2023-2024 Local data: Student roster 2 Classes	2024-2025 Local data: Student roster 2 Classes	2025-2026 Local data: Student roster 2 Classes	2026-2027 Local data: Student roster 3 Classes	2025-2026 Local data: Student roster Maintained 2 Classes
3.3	Facilities in Good Repair (FIT)	2023-24 Williams Uniform Complaints 0 complaints Maintain buildings in good repair 100%	2024-25 Williams Uniform Complaints 0 complaints Maintain buildings in good repair 100%	2025-26 Williams Uniform Complaints 0 complaints Maintain buildings in good repair 100%	2026-27 Williams Uniform Complaints 0 complaints Maintain buildings in good repair 100%	2025-26 Williams Uniform Complaints Maintained 0 complaints Maintain buildings in good repair 100%
3.4	Middle School Dropout Rate	Source Data: 2022-23 CALPADS/Local Indicator 0%	Source Data: 2023-24 CALPADS/Local Indicator 0%	Source Data: 2024-25 CALPADS/Local Indicator 0%	Source Data: 2025-26 CALPADS/Local Indicator 0%	Source Data: 2024-25 CALPADS/Local Indicator No change
3.5	Suspension Rate	2022-23 CA Dashboard 0%	2023-24 CA Dashboard .004% Very Low	24-25 CA Dashboard 1.4%	2025-26 CA Dashboard 0% Very Low	2024-25 CA Dashboard Increase of 1.4%
3.6	Expulsion Rate	2022-23 QSIS/Local Indicator 0%	2023-24 QSIS/Local Indicator 0%	2024-25 QSIS/Local Indicator 0%	2025-26 QSIS/Local Indicator 0%	2024-25 QSIS/Local Indicator No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Engagement Survey	No Baseline, survey began 25-26	No year one outcome, survey began 25-26	Baseline year 25-26 Local Survey 98% Students felt connected to the school	26-27 Local Survey 100% Students felt connected to the school	Comparison data provided in 26-27 school year

Goal Analysis [2025-26]

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

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

Overall, the implementation of these actions and services proved highly effective, as demonstrated by the continued success of the District's outstanding music program and the strong participation levels in the variety of enrichment opportunities offered through the after-school program, as evidenced by student enrollment rosters and consistent attendance. These programs continue to provide students with meaningful opportunities to develop academically, socially, creatively, and emotionally in a safe and supportive environment. The District's music program remains a significant source of student engagement and school pride, offering students opportunities to build confidence, creativity, discipline, and collaboration through performance and participation. Equally important, the expanded after-school offerings continue to provide students with access to enriching activities that support learning beyond the regular instructional day, while also fostering positive peer relationships and student connectedness to school. In addition, the school counselor continues to play a vital role in supporting the overall well-being of students by providing ongoing social-emotional support services, individual guidance, and proactive interventions when needed. The counselor also plans and facilitates engaging lunchtime activities designed to promote inclusion, relationship building, leadership opportunities, and positive student interactions across grade levels. These intentional activities contribute to a welcoming and supportive school climate where students feel connected and valued. Furthermore, the various after-school activities continue to be implemented with intentionality, incorporating clearly communicated expectations, consistent routines, and positive reinforcement strategies that encourage student responsibility, participation, and respectful behavior. Staff members maintain strong communication and collaboration to ensure students receive both academic and social-emotional support throughout the extended learning environment. As a result, these efforts have contributed to stronger collaboration among students and staff, increased student engagement, and more meaningful student involvement in school programs and activities.

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

There continues to be no significant material differences between budgeted expenditures and estimated actual expenditures.

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

All actions were effective. Active student engagement plays a pivotal role in driving academic achievement. To foster meaningful involvement, it is essential to continue to implement well-planned and engaging activities that align with both academic objectives, social-emotional development and high interest by students. Students continue to engaged in drones, robotics, automated agriculture, music, sports, art and many other offerings during and after school.

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

Changes made to the following actions:
3.1 Identified as an LREBG funds. LREBG identified action.
3.6 Adding an enrichment activity involving Mexican Teachers visiting to provide enrichment activities to students.

Metric being added to measure the effectiveness.
3.7 This metric will be used to monitor the impact of action 3.1.

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	Additional Counseling Services	3.1 For the 2025 Dashboard lowest performance required action (SWD), counseling hours provide time for groups to address social emotional issues for all students, including English Learners, Foster Youth, Low-Income students, and Students with Disabilities. This action is evidenced based in alignment with LREBG funding requirements and is monitored by metric 3.7.	$229,384.00	Yes
3.2	Additional Counseling Services	3.2 Provide on-going training and education for Foster Youth Liaison. If there are no foster youth students enrolled, the liaison will provide services directly to English Learners, Low Income students, and students with disabilities.	$28,613.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Service Projects	3.3 Involve all students, including English Learners, Low-Income students, and Students with Disabilities, in service learning projects.	$2,000.00	Yes
3.4	Music and Fine Arts	3.4 Increase access to music/educational program for all students, including English Learners, Low-Income students, and Students with Disabilities.	$85,235.00	Yes
3.5	Expose Students to a Variety of Athletic Opportunities	3.5 Provide after school sports and competitive events for all students, including English Learners, Low-Income students, and Students with Disabilities.	$42,302.00	Yes
3.6	Enrichment Opportunities	3.6 Provide enrichment opportunities aligned with California State Standards for all students, including English Learners, Low-Income students, and Students with Disabilities. In the 26-27 school year visiting teachers from Mexico will provide students with multicultural lessons and activities to enrich their academic experience.	$35,612.00	Yes
3.7	Childcare Opportunities	3.7 Provide expanded learning opportunities in the morning/afternoon. Recognize consistent student attendance at all Student of the Month assemblies. (EL; FY; LI)	$274,930.00	Yes

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
$1,060,903	$129,833

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
34.953%	0.000%	$0.00	34.953%

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
1.6	**Action:** Staffing to support smaller class sizes **Need:** English Learners, Low-Income students, and Students with Disabilities often face unique educational challenges that are elevated in multi-grade classrooms. For example, accessing grade level content, reduced targeted support and social-emotional concerns. In addition, it is extremely	Based on teacher input and previous effective strategies serving multi-grade classrooms, providing a single-grade learning environment English Learners, Low-Income students, and Students with Disabilities students will have access to targeted support, extensive differentiated instruction, and grade-level content that will close the achievement gap and promote social-emotional well being. This action is provided LEA-wide due to staffing and limited classroom availability.	Trimester benchmarks will serve to monitor and adjust instructional services to students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenging for teachers to offer individual support and attention for students. **Scope:** LEA-wide		
1.9	**Action:** Intervention Services **Need:** Per teacher input, English Learners, Low-Income students, and Students with Disabilities require additional time and support services to reach mastery. The cost of support services prohibits 75% of students from accessing them. **Scope:** LEA-wide	Through intervention services, our English Learners, Low-Income students, and Students with Disabilities will take part in additional instructional time. The services are offered all year long as well as during a three week summer period, Saturday school and 10 day intersession in June after school is out.	Pre and post assessments will be administered to all intervention participants. Local metrics will be used in Math and Readng.
1.10	**Action:** After School Program (ASES) **Need:** Per parent input, students benefit from a safe and secure learning environment after the normal school day. Due to cost, many parents are unable to pay for this type of environment. **Scope:** LEA-wide	The ASES program offers a safe, supportive, and structured learning environment where students benefit from extended time to complete assignments and actively participate in engaging enrichment activities. By combining academic support with hands-on experiences, the program promotes both academic growth and personal development in a secure setting.	Student and Parent surveys will help guide the effectiveness of the program at the end of every semester.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Family Engagement in Science, Technology, Engineering, Art and Mathematics **Need:** Families of English Learners, Low-Income students, and Students with Disabilities are limited to their access to science, technology, engineering, art and mathematics. **Scope:** LEA-wide	Per parent surveys, STEAM nights will enable parents to actively engage with their children in the areas of math, art, science and engineering. This will facilitate ongoing conversations between English learners, low-income students and students with disabilities students and their families.	Sign-in sheets will be collected at each event.
2.3	**Action:** Communication with all parents, especially parents of English Learners, Low-Income students, and Students with Disabilities **Need:** English Learners, Low-Income students, and Students with Disabilities, who make up 75% of the student population, benefit from continuous communication in the families primary language. **Scope:** LEA-wide	All correspondence will go out in English/Spanish. Staff will facilitate parent conferences and ongoing communication in English/Spanish.	Sample correspondence sent home to include invites to STEM nights, Back to School and Parent conferences.
2.4	**Action:** Family Engagement and Exposure to Fine Arts **Need:** Families of English Learners, Low-Income students, and Students with Disabilities are limited to their access to the fine arts.	Per parent surveys, fine arts nights will enable parents to actively engage with their children. This will facilitate ongoing conversations between students and families.	Sign-in sheets will be collected at each event.

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		
3.1	**Action:** Additional Counseling Services **Need:** Families of English Learners, Low-Income students, and Students with Disabilities make up 75% of students and have limited access to social-emotional support. **Scope:** LEA-wide	English Learners, Low-Income students, and Students with Disabilities continue to benefit from social-emotional support. The counselor also provides one to one and small group sessions.	Sign-in sheets will be kept to evaluate volume and effectiveness of services. In addition, parents will be surveyed for input.
3.2	**Action:** Additional Counseling Services **Need:** English Learners, Foster Youth, Low-Income students, and Students with Disabilities make up 75% of students. This population benefits from additional social emotional services per staff recommendation. **Scope:** LEA-wide	English Learners, Foster Youth, Low-Income students, and Students with Disabilities will be provided counseling services as needed. Our counselor will provide counseling services as needed to address student social emotional needs.	Sign-in sheets will be kept to evaluate volume and effectiveness of services. In addition, parents will be surveyed for input.
3.3	**Action:** Service Projects **Need:**	Past practice has shown that traditional instruction will be enhanced through relevant service projects. The school garden and butterfly sanctuary will remain the centerpiece of our service efforts in the upcoming school year, fostering environmental	Projects will be evaluated every trimester to measure the levels of engagement.

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, foster youth and low income students will benefit from service projects that will beautify and enhance our school district. This engaging form of instruction greatly increases the active participation of learning and engagement of students. **Scope:** LEA-wide	stewardship and hands-on learning for all students. The outdoor science lab has exposed students to hydroponic farming and controls systems.	
3.4	**Action:** Music and Fine Arts **Need:** Music and fine arts increase motor skills, decision making, inventiveness, and improved academic performance. In addition research supports the notion that music is also closely related to a child's ability to excel in science and math. Principally directed to serve English Learners, Students with Disabilities, and Low-Income students. **Scope:** LEA-wide	Every student in grades TK-8 take part in the music program with instruction by a credentialed music teacher. The fine arts are interwoven into the CORE subject areas.	Music grades will be reviewed by the Superintendent every trimester.
3.5	**Action:** Expose Students to a Variety of Athletic Opportunities **Need:** Athletics positively contributes to the health of students. As a result of the high registration fees for athletics, many of our students do not have the means to sign up for competitive	Physical education will be offered to student in grades 4-8 and will be taught by a credentialed physical education teacher. Physical education will be led by classroom teachers in grades TK-3. Soccer, Dance, Cheer and Football will be available to students in grades 3-8, they will compete in the city league.	Rosters will be maintained to measure the level of engagement by students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	sports. Principally directed to serve English Learners, Students with Disabilities, and Low-Income students, who make up 75% of the student population. **Scope:** LEA-wide		
3.6	**Action:** Enrichment Opportunities **Need:** English Learners, Low-Income students, and Students with Disabilities, who make up 75% of the student population, benefit from access to enrichment activities. These offerings are necessary to enhance their educational experience. **Scope:** LEA-wide	Robotics, coding, food, drone operation, volleyball, futsal camp and soccer are offered to enhance the educational experience of English Learners, Low-Income students, and Students with Disabilities based on success during the past years. These services are cost prohibitive to marginalized students and benefit all students.	Registration for camps will be kept to evaluate level of interest of the camps.
3.7	**Action:** Childcare Opportunities **Need:** Childcare opportunities will be provided for students who arrive before school starts or after school. English Learners, Low-income, and Students with Disabilities, who make up 75% of all the student population, benefit from these services. **Scope:**	Before and after school care will be provided throughout the school year for all students. Due to a large population of English Learners, Low-income, and Students with Disabilities there is a great need for these types of programs.	Sign-in rosters will be kept to evaluate needs.

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		

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.

No 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.

Additional funds will be utilized to provide increased certificated staff to allow for smaller class sizes and low-income students, as well as additional aide support (classified staff) in the classroom. The additional staffing will be principally directed to serve English Learners, Students with Disabilities, Low-Income and Foster Youth (pending enrollment) (grades 4-8, and Grades TK-3). (goal 1, action 1.6)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:23.65

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 certificated staff providing direct services to students	N/A	1:16.52

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	$3,035,206	1,060,903	34.953%	0.000%	34.953%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,119,913.00	$1,289,578.00	$0.00	$256,579.00	$2,666,070.00	$1,872,505.00	$793,565.00

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	Science, Technology, Engineering and Mathematics	All	No			All Schools	2026-27	$0.00	$13,300.00	$3,300.00	$10,000.00	$0.00	$0.00	$13,300.00	
1	1.2	English Language Arts and Social Studies Content Areas	All	No			All Schools	2026-27	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
1	1.3	Technology	All	No			All Schools	2026-27	$0.00	$49,950.00	$49,950.00	$0.00	$0.00	$0.00	$49,950.00	
1	1.4	Professional Development	All	No			All Schools	2026-27	$26,005.00	$9,000.00	$0.00	$0.00	$0.00	$35,005.00	$35,005.00	
1	1.5	Special Education Services	Students with Disabilities	No			All Schools	2026-27	$494,909.00	$452,655.00	$1,500.00	$775,431.00	$0.00	$170,633.00	$947,564.00	
1	1.6	Staffing to support smaller class sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$215,032.00	$0.00	$215,032.00	$0.00	$0.00	$0.00	$215,032.00	
1	1.7	Student Achievement	All	No			All Schools	2026-27	$0.00	$4,000.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	
1	1.8	Supplemental Support	Students with Disabilities English Learners/Long Term English Learners, Foster Youth and Low Income	No			All Schools	2026-27	$54,784.00	$12,300.00	$0.00	$61,233.00	$0.00	$5,851.00	$67,084.00	
1	1.9	Intervention Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$507,401.00	$15,000.00	$477,311.00	$0.00	$0.00	$45,090.00	$522,401.00	
1	1.10	After School Program (ASES)	All	No Yes	LEA-wide		All Schools	2026-27	$0.00	$87,960.00	$0.00	$87,960.00	$0.00	$0.00	$87,960.00	
2	2.1	Access to Technology	All Students with	No				2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
			Disabilities English Learners/Long Term English Learners, Foster Youth and Low Income													
2	**2.2**	Family Engagement in Science, Technology, Engineering, Art and Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$2,448.00	$6,250.00	$8,698.00	$0.00	$0.00	$0.00	$8,698.00	
2	**2.3**	Communication with all parents, especially parents of English Learners, Low-Income students, and Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$6,500.00	$6,500.00	$0.00	$0.00	$0.00	$6,500.00	
2	**2.4**	Family Engagement and Exposure to Fine Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$1,500.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	
2	**2.5**	Communication	All	No			All Schools	2026-27	$0.00	$4,000.00	$0.00	$4,000.00	$0.00	$0.00	$4,000.00	
3	**3.1**	Additional Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$229,384.00	$0.00	$210,901.00	$18,483.00	$0.00	$0.00	$229,384.00	
3	**3.2**	Additional Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$28,613.00	$0.00	$28,613.00	$0.00	$0.00	$0.00	$28,613.00	
3	**3.3**	Service Projects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$2,000.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	
3	**3.4**	Music and Fine Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$54,235.00	$31,000.00	$32,694.00	$52,541.00	$0.00	$0.00	$85,235.00	
3	**3.5**	Expose Students to a Variety of Athletic Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$40,302.00	$2,000.00	$42,302.00	$0.00	$0.00	$0.00	$42,302.00	
3	**3.6**	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$612.00	$35,000.00	$35,612.00	$0.00	$0.00	$0.00	$35,612.00	
3	**3.7**	Childcare Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$218,780.00	$56,150.00		$274,930.00			$274,930.00	

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
$3,035,206	1,060,903	34.953%	0.000%	34.953%	$1,061,163.00	0.000%	34.962 %	**Total:**	$1,061,163.00
								LEA-wide Total:	$1,061,163.00
								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	1.6	Staffing to support smaller class sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,032.00	
1	1.8	Supplemental Support				All Schools	$0.00	
1	1.9	Intervention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$477,311.00	
1	1.10	After School Program (ASES)	Yes	LEA-wide			$0.00	
2	2.2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,698.00	
2	2.3	Communication with all parents, especially parents of English Learners, Low-Income students, and Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,500.00	
2	2.4	Family Engagement and Exposure to Fine Arts	Yes	LEA-wide	English Learners Foster Youth	All Schools	$1,500.00	

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 (%)
					Low Income			
3	3.1	Additional Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,901.00	
3	3.2	Additional Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,613.00	
3	3.3	Service Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
3	3.4	Music and Fine Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,694.00	
3	3.5	Expose Students to a Variety of Athletic Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,302.00	
3	3.6	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,612.00	
3	3.7	Childcare Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,075,779.00	$2,461,534.00

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**	Science, Technology, Engineering and Mathematics	No	$12,100	$27,963
1	**1.2**	English Language Arts and Social Studies Content Areas	No	$5,000	$44,417
1	**1.3**	Technology	No	$45,000	$71,505
1	**1.4**	Professional Development	No	$25,895	$28,896
1	**1.5**	Special Education Services	No	$663,146	$819,169
1	**1.6**	Staffing to support smaller class sizes	Yes	$209,019	$213,128
1	**1.7**	Student Achievement	No	$10,000	$2,350
1	**1.8**	Supplemental Support	Yes	$50,670	$47,436
1	**1.9**	Intervention Services	Yes	$388,319	$471,580
1	**1.10**	After School Program (ASES)	No	$62,818	$87,960
2	**2.1**	Access to Technology	Yes	650	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	Yes	$8,695	$3,750
2	2.3	Communication with all parents, especially parents of English Learners, Low-Income students, and Students with Disabilities	Yes	$2,000	$500
2	2.4	Family Engagement and Exposure to Fine Arts	Yes	$1,500	$0
2	2.5	Communication	No	$4,000	$4,000
3	3.1	Additional Counseling Services	Yes	$217,555	$210,814
3	3.2	Additional Counseling Services	Yes	$27,946	$28,508
3	3.3	Service Projects	Yes	$1,500	$0
3	3.4	Music and Fine Arts	Yes	$57,192	$84,476
3	3.5	Expose Students to a Variety of Athletic Opportunities	Yes	$42,475	$42,260
3	3.6	Enrichment Opportunities	Yes	$30,611	$34,181
3	3.7	Childcare Opportunities	Yes	$209,688	$238,641

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)
$969,734.00	$929,379.00	$996,601.00	($67,222.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Staffing to support smaller class sizes	Yes	$209,019	$213,128		
1	1.8	Supplemental Support	Yes	$0	$4,385		
1	1.9	Intervention Services	Yes	$363,051	$431,683		
2	2.1	Access to Technology	Yes	$650	$0		
2	2.2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	Yes	$8,695	$3,750		
2	2.3	Communication with all parents, especially parents of English Learners, Low-Income students, and Students with Disabilities	Yes	$2,000	$500		
2	2.4	Family Engagement and Exposure to Fine Arts	Yes	$1,500	$0		
3	3.1	Additional Counseling Services	Yes	$217,555	$210,814		
3	3.2	Additional Counseling Services	Yes	$27,946	$28,508		
3	3.3	Service Projects	Yes	$1,500	$0		
3	3.4	Music and Fine Arts	Yes	$24,377	$32,962		

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)
3	3.5	Expose Students to a Variety of Athletic Opportunities	Yes	$42,475	$42,260		
3	3.6	Enrichment Opportunities	Yes	$30,611	$28,611		
3	3.7	Childcare Opportunities	Yes	$0	$0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,914,327	$969,734.00	0%	33.275%	$996,601.00	0.000%	34.197%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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