LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Las Lomitas Elementary School District
CDS Code: 41 68957 0000000
School Year: 2026-27
LEA contact information:
Erik Burmeister
Superintendent
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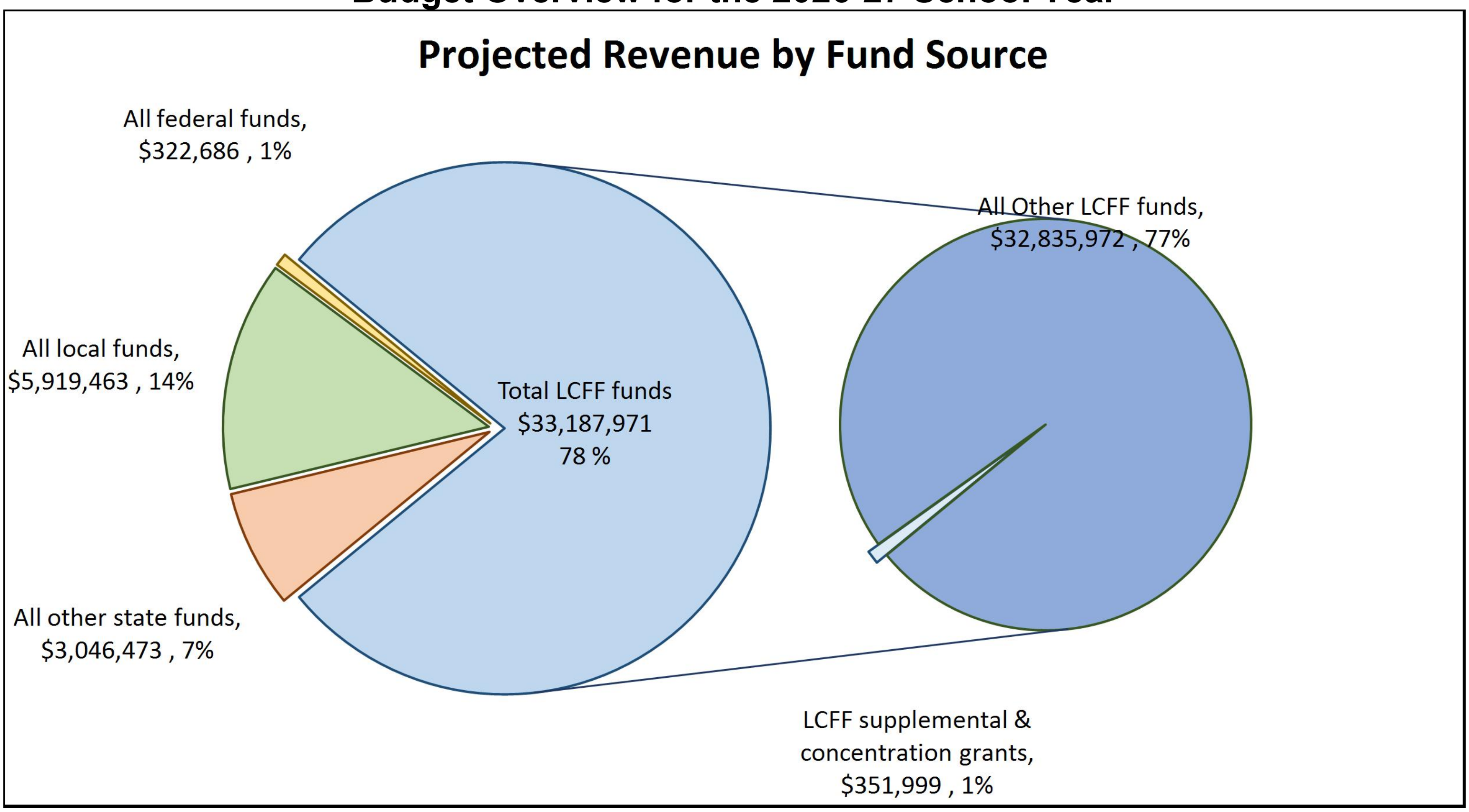
650-854-6311

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

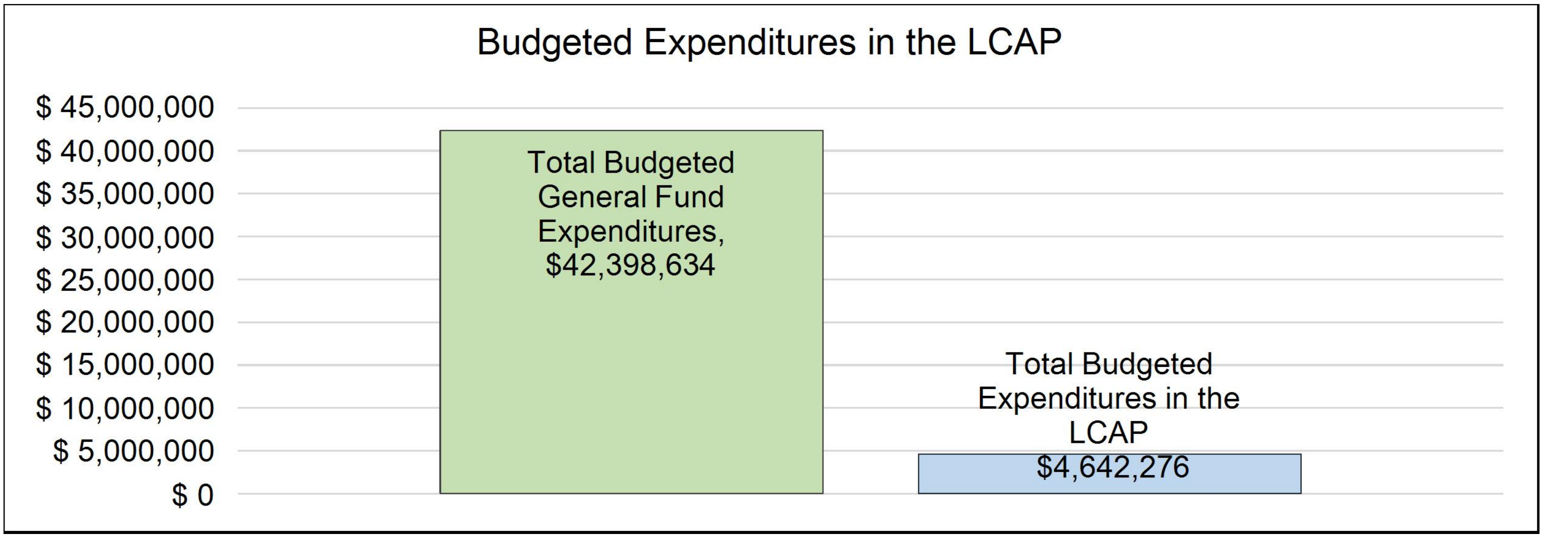


This chart shows the total general purpose revenue Las Lomitas Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Las Lomitas Elementary School District is $42,476,593, of which $33,187,971 is Local Control Funding Formula (LCFF), $3,046,473 is other state funds, $5,919,463 is local funds, and $322,686 is federal funds. Of the $33,187,971 in LCFF Funds, $351,999 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 Las Lomitas Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Las Lomitas Elementary School District plans to spend $42,398,634 for the 2026-27 school year. Of that amount, $4,642,276 is tied to actions/services in the LCAP and $37,756,358 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

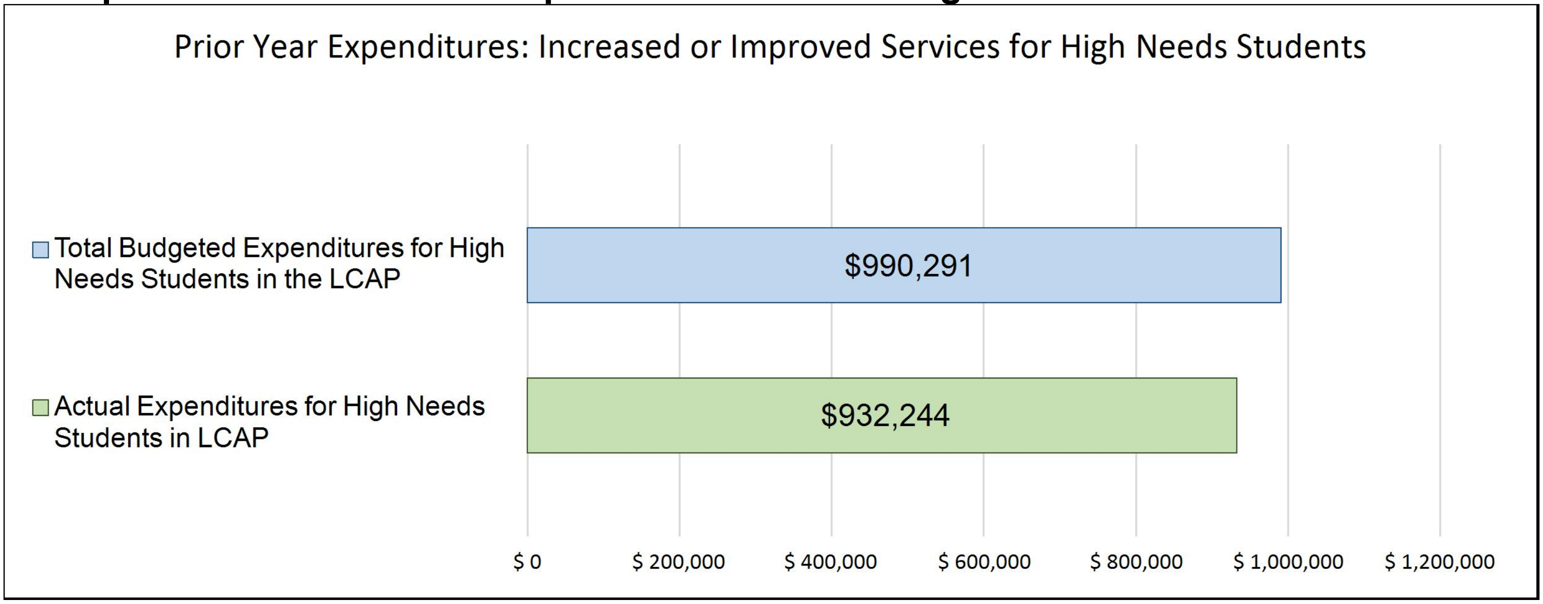
Administrative and operating costs such as administrative salaries/benefits, insurances, utilities and student transportation costs are not directly related to teaching and learning and are not included.

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

In 2026-27, Las Lomitas Elementary School District is projecting it will receive $351,999 based on the enrollment of Foster Youth, English learner, and low-income students. Las Lomitas Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Las Lomitas Elementary School District plans to spend $938,714 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 Las Lomitas Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Las Lomitas Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Las Lomitas Elementary School District's LCAP budgeted $990,291 for planned actions to increase or improve services for high needs students. Las Lomitas Elementary School District actually spent $932,244 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
Las Lomitas Elementary School District	Erik Burmeister Superintendent	eburmeister@llesd.org 650-854-6311

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.

Las Lomitas Elementary School District (LLESD) is committed to building upon existing excellence and utilizing continuous improvement to create the best student-centered public education that inclusively engages and inspires all LLESD students as a foundation for their lifelong learning & future success in high school and beyond. The Las Lomitas Elementary School District, a TK-8 district, includes the Southwestern part of Atherton, an unincorporated section of San Mateo County between Atherton and Menlo Park, the western section of Menlo Park (Sharon Heights), a portion of Woodside, and the community of Ladera (unincorporated San Mateo County). Las Lomitas participates in the Voluntary Transfer Program and receives approximately five percent of its population from East Palo Alto and East Menlo Park. The district is diverse and we are proud of the diversity of our students and families as it provides our students, families and staff with exposure to various cultures, languages, and backgrounds which fosters empathy, respect, and understanding among students. It helps break down stereotypes and promotes acceptance of differences. Our student enrollment is approximately 1132 students and the district is comprised of several different ethnic groups: 45.1% of our students are white, 22.4% of our students are Asian, 17% of our students are Hispanic, 13.9% of our students are two or more races, and 0.1% of our students are African-American. We serve a diverse student learner population where 11.22% of our students are students with disabilities, 8.75% of our students are English Learners, and 6.36% of our students are from socio-economically disadvantaged backgrounds.

The District Strategic Plan is the road map for much of our work. The current Strategic Plan ends in June of 2026. Next year, the superintendent and the Director of Curriculum and Instruction will lead the Future Ready Design Team to create a new strategic plan with a core group of educational partners that will include teachers, administrators, classified staff and paraeducators, and parents/families and community members.

Our district is committed to fostering a sense of belonging and an inclusive environment for all students. Our schools have engaged in Restorative Practices emphasizing our efforts in using unexpected student behavior as a learning opportunity. As a complement to traditional discipline practices, site administration strategically made this decision to better address the social-emotional needs of students. Every class has been provided with resources to conduct classroom meetings. These are intended to provide community-building opportunities in the classroom to promote belonging and inclusion. At Las Lomitas Elementary School, Monday mornings have been strategically designed to incorporate a school-wide community meeting called Lions' Pride. These meetings have celebrated a variety of diverse topics, including neurodiversity, Native American, Arab American, African American, and Asian American, to name a few.

Las Lomitas District continues to find new and inclusive ways to celebrate the numerous cultures within and beyond our school community. We will continue to build school and classroom libraries that provide primary language support and include more representation. Las Lomitas will remain steadfast in our effort to support the belonging and inclusion of all members of its community. Our plan will continue to include metrics and outreach to families regarding attendance.

All teachers working in LLESD are appropriately assigned per credential requirements. Many teachers hold multiple credentials and teach across content areas. Because of the District's small size and the enrollment fluctuation, many teachers are assigned courses in multiple areas to fill their schedule in low enrollment years and accommodate our full master schedule in high enrollment years by teaching extra classes. This flexibility is essential in a small district. Teachers have worked extensively on the Common Core State Standards, the Next Generation Science Standards, and, most recently, the History-Social Science Framework. All students have full access to standards-aligned instructional materials. (State Priority #5, 7)

The focus of the district remains on strong Tier I instruction. This year, we were more intentional about the use of our Wednesday collaboration meetings with the cycle of work we do during these meetings. The first Wednesday of the month is dedicated to an all staff meeting, the second Wednesday of the month is dedicated to work around First, Best Instruction (FBI) with a focus on strong Tier I instructional strategies, the third Wednesday of the month is dedicated to Student Outcomes (STOUT) with an emphasis on our new Collaborative Data Protocol procedure, and the last Wednesday of the month is dedicated to our new design team meetings.

Las Lomitas (TK - 3rd grades)l has been engaged in creating a systematic phonics based program, UFLI, which is based in the Science of Reading (SOR) framework. The work of our Learning Support Teams (LST) is focused on evidence-based intervention for our striving students who are struggling. These interventions are based on data and the work in this tier utilizes the SOR framework for students who need extra assistance in the area of reading with the implementation of 95% Phonics Lesson Library, an intervention based in evidence. This work will continue next year.

This year, we implemented several design teams. Each design team consists of teachers, classified staff and paraeducators, parents/family members and administrators. Each design team is described below:
* Math Design Team
The Math Design Team will develop a coherent, research-based instructional framework and clear PK–8 pathways that ensure all students experience rigorous, engaging mathematics. Grounded in equity and high expectations, the team will design tiered supports and acceleration opportunities, establish transparent placement criteria, and use data to guide decision-making. Their work will promote consistent, high-quality instruction that builds mathematical confidence, critical thinking, and readiness for advanced coursework.

* Literacy Design Team
The Literacy Design Team will design a comprehensive, research-aligned literacy framework grounded in the Science of Reading to ensure all students become proficient, confident readers. The team will align curriculum, assessments, and professional development to support foundational skills, language comprehension, and a love of reading. Through data-driven instruction and a strong MTSS approach, the team is committed to the goal of all students reading at grade level by third grade.

* MTSS Design Team
The MTSS Design Team will develop a unified, research-based system of academic, behavioral, and social-emotional supports to ensure every student thrives. Emphasizing strong Tier 1 instruction, data-based decision making, and responsive interventions, the team will align practices across schools. Their work will foster a culture of collective responsibility, inclusion, and proactive support for all students.

* La Entrada Middle School Schedule Design Team
The Middle School Schedule Design Team will design a responsive and efficient schedule for grades 4–8 that better supports academics, interventions, enrichment, and student well-being. Through analysis of current structures, staffing, and resources, the team will explore innovative scheduling models that maximize learning opportunities and operational efficiency. Their work will promote engagement, smooth transitions, and a strong middle school experience for all students.

* Wellness and SEL Design Team
The Wellness and SEL Design Team will create a comprehensive framework that embeds social-emotional learning, wellness, and restorative practices into daily school life. Focused on fostering belonging, resilience, and strong relationships, the team will support both students and staff through proactive and responsive strategies. Their work will help cultivate safe, inclusive, and supportive school communities.

* Great Place to Work Design Team
The Great Place to Work Design Team will bring together staff across roles to strengthen a positive, collaborative, and supportive work environment. Through honest feedback, inclusive dialogue, and shared problem-solving, the team will identify and implement strategies to improve staff morale and experience. Their work will help build a culture where all voices are heard and valued.

* LCAP & Equity Team
The LCAP and Equity Team will guide the integration of equity, inclusion, and accountability across the district's LCAP. Through strategic planning and ongoing monitoring, the team will ensure that equitable practices are embedded in policies, programs, and resource allocation. Their work will support continuous improvement and help create schools where all students feel valued and supported.

Students in LLESD have access to all required courses and instructional materials and enrichment classes, such as music, art, drama, world language, leadership, and technology. Students with special needs (SWD) are supported based on their Individualized Education Plan (IEP) or Section 504 Plan. Our faculty prides itself on implementing these services in the least restrictive environment. Students with special needs make meaningful, successful gains, both academically and socially. All students in LLESD have had a history of performing very well on statewide assessments. Students who complete the 8th grade in LLESD are prepared to go to the high school of their choice, public and private, and compete with other students in the most rigorous courses. Some of our 8th grade students complete Geometry as 8th graders.

(State Priority #1, 2, 4, 5)

Multilingual Learners (MLL) previously comprised 6% of the district population, and now 8.75% of our students are English Learners. Our total population of Multilingual students is around 31.1%. Our English Learners have access to the core curriculum and English Language Development (ELD) instruction at all grade levels. Their English acquisition is supported through designated and integrated ELD. Historically, our system's number of foster youth is very low or non-existent. Our Director of Student Services ensures they are in place and coordinated when services and supports are required.
(State Priority #1, 2, 4, 5, 7)

Students and parents in LLESD value education and know the importance of regular attendance. Chronic Absenteeism continues to be an indicator we monitor. We have purchased additional supports for attendance in our student information system, PowerSchool. The sites worked diligently to implement short time independent study for students who are eligible and we utilize the SARB process when needed. Student suspensions are very low (typically less than 1% per year), and there have been no expelled students for the past several years, as well as no middle school dropouts.
(State Priority #1, 2, 4, 5, 8)

Positive school culture and climate are essential to a thriving, successful school community. Therefore, a social skills curriculum is taught at both schools with lessons and activities from Project Cornerstone at La Entrada, and Second Step and Rainbow Kids at Las Lomitas. At Las Lomitas, students practiced social skills through New Games, Lion’s Lunch, and inclusion activities. During lunch, they also participated in various counseling groups with the school and Adolescent Counseling Services counselors (ACS). In addition, the school’s "Roarriors" leadership group held lunch gatherings, offering leadership opportunities for students. All new students to the school were invited to join the counselor for weekly lunch meetings for the first month of school, and student ambassadors were paired with new students to give school tours and serve as friends as they acclimated to their new school.

In addition, La Entrada (4th - 8th grades) continues inclusion activities, coupled with Leopard’s Lounge, to support social skills at the middle school. The La Entrada counselors also implemented The Hangout Room for lunch recess times, where students can choose to participate in fun board games, rubix cube challenges, Lego building, and arts and crafts. This alternative to playground engagement provides the students with an option of places to go where they are encouraged to be positive and helpful to all in the room. Further, the counselors and support staff continue to implement Kindness Ambassadors to help promote events such as “Unity Day.” The ambassadors spread the word about upcoming events and ways to spread kindness. The events are filled with fun activities such as face painting and group art projects.
(State Priority #6, 8)

Parental input is an essential component of the culture of our District. Each site currently has a PTA and Site Council. Next year, the SSCs will morph into Parent Advisory Committees (PAC) and will serve as the LCAP Parent Advisory Committee. Currently, the Community Advisory Committee (CAC) serves as the LCAP Parent Advisory Committee (PAC). It comprises representatives from both schools’ PTA leadership and Site Council leadership. Representatives from the foundation leadership, DELAC leadership, parents of students with an IEP, school board members, site administrators, and district administrators also attend monthly meetings. The District English Learner Advisory Committee (DELAC), our LCAP English Learner Parent Advisory Committee (ELPAC), meets throughout the year, with representation from Las Lomitas and La Entrada. All parents were offered multiple opportunities to participate in surveys and focus groups (special education and general education) with the principals and the superintendent.

As part of our LCAP, the District sought input from parents on the District decision-making process and how the District has promoted parent participation in programs. The online survey included questions about our district's climate and culture and instructional programs. This information informed our current and future LCAP. Several times per year, parents of Special Education students are invited to meetings relative to particular topics. Periodically, parents are surveyed on important issues. The District will continue seeking feedback from educational partners via a Panorama Survey on our progress toward meeting our instructional goals each Spring.
(State Priority #3, 6)

Reflections: Annual Performance

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

Learning Recovery Emergency Block Grant (LREBG):
LLESD received an additional apportionment of $13,685 this fall. These funds were fully expended and used to support LCAP Goal One, Action 1.6a. We are projected to receive LREBG funding in the 2026-2027 school year which will be used to support Goal One, Action 1.6a.

Based on the 2025 California School Dashboard (Dashboard, state and local data, LLESD has been successful in several areas while other data indicates areas of growth:

1. Academic Performance
   - English Learner Progress Indicator
   - 51.7% making progress towards English language proficiency or maintaining the highest level, which is an decrease of 7.3% from 2024
   - 29.8% maintained English language proficiency level
   - 17.5% decreased at least one English language proficiency level

   - English Language Arts -
   - 2025 Smarter Balanced Summative Assessment (SBAC), 83.57% of 590/706 3rd-8th grade students scored meets or exceeds standard.
   - 2025 CA Dashboard, The Asian, English Learner, Hispanic, Tow or more races, and white student groups scored at the Very High or High levels.
   - Spring 2026 local assessment data, Kindergarten: 75%, 1st Gr: 77%, 2nd Gr: 80%, 3rd Gr: 88%, 4th Gr: 89%, 5th Gr: 79%, 6th Gr: 62%, 7th Gr: 66%, 8th Gr. 77% met or exceeded standard.

   - Mathematics -

* 2025 Smarter Balanced Summative Assessment (SBAC), 83.21% of 595/715 3rd-8th grade students scored meets or exceeds standard.
   - 2025 CA Dashboard, All student groups scored at the Very High or High levels which is an improvement over last year's Dashboard.
   - Spring 2026 local assessment data, Kindergarten: 94%, 1st Gr: 91%, 2nd Gr: 89%, 3rd Gr: 91%, 4th Gr: 88%, 5th Gr: 70%, 6th Gr: 76%, 7th Gr: 80%, 8th Gr. 61% met or exceeded standard.

* Science

* 2025 California Science Test (CAST), 68.22% 5th and 8th grade students scored meets or exceeds standard, which is a slight decrease from last year's results. 37.5% of Students with Disabilities (SWD) scored meets or exceeds standard, 46.81% of Hispanic students scored meets or exceeds standard which is an increase from last year, and 5.26% of Socioeconomically Disadvantaged (SED) students scored meets or exceeds standard, which is an significant decrease from last year. 7.69% of our English Learner group number scored meets or exceeds standard.

- Implementation of Academic Standards - Standard Met

2. Academic Engagement

- Attendance and Chronic Absenteeism - Based on the attendance reported through DataZone in 2025-2026, 3.42% of LLESD students are absent more than 10% of the school year, and the average daily attendance for 2025-2026 is 96.75%. Both of the school sites worked diligently to ensure students could work at home when absent. In addition, there was an effort to support students regardless of why they were not in attendance or on a short-term independent study contract. As of June 1, 2026, the district attendance rate was 96.75%, an increase of 1.75%, and the chronic absenteeism rate was 3.42%, a decrease of 1.08% from last year.

* 2025 CA Dashboard the Socioeconomically Disadvantaged and Students with Disabilities student groups were identified as the lowest performance level (red) and the English Learners and White student groups were in the low performance level (orange) for chronic absenteeism. Although Las Lomitas exited ATSI for chronic absenteeism, there is a possibility that La Entrada will enter ATSI next year if we cannot reduce the number of student groups in the red and orange indicator levels.

- 2025 CA Dashboard, 5.1% of our students were chronically absent which we maintained at 0%.
- Access to a Broad Course of Study - Standard Met

3. Conditions and Climate

- Suspension Rate - Based on the suspensions reported through CALPADs and reported on the Dashboard/Dataquest, less than 1%
- Basics: Teachers, Instructional Materials, Facilities - Standard Met
- Parent and Family Engagement - Standard Met - Based on the 2026 Parent/Family Panorama Survey, 72% of the families were engaged. After reviewing the survey comments and discussing this data with the PAC and DELAC, parents believe these numbers continue to reflect the schedules and busyness of the families.
- The strategic communications of bi-weekly, aligned principal newsletters and consistent, monthly district newsletters distributed on Thursdays strengthened the educational partnership engagement to support student success. All levels of the organization worked to deliver consistent, timely, and culturally responsive communications that promote family and staff engagement. Educational partners provided feedback via discussion, meeting notes, shared Google documents, and survey data. In general, the ideas the staff and community provided the 2026-2027 LCAP.

The District plans on maintaining success through continuous reflection and adjustment throughout the year, focused and strategic professional development and student support, and communication with students, families, and staff.

Identified Needs:
Based on the 2025 California School Dashboard (Dashboard) and local data, LLESD needs significant improvement in the following areas:
1. Academic Performance

- English Learner Progress Indicator -Continue to increase the percentage of Multilingual students that show English Language growth and become redesignated (RFEP) so that the District reduces the number of Long Term English Learners (LTEL) and assures redesignation before moving to high school. Increase support staff, para educators, and after school staffing based on increased multilingual student enrollment. Provide English language development professional development. Review and purchase Multilingual Learner instructional materials for designated English Learner instruction as outlined in LCAP Goal 1.

- English Language Arts and Mathematics - Continue to standardize reading, writing, math, and ELD assessments across the grade levels as indicated in LCAP Goal 1.

- English Language Arts, Mathematics, and Science - Improve the achievement of students with disabilities (SWD) student group, Socio-economically disadvantaged students(SED), English Learners (EL) and Hispanic students. Continue to examine and fully implement current intervention programs to ensure alignment and adopt intervention strategies and programs as appropriate. Continue to communicate a course of action regarding the importance of improving tiered interventions and invest heavily in clarifying expectations for highly effective instruction. Provide training and guidance for schools on the appropriate use of Tier 2 and Tier 3 interventions and on implementing the district's selected program(s). Continue to collaborate with the Learning Support Team (LST) and provide clear expectations for closing opportunity and achievement gaps as outlined in LCAP Goal 1.

2. Academic Engagement

- Attendance and Chronic Absenteeism - Based on the 2023 CA School Dashboard Chronic Absenteeism indicator, the Hispanic student group at Las Lomitas Elementary School was in the red. In light of the chronic absenteeism rate we plan to continue with the action step to mitigate this in LCAP Goal One. We will continue to monitor student attendance at both schools and intervene to support students experiencing trauma and social-emotional stress due to the pandemic. Activities included personal outreach to families, family and community information on attendance, and periodic attendance monitoring to intervene and partner with families to improve student attendance and engagement, as indicated in LCAP Goal 3.

- Diversity, Equity, Inclusion, Access, and Belonging (DEIAB) - Continue to develop a plan for consistent implementation at the site level of the policies and practices for restorative and non-exclusionary discipline. Develop strategies and opportunities for students and staff to build meaningful relationships, especially for students who have indicated that they lack a supportive adult at school, as indicated in LCAP Goal 2.

* 2025-2025 LCAP - Based on the 2023 CA School Dashboard Chronic Absenteeism indicator, the Hispanic student group at Las Lomitas Elementary School was in the red. In light of Las Lomitas School being eligible for ATSI due to the chronic absenteeism rate of the Hispanic student group, and additional action step was added to the LCAP to mitigate this in LCAP Goal One, and is carried into the 2026-2027 LCAP, Goal One. We will continue to monitor student attendance at both schools and intervened to support students who experience attendance issues. Activities include personal outreach to families, family and community information on attendance, and periodic attendance monitoring to intervene and partner with families to improve student attendance and engagement as indicated in LCAP Goal One.

- Social Emotional Learning - Continue to implement SEL curriculum across the grade levels as indicated in LCAP Goal 2.

3. Conditions and Climate

- Diversity, Equity, Inclusion, Access, and Belonging (DEIAB) - This is the foundation and lens for all of our goals and action steps in the LCAP. Continue to ensure that all aspects of equity and cultural competence, including race, ethnicity, LGBTQ+, and other identities, are addressed during professional learning as well as opportunities that help staff teach diverse and anti-racism topics in their classrooms.

* Continue to monitor the percentage of Hispanic students being recommended for Special Education services. The Director of Curriculum and Instruction, formerly the position of Assistant Superintendent of Education Services, will collaborate regularly with the Director of Student Services to monitor this indicator.

* Attendance Rate - Monitor attendance rate and chronic absenteeism rate. Based on the 2023 CA School Dashboard Chronic Absenteeism indicator, the Hispanic student group at Las Lomitas Elementary School was in the red. In light of Las Lomitas School being eligible for ATSI due to the chronic absenteeism rate of the Hispanic student group, and additional action step was added to the LCAP to mitigate this in LCAP Goal One, and is carried into the 2026-2027 LCAP, Goal One. We will continue to monitor student attendance at both schools and intervened to support students who experience attendance issues. Activities include personal outreach to families, family and community information on attendance, and periodic attendance monitoring to intervene and partner with families to improve student attendanc eand engagement as indicated in LCAP Goal One.

- Suspension Rate - Continue to review existing SEL strategies and monitor the suspension prevention plan so that staff and students develop the skills necessary to prevent suspension as indicated in LCAP Goal 2.

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- Basics: Teachers, Instructional Materials, Facilities - Conduct a math curriculum and materials review to choose new state adopted math materials for the 2026-2027 school year in LCAP Goal 1.

Parent and Family Engagement - Utilize the inclusive communication platform for the website’s content management system, newsletters, and emergency communications. Continue to utilize the communication plan that outlines expectations for consistent implementation at each site to ensure we are communicating in a manner that is inclusive of all members of the school community. Continue to offer parent involvement opportunities in multiple languages and settings to increase parent engagement as indicated in LCAP Goal 4.

- Local Climate Survey - Continue to monitor the implementation of diversity, equity, and inclusion strategies (Adult SEL, Restorative Practices, Growth Mindset, etc.) as a way of increasing awareness of everyone's story and sense of belonging as a way of improving school climate and culture as indicated in LCAP Goal 2.

LCAP Highlights:

Continue to implement the district design teams. Each design team consists of teachers, classified staff and paraeducators, parents/family members and administrators (LCAP Goals 1, 2, and 3). Each design team was described in the LCAP Plan Summary.

In 2026-2027, the classroom teachers will continue to refine their Tier I instruction as a foundation of Multi-Tiered Systems of Support (MTSS) as the Learning Support Teams refines their work and addresses the needs of struggle learners with an emphasis placed on providing systematic phonics instruction in all tiers. This work will also include a substantial, intentional, and regular progress monitoring element in 2026-2027.

As we work to create a balanced budget, several changes in staffing for the 2026-2027 school year will be implemented
* Director of Curriculum and Instruction will replace the position of Assistant Superintendent of Education Services as the person in that role is retiring at the end of the 2025-2026 school year.
* Teacher on Special Assignment (TOSA) ELA is a newly created position. This position will assist the district in the creation of a high quality literacy program in the district.
* Teacher on Special Assignment (TOSA) Math is a newly created position. This position will assist the district in the creation of a high quality math program in the district.
* English Language Development (ELD) Specialist at La Entrada is a newly created position. This position will teach 6-8 ELD while providing coaching and PD support to all LE teachers in the area of ELD.

Some additional key features of the plan:

* Provide PD opportunities to all staff in core content areas, English Language Development, Universal Design for Learning, Restorative Practice, and strong Tier I instruction. (LCAP Goal #1)
* Continue to provide staff training in dELD and iELD strategies. (LCAP Goal #1)
* Provide all staff and administrators training in the new Math Frameworks. (LCAP Goal #1)
* Use our data platform to continue to evaluate and mitigate differences in achievement among student groups and disaggregate and analyze student performance data across subgroups at consistent points across the year, with clear expectations for closing opportunity and achievement gaps. (LCAP Goal #1)
* Conduct a math curriculum and materials review to prepare for the math adoption materials to be purchased in 2026-2027. (LCAP Goal #1)
* Ensure that all aspects of equity and cultural competence, including race, ethnicity, LGBTQ+, and other identities, are addressed during professional learning. (LCAP Goal #2)
* Continue to monitor the chronic absenteeism rates in the district. (LCAP Goal #2)
* Provide training in the use of AI in the classroom to all teachers and administrators (LCAP Goal #3)
* Continue to offer a robust induction program to support teachers of color in their first years of teaching. (LCAP Goal #3)
* Maintain a pipeline that includes opportunities for career growth for staff of color, including participation in leadership academies, instructional and leadership coaching, and other leadership development opportunities. (LCAP Goal #3)
* Continue to implement the Universal Meals program. (LCAP Goal #3)
* Continue to provide restorative practices training for all staff across all levels of the district for consistent implementation at the site level of the policies and practices for restorative and non-exclusionary discipline. (LCAP Goal #3)
* Continue to train staff on the processes and details outlined in the Comprehensive School Safety Plans. (LCAP Goal #3)
* Maintain safe spaces for students to retreat and connect in a low-stress environment during the school day (e.g., Zen Den, calming corners, sensory elements). (LCAP Goal #4)
* Maintain implementation of the communication platform for the website’s content management system, newsletters, and emergency communications and update the implementation plan for the transition to the new vendor. (LCAP Goal #5)

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
LLESD School Board	10/15/25: School board meeting - Las Lomitas school gave a presentation on the School Plan for Student Achievement in alignment to our 2025-2026 LCAP. 11/5/25: School board meeting - presentation on Student Performance data - LCAP Goal 1. Board asked what are we doing to monitor the progress of our students who need additional support. Also presented enrollment information - Goal 4. This presentation included metrics for our student groups, particularly our English Learners. We are closely monitoring the progress of our student groups on all state and local assessment data. 12/10/25: School board meeting - presentation regarding one-time funds and use plans for use of the grant. Plan centers on providing summer school for the next two years to support our striving learners with additional time and intervention support. The board asked several pointed questions about how best to use this money and asked us to come back in January with the plan more fleshed out. 1/14/26: School board meeting - presentation on the CA School Dashboard district results - LCAP Goal 1. We also presented a clearer plan for summer school using grant funds which the board approved - LCAP Goal 1.

Educational Partner(s)	Process for Engagement
	2/11/26: School board meeting - Presentation of the mid-year LCAP Update. 3/4/26: School board meeting - Presented information on the Parent Advisory Committee (PAC) and how this will replace School Site Council since we are no longer required to have SSCs or SPSAs due to lack of Title I funding - LCAP Goal 4. Some board members questioned if this might diminish the role of our parents, but were advised that our current SSC members would provide feedback in how they would like to see the PACs function - LCAP Goal 4. 6/4/26: School board meeting - LCAP Public Hearing. 6/10/26: School board meeting - presentation on the local indicators and approval of the 2026-2027 LCAP and Budget.
Community Advisory Committee - Serves as the LCAP Advisory Group (Las Lomitas and La Entrada PTA Presidents - parents, site and district administrators, Champions staff - classified, Las Lomitas Education Foundation - parents, Las Lomitas League - classified), and the district Wellness Coordinator - other school personnel.	CAC serves as the LCAP Advisory Group for the district. 8/19/25: Provided information on the New Staff Orientation and Convocation - LCAP Goal 3. 9/16/25: Provided information on the new district Design Teams and Committees - LCAP Goal 1, 2, 3. 10/21/25: Provided information about the Districtwide PD Day on October 13, 2025 - LCAP Goal 1. 1/10/26: Provided information about the Districtwide PD Day on January 3, 2026 - LCAP Goal 1. 5/19/26: Provided an update on the 2026-2027 LCAP which included survey information. The group did not provide any questions regarding the LCAP therefore the superintendent did not have to respond to the group in writing.
District English Language Advisory Committee (parents, district and site administrators, other school personnel, and teachers)	11/7/25: DELAC Meeting - presented ELPAC data and celebrated our students who were reclassified - LCAP Goal 1.

Educational Partner(s)	Process for Engagement
	2/4/26: DELAC Meeting - presented information on our mid-year LCAP Progress, Goals 1 - 5. Also shared information reviewing the current progress in assessing the summative ELPAC - LCAP Goal 1. 5/15/26: DELAC Meeting - presented information on the 2025-2026 LCAP and asked for feedback. Parents at the meeting are happy with the LCAP and offered no suggestions and had no questions.The DELAC group did not provide any comments regarding the LCAP therefore the superintendent did not have to respond to the group in writing.
Certificated and Classified Staff (includes both collective bargaining unit leadership - LLEA and CSEA, teaches and other school personnel)	2/23/26: Provided all teachers, administrators and classified staff with an update on the current LCAP and asked for feedback on next year's LCAP via a Panorama survey.
Parents, Guardians, Students, and Community Members, including parents and families of students with disabilities	2/23/26-3/6/26: Provided all families and community members with an opportunity to feedback on next year's LCAP via a Panorama survey.
District Leadership Team (site, district administrators and other school personnel)	8/4/25: Provided time to do a deep dive into last year's survey responses to determine implications for this school year. Also introduced new district design teams and provided PD into what is a design team - LCAP Goals 1 and 4. 8/5/25: Provided PD on Data Driven Instruction which included the introduction to our new Structured Collaboration and Data Protocol Agenda. We also discussed the procedures for conducting Suicide Risk Assessments and Threat Assessments as well as a review of our IEP process and the role of the administrator - LCAP Goals 1 and 2. 8/12/25: Reviewed design team focus and worked collaboratively to create the first staff and family newsletters of the year - LCAP Goals 1 and 4. 8/26/25: Reviewed our Structured Protocol process and did a deep dive into 2025 CAASPP Data. We also reviewed our IEP process - LCAP Goal 1. 9/9/26: Provided PD in our new data platform, DataZone - LCAP Goal 1.

Educational Partner(s)	Process for Engagement
	9/16/25: Provided updates of the work of our design teams - LCAP Goals, 1, 2, and 3. 10/14/25: Provided updates of the work of our design teams - LCAP Goals, 1, 2, and 3. 10/28/25: Provided PD on Instructional Leadership with guest presenter, Steve Ventura, using his Improving Instruction Together book - LCAP Goals 1 and 3. 11/4/25: Provided updates of the work of our design teams - LCAP Goals, 1, 2, and 3. 11/18/25: Reviewed the CA School Dashboard data with the team and discussed implications and next steps. Dug deep into the areas of Chronic Absenteeism using DataZone to determine which students and families needed support - LCAP Goals 1 and 2. 12/2/25: Provided updates of the work of our design teams and reviewed SARC data - LCAP Goals, 1, 2, and 3. 12/9/25: Reviewed and revised all LCAP Panorama surveys: Teachers/Staff, Students, Parents/Family. Some questions were added to better measure our actions in the LCAP - LCAP Goal 4. 1/13/26: Provided updates of the work of our design teams - LCAP Goals, 1, 2, and 3. 1/27/26: Reviewed how to take IEP notes in an IEP meeting - LCAP Goals 1 and 4. 2/10/26: Provided updates of the work of our design teams. We also reviewed recent immigration enforcement protocols - LCAP Goals, 1, 2, 3 and 4. 3/10/26: Provided updates of the work of our design teams - LCAP Goals, 1, 2, and 3.

Educational Partner(s)	Process for Engagement
	3/31/26: Provided PD on Instructional Leadership - instructional practices and assessment practices - LCAP Goals 1 and 3. 4/14/26: Provided updates of the work of our design teams and reviewed LCAP Survey Data - LCAP Goals 1 - 4. 4/28/26: Reviewed Structured Collaboration and Data Protocols and continued PD on Instructional Leadership - LCAP Goals 1 and 3. The District Leadership Team reviewed the 2026-2027 LCAP Draft. District Leadership agreed that the new design teams (Goals 1, 2, 3), the use of TOSAs (Goal 1.1), and the implementation of the new math pathways (Goal 1) were important to include in the LCAP. 5/12/26: Provided updates of the work of our design teams - LCAP Goals, 1, 2, and 3. 5/26/26: Provided PD on Instructional Leadership - implications and plan for next year - LCAP Goals 1 and 3. 6/2/26: Provided updates of the work of our design teams - LCAP Goals, 1, 2, and 3.
SELPA Consultations	2/23/2026 - Met and discussed the LCAP progress towards goals. The team did not offer any suggestions. 4/8/2026 - Met and discussed LCAP survey data. The team did not suggest any changes to the LCAP.
District Newsletters - these newsletters go out every month to staff and parents/families. We review the open rates of each newsletter and monitor this as one of our metrics for LCAP Goal 4 (teachers, principals, administrators, other school personnel, local bargaining units, parents, and students).	11/1/25: Provided information on summer school dates (LCAP Goal 1). Asked staff to complete a survey for the Great Place to Work Design Team (LCAP Goal 3). Provided all with an update of the work of the Literacy Design Team (LCAP Goal 1). Shared information about the event provided by the Las Lomitas Inclusion Committee (LCAP Goal 4) 12/1/25: Provided information about our Reclassification Ceremony during the DELAC meeting (LCAP Goal 1). Shared information about the TK Information Night for prospective TK students and their guardians (LCAP Goals 1 and 4). Shared CA School Dashboard

Educational Partner(s)	Process for Engagement
	information and a copy of the presentation shared with the board (LCAP Goal 1). The AI Committee shared a draft of the district's AI Board Policy (LCAP Goal 4). 1/1/26: Shared an AI in Education article and how AI is used in our MS Mandarin class (LCAP Goal 1). Shared information regarding our January 5 district wide PD (LCAP Goal 1). Shared dates of the Math Town Hall meetings designed to get parent and staff input on the Math Pathways (LCAP Goals 1 and 4). 2/1/26: Shared information regarding who will lead this year's summer school program (LCAP Goal 1). Shared information regarding the superintendent's Balanced Budget Initiative (LCAP Goal 4). 3/1/26: Shared criteria for summer school eligibility and program information (LCAP Goals 1 and 4). Shared information regarding next year's bell schedule at LE (LCAP Goals 1 and 4). Shared information regarding Community Input Sessions for the Prop 4 grant opportunity (LCAP Goal 4). 4/1/26: Shared information about the Friends Event (LCAP Goals 2 and 4). Presented an update on the work of the district design teams (LCAP Goal 1). 5/1/26: Shared information about the upcoming state testing window (LCAP Goal 1). 6/1/26: Introduced 2026-2027 new hires (LCAP Goal 3), California's updates to state reporting levels (LCAP Goal One), and highlighted the paraprofessionals who attended the CSEA Paraprofessional Conference (LCAP Goal 3),
LCAP and Equity Team Meetings - these meetings include personnel who oversee each goal of the LCAP (administrators and other school personnel).	1/13/26: Reviewed each goal and action in the LCAP to determine mid-year progress towards goals and create the Mid-Year Progress Report to the board. No changes were made to the LCAP at this time as our data indicated that we are on the right track.

Educational Partner(s)	Process for Engagement
	5/12/26: Reviewed all survey data, available metrics, and the team thought it was important to list all of design teams in the LCAP (Goals 1, 2, and 3).
Student Advisory Committee - this committee is made up of MS students who represent the diverse learner population of the district. The students in this group represented the following student groups (English Learners, Hispanic, SED, and SWD). We meet with this team separately due to their school schedules. Input from our students is shared with district and site leadership, the PAC, and DELAC.	5/5/26: Met with our student advisory committee to share a draft of the 2026-2027 LCAP as well as student survey data to get input from our students. Students shared that they love our schools and feel that they are prepared for high school. Students need not have any questions regarding the LCAP, nor did they offer any suggestions to add the the LCAP.

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

The LCAP encompasses the work of the Strategic Plan, Board Goals, Facilities Master Plan, and recommendations from the Equity Audit and will provide continuous focus on our district goals, LCAP goals, and efforts. In addition, the LCAP has been reviewed with the schools' faculties, the Community Advisory Committee (CAC), Las District English Learner Advisory Committee (DELAC), Las Lomitas Education Association (LLEA), and California School Employee Association (CSEA), as well as students, for input and feedback. Educational partner engagement is an ongoing, annual process. The Community Advisory Committee (CAC) serves as the LCAP Parent Advisory Committee (PAC). It comprises representatives from both schools' PTA leadership and Site Council leadership. Representatives from the foundation leadership, DELAC leadership, parents of students with an IEP, school board members, site administrators, and district administrators also attend monthly meetings. The CAC serves as the District Parent Advisory Committee (PAC), and the DELAC serves as the District English Language Advisory Committee (DELAC).

Feedback was provided via discussion, meeting notes, shared Google documents, and survey data. In the Spring, the District used a Panorama survey where educational partners confidentially share their input. In general, the ideas the staff and community provided aligned with the 2026-2027 LCAP. The emphasis on diversity, equity, inclusion, access, and belonging (DEIAB) continues the efforts over the last ten years, so there is continued support for DEIAB as the foundation for the LCAP Goals.

According to the LCAP survey, teachers and staff value the professional development opportunities offered throughout the year and would like more input in what professional development is offered during the school year. According to the Teacher and Staff LCAP survey feedback, teachers would also like to receive PD from their peers so we plan to utilize our district wide PD days for teachers to provide the professional development sessions where their peers can choose sessions that are meaningful to their goals (Goal 1, Action 1.2a).

Survey data from all educational partners indicated a desire to continue to focus on climate and culture. As the District moves into 2026-2027, we will continue to focus on the climate and culture because there is room for improvement (Goal 2).

All survey data indicated that our staff, teachers, and families would like continued emphasis on engaging all voices in our work to design and plan for increased inclusion and belonging, trust and transparency (Goal 4).

The third through eighth grade students participated in the district Panorama Survey. The students reported positive student-adult relationships and the a sense of safety. The students on the Student Advisory Committee expressed strong satisfaction with academic supports such as math acceleration, differentiated homework, and caring staff, while also valuing the school's inclusive environment, affinity groups, and extracurricular opportunities. However, students raised concerns about inconsistent behavioral consequences. The 2026-2027 LCAP includes an action step regarding accelerated learning pathways (Goal 1) and incorporating transparent and consistent student behavior and support systems (Goal 2).

Students did not have any questions that need to be addressed by the superintendent in writing.
Our educational partners continue to express a strong interest in creating actions specific to our thriving students. This input is reflected in the continuation of this action in LCAP Goal 1:
* 1.9: Enrichment for our Thriving Students

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in Science, Mathematics, English Language Arts (ELA) and growth in English language proficiency as demonstrated through state assessments and local assessments.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (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.

Analysis of student performance on 2025 state benchmark assessments shows:
84% of all students met or exceeded grade-level standards in ELA
21% of English Learners (ELs) met or exceeded grade-level standards in ELA
48% of Students with Disabilities (SWD) met or exceeded grade-level standards in ELA
44% of Socio-economically disadvantaged Students (SED) met or exceeded grade-level standards in ELA
63% of Hispanic students met or exceeded grade-level standards in ELA

83% of all students met or exceeded grade-level standards in Math
43% of English Learners (ELs) met or exceeded grade-level standards in Math
48% of Students with Disabilities (SWD) met or exceeded grade-level standards in Math
36% of Socio-economically disadvantaged students (SED) met or exceeded grade-level standards in Math
54% of Hispanic students met or exceeded grade-level standards in Math

Grades 5 and 8:
68% students scored meets or exceeds standard in Science
8% of English Learners (ELs) met or exceeded grade-level standards in Science
38% of Students with Disabilities (SWD) scored meets or exceeds standard in Science
5% of Socioeconomically Disadvantaged (SED) students scored meets or exceeds standard in Science
47% of Hispanic students scored meets or exceeds standard in Science
No score for ELs - not enough students in this student group for a score

Analysis of student performance on Spring 2026 local benchmark reading assessments shows:

74% of all students met or exceeded grade-level standards in Reading

Analysis of student performance on Spring 2026 local benchmark math assessments shows:
80% of all students met or exceeded grade-level standards in Math

The achievement gap in the identified student groups can also be referred to as an opportunity gap based on the percentage of EL students, SED students, SWD, and Hispanic students who are not meeting standard in ELA, math and science as compared to their peers. Additionally, the district continues to challenge students who consistently meet or exceed standard in ELA and math.

Input received from educational partners through the LCAP development process indicates a desire to improve ELA, Math, and Science achievement for all students. We plan to improve performance through actions that support and improve student learning and will measure progress toward our goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of all students and students of historically marginalized student groups in grades 3-8 who score proficient on California Assessment of Student Performance and Progress (CAASPP)	2023 CAASPP All Students: • 84% ELA & 83% Math English Learners (ELs): • 31% ELA & 67% Math Students with Disabilities (SWD): • 55% ELA & 55% Math Socio-economically disadvantaged (SED): • 52% ELA & 43% Math Hispanic: • 58% ELA & 56% Math	2024 CAASPP All Students: • 85% ELA & 83% Math English Learners (ELs): • 16% ELA & 54% Math Students with Disabilities (SWD): • 50% ELA & 50% Math Socio-economically disadvantaged (SED): • 59% ELA & 56% Math	2025 CAASPP All Students: • 84% ELA & 83% Math English Learners (ELs): • 21% ELA & 43% Math Students with Disabilities (SWD): • 48% ELA & 48% Math Socio-economically disadvantaged (SED): • 44% ELA & 36% Math	All Students: • 90% ELA & 90% Math English Learners (ELs): • 37% ELA & 73% Math Students with Disabilities (SWD): • 75% ELA & 75% Math Socio-economically disadvantaged (SED): • 72% ELA & 63% Math Hispanic:	CAASPP All Students: • 0% ELA & +0% Math English Learners (ELs): • -10% ELA & -24% Math Students with Disabilities (SWD): • -7% ELA & -7% Math Socio-economically disadvantaged (SED): • -8% ELA & -7% Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: • 60% ELA & 57% Math	Hispanic: • 63% ELA & 54% Math	• 78% ELA & 76% Math	Hispanic: • +5% ELA & -2% Math
1.2	Percent of all students and students of historically underserved student groups in grades K-8 who meet or exceed standards on the district benchmark reading assessment	0% 2024-2025 is the baseline year for the assessment across all grade levels	Spring 2025 Reading Assessment All Students: 75% English Learners (ELs): 20% Students with Disabilities (SWD): 37% Socio-Economically Disadvantaged (SED): 30% Hispanic: 47%	Spring 2026 Reading Assessment All Students: 74% English Learners (ELs): 42% Students with Disabilities (SWD): 43% Socio-Economically Disadvantaged (SED): 64% Hispanic: 54%	Reading Assessment All Students: 90% English Learners (ELs): 55% Students with Disabilities (SWD): 70% Socio-Economically Disadvantaged (SED): 75% Hispanic: 75%	Reading Assessment All Students: -1% English Learners (ELs): +22% Students with Disabilities (SWD): +6% Socio-Economically Disadvantaged (SED): +34% Hispanic: +7%
1.3	Percent of all students and students of historically underserved subgroups in grades K-8 who meet or exceed standards on the district benchmark writing assessment	0% 2024-2025 is the baseline year for the assessment across all grade levels	2025 Writing Benchmark All Students: 78% English Learners (ELs): 48% Students with Disabilities (SWD): 37% Socio-economically disadvantaged (SED): 30% Hispanic: 47%	Spring 2026 Writing Benchmark All Students: 72% English Learners (ELs): 29% Students with Disabilities (SWD): 29% Socio-economically disadvantaged (SED): 38% Hispanic: 45%	All Students: 85% English Learners (EL): 85% Students with Disabilities (SWD): 85% Socioeconomically Disadvantaged (SED): 85% Hispanic: 85%	All Students: -6% English Learners (EL): -19% Students with Disabilities (SWD): -8% Socioeconomically Disadvantaged (SED): +8% Hispanic: -2%
1.4	Percent of all students and students of historically underserved student groups in grades 3-7 who meet or exceed standards on the district	2024 MARS Assessment All Students: 72% English Learners (ELs): 63% Students with	In 2024-2025, we chose not to administer this assessment and it will be deleted from our metrics.	In 2024-2025, we chose not to administer this assessment and it will be deleted from our metrics.	In 2024-2025, we chose not to administer this assessment and it will be deleted from our metrics.	In 2024-2025, we chose not to administer this assessment and it will be deleted from our metrics.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	benchmark math assessment (MARS)	Disabilities (SWD): 69% Socio-Economically Disadvantaged (SED): No data Hispanic: 53%				
1.5	Percent of all students and students of historically underserved subgroups in grades K-8 who meet or exceed standards on the district benchmark math assessment	0% 2024-2025 is the baseline year for the assessment across all grade levels	Spring 2025 Math Assessment All Students: 80% English Learners (ELs): 67% Students with Disabilities (SWD): 48% Socio-Economically Disadvantaged (SED): 39% Hispanic: 61%	Spring 2026 Math Assessment All Students: 80% English Learners (ELs): 68% Students with Disabilities (SWD): 42% Socio-Economically Disadvantaged (SED): 55% Hispanic: 60%	All Students: 90% English Learners (ELs): 55% Students with Disabilities (SWD): 70% Socio-Economically Disadvantaged (SED): 75% Hispanic: 75%	All Students: +0% English Learners (ELs): +1% Students with Disabilities (SWD): -6% Socio-Economically Disadvantaged (SED): +16% Hispanic: -1%
1.6	Percent of all students and students of historically underserved student groups in grades 5 and 8 who score proficient on California Science Test (CAST)	2023 CAST All Students: 79% English Learners (ELs): Fewer than 10 students - No data available Students with Disabilities (SWD): 45% Socio-Economically Disadvantaged (SED): 38% Hispanic: 56%	2024 CAST All Students: 70% English Learners (ELs): Fewer than 10 students - No data available Students with Disabilities (SWD): 38% Socio-Economically Disadvantaged (SED): 41% Hispanic: 38%	2025 CAST All Students: 68% English Learners (ELs): 8% Students with Disabilities (SWD): 38% Socio-Economically Disadvantaged (SED): 5% Hispanic: 65%	CAST - Grades 5 & 8 All Students: 85% English Learners (EL): No score - data set too small Students with Disabilities (SWD): 69% Socioeconomically Disadvantaged (SED): 54% Hispanic: 61%	CAST All Students: -11% English Learners (ELs): +8% Students with Disabilities (SWD): -7% Socio-Economically Disadvantaged (SED): -33% Hispanic: +9%
1.7	Increase the percentage of students who state they are academically motivated as measured	2023-2024 80% of students who state they are academically motivated	We discontinued the use of the Panorama Survey and moved to	We chose to re-establish our partnership with Panorama in 2025-	We chose to re-establish our partnership with Panorama in 2025-	We chose to re-establish our partnership with Panorama in 2025-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in our annual survey to students.	as measured in our annual survey to students.	using our own survey for students.	2026. However this question was not asked of students. See below for new questions.	2026. However this question was not asked of students. See below for new questions.	2026. However this question was not asked of students. See below for new questions.
1.8	Increase the percentage of staff who believe the school promotes academic success for all students.	93% of staff believe the school promotes academic success for all students	87% of staff believe the school promotes academic success for all students	We chose to re-establish our partnership with Panorama in 2025-2026. However this question was not asked of students. See below for new questions.	We chose to re-establish our partnership with Panorama in 2025-2026. However this question was not asked of students. See below for new questions.	We chose to re-establish our partnership with Panorama in 2025-2026. However this question was not asked of students. See below for new questions.
1.9	Percent of Language Learners K-8 making progress toward English language proficiency on the ELPAC	64.5% of Language Learners K-8 making progress toward English language proficiency on the ELPAC	59% of Language Learners K-8 making progress toward English language proficiency on the ELPAC	51.7% of Language Learners K-8 making progress toward English language proficiency on the ELPAC	70.5% of Language Learners K-8 making progress toward English language proficiency on the ELPAC	-12.8%
1.10	Increase the percentage of EL students who score a level 4 on the ELPAC reclassified, particularly our students at-risk of becoming Long Term English Learners (LTELs) and our current LTELs.	0% 2024-2025 is the baseline year for the goal across all grade levels	100% of our EL students who scored a level 4 on the ELPAC were reclassified, particularly our students at-risk of becoming Long Term English Learners (LTELs) and our current LTELs.	100% of our EL students who scored a level 4 on the ELPAC were reclassified, particularly our students at-risk of becoming Long Term English Learners (LTELs) and our current LTELs.	100% of our EL students who score a level 4 on the ELPAC will be reclassified, particularly our students at-risk of becoming Long Term English Learners (LTELs) and our current LTELs.	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Increase implementation of academic content standards of a level 4 or higher (5 is the maximum level) in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks as measured by the Local Indicators Priority 2 Self-Reflection Tool.	2023-2024 English-Language Arts - 4 English Language Development - 2 Mathematics - 5 Next Generation Science Standards - 5 History-Social Science - 5	2024-2025 English-Language Arts - 4 English Language Development - 3 Mathematics - 5 Next Generation Science Standards - 5 History-Social Science - 5	2025-2026 English-Language Arts - 4 English Language Development - 3 Mathematics - 5 Next Generation Science Standards - 5 History-Social Science - 5	English-Language Arts - 5 English Language Development - 4 Mathematics - 5 Next Generation Science Standards - 5 History-Social Science - 5	English-Language Arts - no difference English Language Development - no difference Mathematics - no difference Next Generation Science Standards - no difference History-Social Science - no difference
1.12	Increase EL Access to CA Standards including ELD standards as measured by the Local Indicators Priority 2 Self-Reflection Tool.	2023-2024 100% of our EL students have access to ELD standards	2024-2025 100% of our EL students have access to ELD standards	2025-2026 100% of our EL students have access to ELD standards	100% of our EL students have access to ELD standards	0%
1.13	100% of students receive a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing Arts, Health, Physical Education and Electives (middle school)]	2023-2024 100% of students receive a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing Arts, Health, Physical Education and Electives (middle school)]	2024-2025 100% of students receive a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing Arts, Health, Physical Education and Electives (middle school)]	2025-2026 100% of students receive a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing Arts, Health, Physical Education and Electives (middle school)]	100% of students receive a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing Arts, Health, Physical Education and Electives (middle school)]	0%
1.14	Increase the percentage of staff who has high expectations for all students, regardless of	2023-2024 95% staff have high expectations for all students, regardless of	2024-2025 93% staff have high expectations for all students,	We chose to re-establish our partnership with Panorama in 2025-	We chose to re-establish our partnership with Panorama in 2025-	We chose to re-establish our partnership with Panorama in 2025-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	their race, ethnicity, or nationality as measured on the Staff Survey (CHKS)	their race, ethnicity, or nationality	regardless of their race, ethnicity, or nationality	2026. However this question was not asked of students. See below for new questions.	2026. However this question was not asked of students. See below for new questions.	2026. However this question was not asked of students. See below for new questions.
1.15	Monitor cohort data and increase the percentage of students who meet and exceed standard in ELA and math, measured longitudinally using a district wide assessment platform	0% 2024-2025 is the baseline year for the assessment across all grade levels	2024-2025 is the baseline year for the assessment across all grade levels. We can't start comparison years until next year.	2025 Baseline Data ELA: 3rd - 80.95% 4th - 82.83% 5th - 80.49% 6th - 88.6% 7th - 85.86% 8th - 83.63% Math: 3rd - 86.61% 4th - 84.67% 5th - 80.96% 6th - 85.21% 7th - 85% 8th - 76.36%	ELA All Students: 90% show growth from year to year Math All Students: 90% show growth from year to year	2025 Baseline Data
1.16	Increase the percentage of students who state they exert effort in key behaviors that correspond to successful learning and course performance.	We chose to re-establish our partnership with Panorama in 2025-2026. 2026 will be our new baseline for this metric.	We chose to re-establish our partnership with Panorama in 2025-2026. 2026 will be our new baseline for this metric.	75% of students state they exert effort in key behaviors that correspond to successful learning and course performance.	90% of students state they exert effort in key behaviors that correspond to successful learning and course performance.	2026 Baseline Data
1.17	Increase the percentage of students who state they are able to persevere through setbacks to achieve important goals.	We chose to re-establish our partnership with Panorama in 2025-2026. 2026 will be our	We chose to re-establish our partnership with Panorama in 2025-2026. 2026 will be	66% of students state they are able to persevere through setbacks to achieve important goals.	90% of students state they are able to persevere through setbacks to achieve important goals.	2026 Baseline Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		new baseline for this metric.	our new baseline for this metric.			
1.18	Increase the percentage of staff who state they are comfortable and knowledgeable about meeting the needs of all students they serve.	We chose to re-establish our partnership with Panorama in 2025-2026. 2026 will be our new baseline for this metric.	We chose to re-establish our partnership with Panorama in 2025-2026. 2026 will be our new baseline for this metric.	80% of staff state they are comfortable and knowledgeable about meeting the needs of all students they serve.	90% of staff state they are comfortable and knowledgeable about meeting the needs of all students they serve.	2026 Baseline Data

Goal Analysis [2025-26]

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

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

For the 2025–26 academic year, the district continued its commitment to Goal One: Ensuring all students demonstrate growth toward meeting or exceeding standards in Science, Mathematics, English Language Arts (ELA), and English language proficiency as measured by state and local assessments.

The majority of planned actions under Goal One were implemented with fidelity, allowing the district to maintain a strong focus on student academic growth. Core instructional initiatives, assessment systems, and targeted intervention supports were carried out largely as designed, providing consistency across sites and content areas.

A key shift in implementation occurred with the transition to new district leadership at the start of the school year. The incoming superintendent prioritized system coherence and launched several cross-functional design teams, including Math Pathways, Literacy, MTSS, and the LE Master Schedule. These teams engaged teachers, classified staff, families, and administrators in collaborative planning processes aimed at strengthening instructional alignment and improving student outcomes. While these teams generated strong momentum and a shared vision for improvement, much of their work this year focused on design and planning, with full implementation of recommendations to occur in subsequent years.

In literacy, the district began strengthening its focus on the Science of Reading and structured literacy practices. Initial efforts included professional learning, examination of current practices, and early alignment of instructional approaches. This work represents an important foundational step, with deeper implementation planned moving forward.

Despite these successes, the district experienced some implementation challenges. As with any leadership transition, time was needed to build shared understanding, align priorities, and establish systems for coherence across initiatives. Additionally, balancing ongoing implementation of existing actions with the launch of new design efforts required careful prioritization at both the district and site levels.

Overall, the district successfully maintained implementation of key actions while laying the groundwork for deeper, more coherent instructional improvement in future years.

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.

In total, there is no material difference for the goal, however, we did not need to purchase as much assessment materials as expected for goal 1.5.

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

The majority of planned actions under Goal One were implemented with fidelity, allowing the district to maintain a focus on student academic growth. Instructional initiatives, assessment systems, and targeted support programs operated as intended and provided a strong foundation for student achievement across content areas. However, analysis of outcome data indicates that while these actions were effective for many students, they have not yet produced the desired level of impact for all student groups.

Effectiveness of Implemented Actions

Spring 2026 assessment data indicate positive outcomes for the overall student population, alongside persistent and significant disparities among student groups:
Reading Assessment Results:
With 74% of all students meeting or exceeding standards, core literacy instruction is yielding strong results for the general population. However, outcomes for English Learners (42%), Students with Disabilities (43%), Socioeconomically Disadvantaged students (64%), and Hispanic students (54%) indicate that current approaches have not been sufficiently effective in accelerating growth for these groups.

Writing Benchmark Results:
Overall performance remains strong, with 78% of students meeting standards. However, lower performance among English Learners (48%), Students with Disabilities (44%), Socioeconomically Disadvantaged students (35%), and Hispanic students (56%) suggests a need for more explicit, systematic writing instruction and greater alignment across classrooms.

Mathematics Assessment Results:
With 80% of all students meeting or exceeding standards, mathematics instruction is effective for many students. However, continued gaps for English Learners (68%), Students with Disabilities (42%), Socioeconomically Disadvantaged students (55%), and Hispanic students (60%) highlight the need for stronger differentiation, intervention, and language development integration within mathematics instruction.

Analysis of Effectiveness and Ineffectiveness

These results demonstrate that while core instructional and assessment systems are functioning effectively at a universal level (Tier 1), they have been less effective in meeting the needs of students requiring additional support. In particular:
* Differentiated instruction and targeted interventions have not consistently accelerated outcomes for historically underserved student groups.
* Professional development, while implemented, has not yet resulted in sufficient shifts in instructional practice to close achievement gaps.
* Systems for progress monitoring and instructional adjustment have lacked the level of precision and responsiveness needed to ensure timely support.

Shifts in Strategy and Discontinued Actions
In response to this analysis and the transition in district leadership, the district began refining its approach during the 2025–26 school year. Some previously planned actions—particularly those that were fragmented, compliance-driven, or lacked measurable impact—are being discontinued or redesigned in favor of a more coherent, systems-based approach to teaching and learning.

A key shift has been the establishment of cross-functional design teams (Literacy, Math Pathways, MTSS, and LE Master Schedule), which have focused on identifying root causes of persistent achievement gaps and developing more aligned, research-based solutions. While the impact of these teams is still emerging, their work has already strengthened clarity, coherence, and shared ownership across the system.

Literacy Focus and Emerging Effectiveness
In literacy, the district began a transition toward the Science of Reading and structured literacy. While full implementation is still in progress, early efforts—such as professional learning, program evaluation, and alignment of instructional practices—represent an important shift toward more explicit, systematic, and evidence-based instruction. This work is expected to more effectively address the needs of English Learners, Students with Disabilities, and other student groups who have not been fully served by prior approaches.

Planned Improvements and Capacity Building
* To increase effectiveness moving forward, the district is strengthening its instructional infrastructure and support systems. Key actions include:
* The addition of district Teacher on Special Assignment (TOSA) positions in ELA and Mathematics to support curriculum implementation, coaching, and professional learning.
* The addition of an English Language Development (ELD) Specialist at the middle school level to more directly support English Learners.
* A transition from an Assistant Superintendent of Education Services to a Director of Curriculum and Instruction, creating a more focused and cohesive leadership structure maintaining a focus on instructional programs, TOSAs, and targeted supports.

These changes are designed to improve coherence, strengthen instructional leadership, and ensure more consistent implementation of high-impact practices across classrooms.

While the district's actions under Goal One have been effective in supporting overall student achievement, they have not yet achieved the desired outcomes for all student groups. The district is using this analysis to shift from a collection of well-intended actions to a more strategic, aligned system focused on instructional quality, targeted support, and continuous improvement. These adjustments position the district to more effectively close achievement gaps and ensure equitable outcomes 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.

Based on reflections of our practices and outcomes from the 2025-26 school year, we have strategically adjusted our LCAP actions for the upcoming year to better address student needs and close persistent achievement gaps. These modifications represent our commitment to continuous improvement and responsiveness to evolving district circumstances.

Completed Actions
Our district successfully completed two significant curricular development initiatives that will enhance our instructional program moving forward:
* Action 1.2i was completed as we trained all K-5 teachers in the new grading software platform and will provide this training to new teachers as part of our regular training cycle during the New Staff Orientation days.
* Action 1.3b Continue to identify student groups and facilitators to create a vision and infrastructure for thematic learning opportunities, including the selection of initial themes and design/prototyping opportunities
* Action 1.3d was completed as we have reviewed our current homework and grading policies to ensure equitable opportunity to thrive for all students, including those with diverse needs. We have added an action step as the next part of this work which is to review and revise our progress reports.
* Action 1.3g Continue to review data revealing opportunity gaps in students' opportunities, access, and outcome
* Action 1.4d Continue to use a data management system to collect and analyze assessment data
* Action 1.4e we have developed a local writing assessment; prompts, rubrics, process, and scoring process.
* Action 1.4f continue to assess writing using "On Demand" writes as formative assessments to inform and guide intervention placements - these are part of our district benchmarks which are administered three times a year and addressed in Action 1.4g.
* Action 1.4h Use local assessments/tools to be used as district benchmarks and progress monitoring tools (i.e., IXL Reading, IXL Math, On-Demand Writing, etc.)
* Action 1.5c Continue to implement the new grading system in grades TK-8* Action 1.5d was completed as we have fully implemented a new grading platform in grades TK-5.
*Action 1.5e was completed as we implemented Data Zone.
* Action 1.5f this action is completed every year as this is how we meet the requirements of the states for instructional materials - all students use CCSS-aligned instructional materials.
* Action 1.6c was completed as we created a Structured Collaboration Data Protocol that has been fully implemented into our Wednesday collaboration meetings.
*Action 1.6d was completed as we now have developed a protocol for improving our tiered interventions and will refine as needed.

Discontinued Actions
After careful analysis of resource allocation and new district initiatives, we have made the difficult decision to discontinue the following action steps in Goal One:
* Action 1.1 Continue to staff Learning Support Staff (Certificated and Classified); based on multilingual enrollment and student needs during the regular school day and after school hours
* Action 1.2e Continue to provide Universal Design for Learning (UDL) to all staff across the district at the site level.

* Action 1.3f Use AimswebPlus as an additional progress monitoring assessment platform to monitor the progress of students served in the Learning Support Model in grades 3-5 as this platform did not give us actionable information in an user-friendly format for teachers to use and understand.
*Action 1.5e Implement a new data platform, DataZone was a duplicate action and removed from this section.
* Action 1.6g was discontinued as this was a duplicate action that was addressed in action 1.3d.

To address existing achievement gaps revealed in our assessment data and strengthen our instructional systems, we have added the following new actions:
* Action 1.1a Staff two district Teachers on Special Assignment (TOSA) - one in ELA and one in math to support, coach and provide professional development to all teachers and administrators in the district
* Action 1.1b Continue to use Prop 28 funds to fund our art and music teachers* Action 1.2i TOSAs will work with teachers and provide PD in the development of curriculum maps and selection of Essential Standards
*Action 1.3d Review and revise current report cards to more accurately reflect student learning and progress
* Action 1.3i The MTSS and Literacy Design Teams will explore more digestible and meaningful ELA assessments to better inform instruction
* Action 1.5c The Math Adoption Committee will recommend math curriculum to be adopted for the 2027-2028 school year - moved from Goal 3.
* Action 1.6f Provide an intensive summer school program to students who are 1 or more years below grade level in reading and/or math.
* Action 1.6g Provide a summer math bridge program to students in grades 5-7 to allow them to successfully take a compacted, accelerated math course the following school year.
Ation 1.8e Track student group (EL, SED, SWD, Hispanic and White) attendance data and enlist strategies to support students to ensure students attend school more regularly Action 1.10 Design teams - these teams began in the 2025-2026 school year and will continue the work in the 2026-2027 school year.
* Action 1.10a Maintain the Literacy Design Team as the team moves forward to support the district's TK-8 grade literacy program.
* Action 1.10b Maintain the Math Design Team as the team moves forward to support/refine the district's math pathways and serves as the Math Adoption Team.
*Action 1.10c Establish the Strategic Vision Design Team to create the district's five-year Strategic Vision.

These adjustments to our Goal One actions reflect our ongoing commitment to improving outcomes for all students while acknowledging the realities of our current resources and capacity. By focusing on data systems, communication tools, and enrichment opportunities, we believe we can make meaningful progress toward closing achievement gaps while continuing to support excellence throughout our educational program.

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	Staffing	a. Staff two district Teachers on Special Assignment (TOSA) - one in ELA and one in math to support, coach and provide professional development to all teachers and administrators in the district and staff b. Continue to use Prop 28 funds to fund our art and music teachers	$1,224,749.00	Yes
1.2	Professional Development	a. Provide PD opportunities to all staff in core content areas, English Language Development, innovation, co-teach/co-plan model, and technology in the classroom b. Provide continuous staff training and guidance to school sites regarding how to appropriately and specifically address students with academic concerns (Tier 1, 2, and 3) before being recommended for special education services c. ELD Specialists will provide staff training in dELD and iELD strategies d. Provide all staff and administrators training in the new Math Frameworks e. TOSAs will provide Universal Design for Learning (UDL) to all staff across the district f. Continue to provide district wide leadership development with an equity lens g. Continue to ensure that staff is incorporating the strategies and skills they develop in professional learning and that they are able to facilitate open and honest conversations about current events as they pertain to equity h. Train administrators and teachers in the use of the new data platform, Schoolytics i. TOSAs will work with teachers and provide PD in the development of curriculum maps and selection of Essential Standards	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Data Driven Instruction and Planning	a. Continue to integrate vertical articulation conversations during team meetings and create time and space during the school year for coordination and integration of insights b. Continue to provide time for teachers to engage in frequent, collaborative analysis of student work products and assessment results to determine the effectiveness of lessons, student growth and learning, and next instructional steps using the data protocol c. Review and revise current report cards to more accurately reflect student learning and progress d. Continue to evaluate data and the systematic review process, with clear expectations for closing the achievement gap using the data protocol e. Create a plan based on root cause analysis to better meet the needs of our Hispanic students and prevent the over identification of Hispanic students in Special Education to continue to monitor data and mitigate disproportionality issues f. Continue to engage in specific planning processes at the District office and each site to mitigate the opportunity gaps discovered in the data review g. The MTSS and Literacy Design Teams will explore more digestible and meaningful ELA assessments to better inform instruction		No
1.4	Assessment	a. Continue to use the IXL ELA, IXL Math, and on-demand writing as district benchmark assessments three times per year to inform reading and math instruction b. Continue to use a Universal Dyslexia Screener, three times a year, in grades K - 2 c. Continue to use proficiency cut points for local assessments to provide clear entry and exit criteria in Tiers 1, 2, and 3	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		d. The Literacy Design Team and ELA TOSA will develop a local writing assessment; prompts, rubrics, process and scoring for all grade levels e. Administer standardized preschool assessments multiple times yearly to monitor student progress as needed		
1.5	Instructional Materials	a. Continue to monitor and evaluate the use of digital instructional materials and purchase/renew as needed b. Upon adopting new curricula, examine current intervention programs to ensure alignment and adopt intervention strategies and programs as appropriate c. The Math Adoption Committee will recommend math curriculum to be adopted for the 2027-2028 school year	$10,000.00	No
1.6	Student Support	a. Identified students will continue to receive math and reading support during, before and after the school day through support classes, intervention pull out, homework center and other after school classes * LREBG Action Identification This action is supported through Learning Recovery Emergency Block Grant (LREBG) funds. LREBG funding will be used to provide targeted academic intervention and expanded learning opportunities in reading and mathematics for identified students who require additional support to meet grade-level standards. * Description of Action and Research Basis Identified students will continue to receive math and reading support during, before, and after the school day through support classes, intervention pull-out services, homework center, and other after-school classes. Research demonstrates that targeted small-group intervention, high-dosage tutoring, and extended learning opportunities are effective strategies for accelerating academic growth and addressing unfinished learning, particularly for students performing below grade level. Studies from the National Center for Education Statistics (NCES) and evidence cited through California's Expanded Learning and learning recovery	$27,370.00	No

Action #	Title	Description	Total Funds	Contributing
		guidance indicate that structured intervention programs with consistent progress monitoring can improve student achievement in literacy and mathematics. These supports provide students with additional instructional time, differentiated instruction, and timely academic assistance aligned to identified learning needs. * Metrics Used to Monitor Impact The district will monitor the effectiveness of this action using the following measures: District benchmark and local assessment data in reading and mathematics and CAASPP assessment results Metrics 1.1, 1.2, 1.3, 1.4, and 1.9 * LREBG Funding Amount The district will utilize $27,370 in LREBG funds to support this action during the 2026–27 school year. b. Continue to refine Response to Intervention Program at both sites c. Develop a standardized method of data review at each site, with the expectation that a written plan is developed to mitigate differences in achievement among student groups d. Use the state adoption rubric to conduct and review new materials in math to adopt and use in the 2026-2027 school year e All staff will continue to accept responsibility and hold themselves and each other responsible for providing every learner with full access to a quality education though challenging curriculum and appropriate, sufficient support for learning to achieve at excellent levels in academic and other student outcomes f. Provide an intensive summer school program to students who are 1 or more years below grade level in reading and/or math		

Action #	Title	Description	Total Funds	Contributing
		g. Provide a summer math bridge program to students in grade 5 to allow them to successfully take a compacted, accelerated math course the following school year		
1.7	English Learner Support and Instruction	a. Use ELD Instructional Materials to meet the needs of our MLLs and ensures English Language Acquisition for all of our MLL students b. Continue to review instructional materials for designated ELD to determine which curriculum best meets the instructional needs of our MLLs c. Continue to provide professional development in designated and integrated ELD strategies to all teachers and administrators d. Continue to monitor the progress of our dually-identified English Learners e. ELD Specialists will provide instruction to our English Learners and build the capacity of our MS teachers in dELD and iELD to better meet the needs of our English Learners f. Monitor the reclassification of Hispanic English Learners to ensure student group is being reclassified at a similar rate of our other EL students	$14,000.00	No
1.8	Student Attendance	a. Continue using PowerSchool to monitor student attendance b. Incentivise improved attendance and reward 95% or greater attendance rates quarterly c. Provide responsive and active communication with families prior to be considered chronically absent first by teacher, then by counselor, and finally by site and/or district administration d. Teachers to track and follow up on student attendance, participation, and engagement through the use of signed weekly attendance	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		e. Track student group (EL, SED, SWD, Hispanic and White) attendance data and enlist strategies to support students to ensure students attend school more regularly		
1.9	Enrichment for our Thriving Students	a. Continue to implement universal screening multiple measures (not just standardized tests) b. Continue to conduct screening at multiple points (fall and spring) to catch developing talents c. Continue to establish a student study team specifically for reviewing our thriving student data d. Continue to create grade-level appropriate "challenge boxes" with extension activities e. Continue to build a digital resource library of enrichment materials accessible to all teachers f. Continue to purchase supplementary advanced materials for classroom libraries g. Train teachers in depth and complexity frameworks	$0.00	No
1.10	Design Teams	a. Maintain the Literacy Design Team as the team moves forward to support the district's TK-8 grade literacy program b. Maintain the Math Design Team as the team moves forward to support/refine the district's math pathways and serves as the Math Adoption Team c. Establish the Strategic Vision Design Team to create the district's five-year Strategic Vision	$10,144.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Prioritize student and staff social-emotional wellness and increase student engagement and sense of belonging within the school community through a continued, focused effort to create safe, empathetic, and well-balanced school environments. Increase the percentage of students and staff who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are foster youth, socio-economically disadvantaged, and/or experiencing homelessness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of student survey data has shown that 68% of students sense of belonging in the school community, particularly among students who are low income. Survey data from parents, teachers and staff have also highlighted that there is a need related to school connectedness, as educational research data shows that these students are more likely to have poor attendance, increased behavior referrals, and low academic achievement. The science of learning and development identifies developmental relationships and safe, calm, and predictable environments as critical supports that help students overcome stress so that they can self-regulate, focus, and learn. Utilizing actions targeted to address these needs we will decrease the percentage of students who do not feel connected to the school community.

Input received from educational partners through the LCAP development process indicates a desire to improve social-emotional wellness among our students, staff, and community. We plan to improve performance through actions that increase and improve student and adult social-emotional wellness and will measure progress toward our goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase in 3-5 students' competency and well-being as measured on the Panorama Survey	2023-2024 78% of students exert classroom effort 55% of students show emotional regulation	2024-2025 We discontinued to use of Panorama Survey and moved to using the CALHKS surveys	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our	90% of students exert classroom effort	2025-2026 New baseline data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		62% of students have grit 76% of students have self-management over emotions, thoughts, and behaviors 69% of students have social awareness 88% of students have supportive relationships with friends, family and adults at school	in lieu of this. Those indicators are mentioned below.	baseline data. However this question was not asked of students. Some of the questions we asked have changed as noted below. 72% of students exert classroom effort 67% of students show emotional regulation 63% of students have perseverance 68% of students feel safe at school 80% of students have a teacher or other adult from school who they can count on to help them, no matter what 87% of students feel supported through their relationships with	90% of students show emotional regulation 90% of students have perseverance 90% of students feel safe at school 90% of students have a teacher or other adult from school who they can count on to help them, no matter what 90% of students feel supported through their relationships with friends, family and adults at school 90% of students feel a sense of belonging	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				friends, family and adults at school 70% of students feel a sense of belonging		
2.2	Increase in 6-8 students' competency and well-being as measured on the Panorama Student Survey	2023-2024 84% of students exert classroom effort 60% of students show emotional regulation 69% of students have grit 80% of students have self-management over emotions, thoughts, and behaviors 72% of students have social awareness 85% of students have supportive relationships with friends, family and adults at school	2024-2025 We discontinued to use of Panorama Survey and moved to using the CALHKS surveys in lieu of this. Those indicators are mentioned below.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked of students. Some of the questions we asked have changed as noted below. 78% of students exert classroom effort 75% of students show emotional regulation 68% of students have perseverance 68% of students feel safe at school	90% of students exert classroom effort 90% of students show emotional regulation 90% of students have perseverance 90% of students feel safe at school 90% of students have social awareness 90% of students have supportive relationships with friends, family and adults at school 90% of students feel a sense of belonging	2025-2026 New baseline data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				79% of students have a teacher or other adult from school who they can count on to help them, no matter what 88% of students feel supported through their relationships with friends, family and adults at school 66% of students feel a sense of belonging		
2.3	Percent of teachers fully implementing social emotional learning strategies as measured through lesson plans and observation	2023-2024 95% teachers fully implementing social emotional learning strategies	2024-2025 96% teachers fully implementing social emotional learning strategies	2025-2026 97% teachers fully implementing social emotional learning strategies	100% teachers fully implementing social emotional learning strategies	+2%
2.4	Increase the percentage of teachers and staff who support and treat each other with respect as measured on the California Staff Survey	2023-2024 76% of teachers and staff support and treat each other with respect	2024-2025 88% of teachers and staff support and treat each other with respect	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percent of students that are attending school on a daily basis	2023-2024 96.27% of students attended school on a daily basis	2024-2025 96.05% of students attended school on a daily basis	2025-2026 96.75% of students attended school on a daily basis	99% of students attended school on a daily basis	+0.70%
2.6	Percent of students that are labeled as chronic absenteeism	2023-2024 4.5% of students are labeled as chronic absenteeism	2024-2025 4.43% of students are labeled as chronic absenteeism	2025-2026 3.42% of students are labeled as chronic absenteeism	Less than 1% of students are labeled as chronic absenteeism	-1.01%
2.7	Maintain suspension rates of less than 1% of cumulative students suspended for one or more offenses	2023-2024 Less than 1% of cumulative students suspended for one or more offenses	2024-2025 Less than 1% of cumulative students suspended for one or more offenses	2025-2026 Less than 1% of cumulative students suspended for one or more offenses	Less than 1% of cumulative students suspended for one or more offenses	No difference
2.8	Maintain the expulsion rate of 0% of students expelled each year	2023-2024 Expulsion rate of 0% of students expelled each year	2024-2025 Expulsion rate of 0% of students expelled each year	2025-2026 Expulsion rate of 0% of students expelled each year	Expulsion rate of 0% of students expelled each year	No difference
2.9	Number of students in grade 8 who drop out of school	2023-2024 Zero students in grade 8 dropped out of school	2024-2025 Zero students in grade 8 dropped out of school	2025-2026 Zero students in grade 8 dropped out of school	Zero students in grade 8 dropped out of school	No difference
2.10	Increase in students' cultural awareness and action as measured on the Panorama Survey	2023-2024 51% of students have cultural awareness and action	2024-2025 We discontinued to use of Panorama Survey and moved to using the CALHKS surveys in lieu of this. Those indicators are mentioned below.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Increase the percentage of students who feel connected to school.	No data as this is the first year using this survey data for this goal.	2024-2025 77% of students who feel connected to school.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked.
2.12	Increase the percentage of students who feel safe at school.	No data as this is the first year using this survey data for this goal.	2024-2025 86% of students who feel safe at school.	2025-2026 68% of students feel safe at school.	90% of students feel safe at school.	-18%
2.13	Increase the percentage of students who feel there is a teacher or other adult on campus who cares about them.	No data as this is the first year using this survey data for this goal.	2024-2025 79.4% of students who feel there is a teacher or other adult on campus who cares about them.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. However this question was not asked.
2.14	Increase the percentage of teachers who feel they can educate all students.	No data as this is the first year using this survey data for this goal.	No data as this is the first year using this survey data for this goal.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. 80% of our teachers feel they can educate all students.	90% of our teachers feel they can educate all students.	2025-2026 Baseline year for data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	Increase teacher efficacy	No data as this is the first year using this survey data for this goal.	No data as this is the first year using this survey data for this goal.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data. This is a new question for the district and is a baseline year for data. 77% teacher efficacy	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026 and our baseline data.	2025-2026 Baseline data

Goal Analysis [2025-26]

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

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

Goal 2 has been largely implemented as planned, with sustained efforts to prioritize student and staff social-emotional wellness and to foster safe, supportive, and inclusive school environments. District actions have contributed to strong relationship-building across campuses, as reflected in 87% of students reporting supportive relationships with peers, family members, and adults at school. This indicates that foundational conditions for connection and care are in place.

However, outcome data related to students' sense of safety (68%) and belonging (68%) indicate that the goal has been only partially effective in achieving its intended impact. While students report positive relationships, these connections are not yet consistently translating into a widespread sense of safety and belonging for all students, particularly among priority populations. There are some metrics that we can build upon to better create a sense of safety and belonging: students feel there is a teacher or other adult from school who they can count on to help them, no matter what (80%) and students who feel supported through their relationships with friends, family and adults at school (87%).

Given these findings, the district recognizes the need to move beyond implementation toward greater coherence, consistency, and targeted impact. While many current actions will be maintained, there is a clear need to strengthen how efforts are aligned, monitored, and experienced by students—particularly those who are foster youth, socio-economically disadvantaged, and/or experiencing homelessness.

Moving forward, the district will refine and strengthen its approach to ensure that strong relationships more consistently translate into increased feelings of safety and belonging across all student groups. This includes a more intentional focus on site-level implementation, adult capacity-building, and targeted supports for students who are not yet experiencing school as a safe and inclusive environment.

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.

We did not have any material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The data demonstrates strong effectiveness of our Goal 2 implementation focused on social-emotional wellness and creating safe, supportive school environments. Our metrics reveal multiple indicators of success:

The remarkably low suspension rate (less than 1%) indicates that our emphasis on positive behavioral interventions and supportive approaches is working effectively, keeping students engaged in their education rather than excluded through disciplinary measures.

With 96% of teachers fully implementing social-emotional learning strategies, we've achieved near-universal adoption of these critical practices across our classrooms, creating consistency in how students experience social-emotional support throughout their school day.

The student connection metric shows significant positive outcomes, with 87% of students reporting students have supportive relationships with friends, family and adults at school and 80% of students reporting students feel supported through their relationships with friends, family and adults at school. Our strong daily attendance rate of 96.05% further validates these efforts, as students who feel safe and supported are more likely to attend school regularly.

Overall, these metrics confirm that our approach to Goal 2 has been somewhat successful, however, we still have work to do to increase students' sense of belonging and feelings of safety. Maintaining our current action steps will allow us to further strengthen these positive outcomes while addressing areas where continued growth is needed.

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.

In our ongoing commitment to measuring the effectiveness of Goal 2 with the most relevant and actionable data, we've transitioned back to using the Panorama Survey metrics instead of California Healthy Kids Core Survey. This change represents a strategic refinement in our approach to data collection, focusing on measures that more directly align with our goal of creating safe, empathetic school environments with strong adult relationships and student belonging.

The consistent positive response rates across our three key indicators—supportive relationships, emotional regulation, and caring adult relationships—provide clearer, more aligned evidence of our progress. These streamlined metrics allow us to more effectively monitor the school environment and sense of belonging we're striving to create, particularly for our priority student populations.

This transition in measurement tools reflects our commitment to continuous improvement in both our practices and how we evaluate them. The new metrics not only simplify our data analysis but provide a more focused lens on the specific outcomes most central to Goal 2's purpose—ensuring students experience a sense of safety, belonging, and supportive adult relationships across our schools.

We did make some changes to Goal 2 as our new district leadership focused on social-emotional development of our students more intentionally this year. We added an MTSS Design Team to design our tiered instruction and interventions for the behavior and social-emotional needs of our students. We also partnered with Project Cornerstone to provide classroom management and playground management PD for our paraeducators and classified staff. Below are actions that were completed, discontinued and added as a result of this intentionality. Many of the discontinued action steps were discontinued as action steps because these actions are now embedded into our district and school culture.

Completed Actions:
* Action 2.2a Continue to develop programmatic ideas for La Entrada Middle School that support students, such as a student advisory Homeroom period.

Discontinued Actions:
* Action 2.1b Review and adjust the counselors, nurses, behaviorist, and wellness coordinators roles to best meet student and staff needs
* Action 2.1h Continue to work on the Wellness Committee priorities (staff wellness, student mental health, family/community involvement) and site Social Committee (employee engagement and wellness).
* Action 2.1m Wellness Committee and district will continue to research and implement best practices for student and staff wellness.
* Action 2.3b Continue to convene the DET and district leadership team to provide ongoing training in restorative practices.
* Action 2.3f Hold book and movie studies on diversity, equity and inclusion topics.
* Action 2.3d Continue to offer additional opportunities for conversations across all educational partner focus groups. Leverage existing comfort by holding meetings with LLESD leaders, staff, caregivers, and students (particularly families and students of underrepresented populations, students from the LGBTQ+ community, those with disabilities, etc.), to address specific issues relevant to them.
* Action 2.4a Continue to utilize the district communication plan to ensure we are communicating in an inclusive manner.
* Action 2.4b Continue partnership with SMCOE Center for Access and Engagement Coordinator.
* Action 2.4c Continue partnership with the San Mateo County School Safety and Risk Coordinator.
* Action 2.5a Continue to convene the DET and district leadership team to review data to determine consistent implementation of Restorative Practices.

New Actions:
* Action 2.1k Continue to convene the MTSS Design Team to strengthen tiered intervention for the behavior and social-emotional needs of students.
* Action 2.1l Continue to convene the SEL Design Team to intentionally focus on the social-emotional needs of our students.
* Action 2.1m Continue to partner with Project Cornerstone to provide classroom management and playground management PD for our paraeducators and classified staff.
* Action 2.5a Provide LCAP student survey data to the MTSS and SEL Design Teams so they can engage in data-driven decision making to provide a school environment where students thrive.

* Action 2.5m Provide McKinney-Vento support to students who experience homelessness.

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	Student and Staff Support	a. Continue to provide academic counseling and guidance to support all learners b. Continue to offer mental health services onsite and by referral c. Continue to monitor chronic absenteeism plan d. Continue to monitor suspension plan e. Continue to use the student, teacher, staff, and parent survey tool to provide us with actionable data regarding wellness, SEL, and mental health needs f. Continue to implement key SEL competencies and create activities that promote SEL competencies in students. g. Continue to implement strategies and opportunities for students and staff to build meaningful relationships with each other, especially for students who have indicated that they lack a supportive adult at school h. Maintain safe spaces for students to retreat and connect in a low-stress environment during the school day (e.g., Zen Den, calming corners, sensory elements) i. Continue to implement restorative practices across the district j. Continue to convene the MTSS Design Team to strengthen tiered intervention for the behavior and social-emotional needs of students k. Continue to convene the SEL Design Team to intentionally focus on the social-emotional needs of our students	$1,145,781.00	No

Action #	Title	Description	Total Funds	Contributing
		l. Continue to partner with Project Cornerstone to provide classroom management and playground management PD for our paraeducators and classified staff m. Provide McKinney-Vento support to students who experience homelessness		
2.2	Instructional Materials	a. Continue to unify SEL messaging/tools district-wide, audit SEL curriculum maps and pacing at each grade level to identify needs and continue to implement SEL curriculum across the grade levels b. Continue to enhance library collection and classroom libraries with DEI resources and materials	$0.00	No
2.3	Professional Development	a. Continue to provide ongoing training and professional development in SEL and restorative practices for staff at all levels of the organization b. Ensure that all aspects of equity and cultural competence, including race, ethnicity, LGBTQ+, and other identities, are addressed during professional learning c. Continue to provide training, resources, and skill-building opportunities with staff to help them teach diverse and anti-racism topics in their classroom that focus on increasing equity, inclusion, and cultural awareness d. Continue to create/find professional development opportunities that help staff teach diverse and anti-racism topics in their classrooms	$22,000.00	No
2.4	Data Driven Instruction and Planning	a. Provide LCAP student survey data to the MTSS and SEL Design Teams so they can engage in data-driven decision making to provide a school environment where students thrive.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed, appropriately assigned, and who value and support the preparation of our students to successfully meet the CCSS, NGSS, and other state standards through a broad course of study.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Analysis of California Dashboard data, local facilities data, and credentialing reports indicates that 100% of students continue to receive core instruction in well-maintained facilities from fully credentialed and appropriately assigned certificated and classified staff. These results demonstrate that the district is effectively meeting foundational conditions of learning.

At the same time, local survey data suggests that student experience within these conditions remains an area for continued focus. Approximately 80% of families report that their children feel safe at school, while about 68% of students report feeling safe. While these results are positive, they indicate that a portion of students do not yet consistently experience school environments as safe and supportive.

Input from educational partners throughout the LCAP development process consistently emphasized the importance of maintaining high-quality facilities, ensuring access to qualified staff, and continuing to strengthen the overall learning environment. Educational partners also expressed a desire to not only preserve these strong foundational conditions, but to build upon them to better support student engagement, safety, and access to a broad course of study.

For these reasons, the district will maintain Goal 3 to ensure continued focus on sustaining these critical systems while also refining practices to improve the day-to-day student experience within them. Ongoing attention to facilities, staffing, and access to standards-aligned instruction remains essential, particularly in the context of fiscal constraints and evolving student needs.

Progress toward this goal will continue to be measured using the identified state and local indicators related to facilities, teacher assignment, and stakeholder perceptions of school conditions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of teachers appropriately credentialed and assigned	2023-2024 100% of teachers were appropriately credentialed and assigned	2024-2025 100% of teachers were appropriately credentialed and assigned	2025-2026 100% of teachers were appropriately credentialed and assigned	100% of teachers were appropriately credentialed and assigned	No difference
3.2	Percent of students with daily access to instructional materials	2023-2024 100% of students have sufficient instructional materials	2024-2025 100% of students have sufficient instructional materials	2025-2026 100% of students have sufficient instructional materials	100% of students have sufficient instructional materials	No difference
3.3	Percent of students with access to internet and electronic devices enabling access to standards-aligned instructional materials as measured on student and parent survey	2023-2024 100% of students have access to the internet and electronic devices enabling access to standards-aligned instructional materials	2024-2025 100% of students have access to the internet and electronic devices enabling access to standards-aligned instructional materials	2025-2026 100% of students have access to the internet and electronic devices enabling access to standards-aligned instructional materials	100% of students have access to the internet and electronic devices enabling access to standards-aligned instructional materials	No difference
3.4	Percent of facilities receiving a rating of good or excellent on the Facilities Inspection Tool (FIT)	2023-2024 100% of facilities received a rating of good or better on FIT	2024-2025 100% of facilities received a rating of good or better on FIT	2025-2026 100% of facilities received a rating of good or better on FIT	100% of facilities received a rating of good or better on FIT	No difference
3.5	Number of WIlliam's complaints received at the District office	2023-2024 William's Audits - zero complaints	2024-2025 William's Audits - zero complaints	2025-2026 William's Audits - zero complaints	William's Audits - zero complaints	No difference
3.6	Percent of students receiving a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing Arts, Health, Physical	2023-2024 100% of students receiving a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing Arts, Health, Physical	2024-2025 100% of students receiving a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing	2025-2026 100% of students receiving a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing	100% of students receiving a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing Arts, Health,	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Education and Electives (middle school)]	Education and Electives (middle school)]	Arts, Health, Physical Education and Electives (middle school)]	Arts, Health, Physical Education and Electives (middle school)]	Physical Education and Electives (middle school)]	
3.7	Increase the percentage of parents/families who believe school is a safe place for their child/children as measured on the Parent Survey (CHKS)	2023-2024 96% of parents/families believe school is a safe place for their child/children	2024-2025 96% of parents/families believe school is a safe place for their child/children	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026.Unlike other metrics, this survey question was the same on both surveys. 80% of parents/families believe school is a safe place for their child/children	100% of parents/families believe school is a safe place for their child/children	-16%

Goal Analysis [2025-26]

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

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

Goal 3 has been effectively implemented, with the district continuing to ensure strong foundational conditions for teaching and learning. All students received core instruction in well-maintained facilities from highly qualified staff. District data confirms that 100% of teachers were appropriately credentialed and assigned, all students had access to sufficient instructional materials and technology, all facilities received “good” or higher FIT ratings, and there were zero Williams Act complaints during the year.

Significant progress has also been made in improving the physical learning environment. The completion of modernization efforts at both school sites has resulted in redesigned, updated facilities that better support student learning. Additionally, the planned removal of unused portables from the middle school campus will further enhance safety, accessibility, and overall campus cohesion.

Despite these strong implementation outcomes, student and family perceptions of safety indicate an area for continued growth. Approximately 80% of families report that their children feel safe at school, while about 68% of students report feeling safe. While these results reflect generally positive conditions, they also highlight that a meaningful percentage of students do not yet consistently experience the learning environment as safe.

This data suggests that while the district has been highly effective in maintaining the structural and operational components of this goal, continued attention is needed to ensure that these conditions translate into a consistently positive student experience.

Based on these findings, the district will maintain the core actions within Goal 3, as they are critical to sustaining high-quality learning environments. Moving forward, the district will continue to refine and align these efforts with broader initiatives aimed at improving student perceptions of safety and overall school experience.

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.

3.4 Due to district wide efforts to conserve, facilities and IT budgets were largely due to a reduced scale of IT refresh projects and deferring maintenance projects.

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

Based on the provided data, Goal 3 has demonstrated strong effectiveness in ensuring high-quality educational infrastructure and instruction for all students. The 100% metrics across teacher credentials and assignments, instructional materials access, technology access, and facility conditions indicate exceptional implementation effectiveness. Additionally, the absence of Williams Act complaints and universal access to a broad course of study further substantiate the goal's effectiveness in providing appropriate educational resources and opportunities.

The parent confidence rating (80%) regarding school safety suggests that the district’s focus on well-maintained facilities is contributing to a generally positive perception of school safety among families. While this reflects strong foundational conditions, it also indicates an opportunity to further strengthen the consistency of students’ and families’ sense of security across campuses. This perception remains an important indicator of effectiveness beyond compliance measures.

Overall, the metrics demonstrate that Goal 3 has been highly effective in creating the foundational conditions necessary for student success through qualified personnel, appropriate resources, and well-maintained learning environments.

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.

In response to our ongoing needs assessment and student feedback, the district is refining its actions to better align with identified needs. Data indicates that students have a greater need for feelings of safety and belonging. As a result, we are prioritizing action steps that more directly connected to improving student engagement and social-emotional well-being.

During the course of the 2025-2026 school year, some action steps were completed and some were discontinued. We have also added a new action step this year that will carry into next year.

Completed Actions:
* Action 3.2f Examine evaluation tools and develop a staged plan to ensure competencies in educational equity are made an integral part of performance evaluations at all levels of the organization.
* Action 3.2g Create policies and practices for use of Artificial Intelligence (AI) in the classroom.

Discontinued Actions:
* Action 3.1c The Math Adoption Committee will recommend math curriculum to be adopted for the 2027-2028 school year - moved to Goal 1.5c.
* Action 3.2d Students will be served by general education teachers and special education teachers who are appropriately assigned and fully credentialed in their subject area - this action step is embedded in what we do and is a part of our hiring culture so we see no need to list it as an action anymore.
* Action 3.3a Implement the 3-year PD plan and continue to illicit feedback from all staff via an annual staff PD survey.
* Action 3.3c DET will continue to review the three year PD plan and assess that the plan addresses any inconsistencies in access to and implementation of professional learning delivery in the district and schools for staff members at all levels of the organization.
* Action 3.3d Continue to elevate the leadership of the equity team members by providing opportunities for them to receive advanced, intensive equity professional learning so that they can then develop and deliver professional learning sessions for all LLESD educational partners (staff, students, families/caregivers, and community members).

New Action:
* Action 3.6a Maintain the Great Place to Work Design Team to provide an employee handbook for all employees and continue to ensure our workplace is safe and inviting for all teachers and staff.
* Action 3.6b Maintain the Artificial Intelligence (AI) Committee to provide professional develop opportunities to staff on the use of AI in schools.

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	Instructional Materials	a. Maintain and purchase software, digital resources, assessments as needed b. Continue to purchase ebooks and audiobooks as needed	$181,000.00	No
3.2	Staffing	a.Continue to offer a robust induction program to support teachers of color in their first years of teaching	$13,236.00	No

Action #	Title	Description	Total Funds	Contributing
		b. Maintain a pipeline that includes opportunities for career growth for staff of color, including participation in leadership academies, instructional and leadership coaching, and other leadership development opportunities c. Investigate flexible and easily accessed credentialing opportunities for hard-to-hire-for positions		
3.3	Professional Development	a. Provide leadership development PD for administration, teachers, and staff (e.g., CSET and SCOPE, TICAL) b. Continue to create conditions for district leaders to deeply reflect on their biases and their institution’s history with race c. Continue to provide safety training for bus drivers/custodial support d. Continue to provide restorative practices training to all staff across the district e. Provide training on the use of AI in the classroom for all teachers and administrators f. Continue to train staff on the processes and details outlined in the Comprehensive School Safety Plans	$28,000.00	No
3.4	Facilities and Technology	a. School facilities are maintained and in good repair b. Continue to purchase equipment to support student learning and District systems c. Continue to provide hotspots and iPads/Chromebooks for home use to all that required/needed/asked d. Continue to monitor internet connection bandwidth to the district e. Continue redesigning and restructuring campus networks to increase performance and reliability	$1,739,996.00	No

Action #	Title	Description	Total Funds	Contributing
		f. Maintain Large technology refresh		
3.5	Student Support	a. Continue to implement Universal Meals b. Continue to support the implementation of restorative practices in grades TK-8 c. Maintain student affinity groups in the district	$0.00	No
3.6	Teacher and Staff Support	a. Maintain the Great Place to Work Design Team to provide an employee handbook for all employees and continue to ensure our work place is safe and inviting for all teachers and staff b. Maintain the Artificial Intelligence (AI) Committee to provide professional develop opportunities to staff on the use of AI in schools.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Strengthen educational partner engagement and strategic, culturally responsive, consistent, and timely communications that promote family and staff engagement and supports student success.	Maintenance of Progress 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.

Educational partner input and local survey data indicate that while there are strengths in family and staff relationships, opportunities remain to improve the consistency and impact of communication and engagement efforts. Survey results show that 78% of families are satisfied with communication and 83% report positive relationships with staff; however, only 66% feel that their input is valued, signaling a need to strengthen two-way communication and authentic engagement.

Research continues to affirm that effective, culturally responsive communication and strong family partnerships are critical drivers of student success, staff collaboration, and community trust. Feedback gathered through the LCAP development process further underscores a desire from educational partners to enhance engagement practices and communication systems.

For these reasons, the district will maintain Goal 4 to build on existing strengths while refining strategies to ensure more inclusive, responsive, and meaningful engagement with all families and staff. Progress will continue to be measured using the identified metrics related to communication, engagement, and school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase in percentage of parents/families satisfaction regarding communication as measured on the Parent Survey (CHKS)	2023-2024 94% parents/families feel satisfaction regarding communication	2024-2025 94% parents/families feel satisfaction regarding communication	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. However this question was asked in this new	100% parents/families feel satisfaction regarding communication	-16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				survey so we have data. 78% parents/families feel satisfaction regarding communication		
4.2	Increase in the percentage of parents/families who feel school encourage them to be active partners in their child's/children's education as measured on the Parent Survey (CHKS)	2023-2024 82% of parents/families feel school encourage them to be active partners in their child's/children's education	2024-2025 89% of parents/families feel school encourage them to be active partners in their child's/children's education	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. However this question was not asked in this new survey. We asked the question listed below and this year is now baseline data moving forward. 66% of parents/families reported that our schools value their input	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. 100% of parents/families report that our schools value their input	Baseline year
4.3	Increase the average open rate of all District and Site Newsletters	2023-2024 District Newsletters have an average open rate of 83% School Newsletters have an average open rate of 83%	2024-2025 District Newsletters have an average open rate of 70% School Newsletters have	2025-2026 District Newsletters have an average open rate of 72% School Newsletters have	District Newsletters have an average open rate of 85% School Newsletters have an average open rate of 85%	District Newsletters have an average open rate of -11% School Newsletters have an average open rate of -23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			an average open rate of 57%	an average open rate of 60%		
4.4	Increase the percentage of teachers and staff support and treat each other with respect as measured on the California Staff Survey	2023-2024 76% of teachers and staff support and treat each other with respect	2024-2025 88% of teachers and staff support and treat each other with respect	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. However this question was not asked in this new survey. We asked the question listed below and this year is now baseline data moving forward. 92% of parents/families report that staff is respectful towards parents/families	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. 100% of parents/families report that staff is respectful towards parents/families	Baseline year
4.5	Increase the percentage of parents/families who believe that the schools treat all students with respect as measured by the Parent Survey (CHKS)	2023-2024 94% of parents/families who believe that the schools treat all students with respect	2024-2025 88% of parents/families who believe that the schools treat all students with respect	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. However this question was asked in this new survey so we have data. 81% of parents/families who believe that the schools treat	100% of parents/families who believe that the schools treat all students with respect	-13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				all students with respect		
4.6	Increase the percentage of teachers' and staffs' belief that school is a supportive and inviting place for staff to work as measured by the Staff Survey (CHKS)	2023-2024 79% of teachers' and staffs' belief that school is a supportive and inviting place for staff to work	2024-2025 78% of teachers' and staffs' belief that school is a supportive and inviting place for staff to work	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. However this question was not asked in this new survey.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. However this question was not asked in this new survey.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. However this question was not asked in this new survey.
4.7	Increase the percentage of parents/families who believe the relationship between staff and families is positive as measured by the Panorama Parent/Family Survey	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. This is a new question in the survey. 83% of parents/families who believe the relationship between staff and families is positive	100% of parents/families who believe the relationship between staff and families is positive	Baseline Year
4.8	Increase the percentage of parents/families who believe the school climate is positive	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026.	2025-2026 We chose to re-establish our partnership with Panorama in 2025-2026. This is a new question in the survey. 76% of parents/families	100% of parents/families who believe the school climate is positive	Baseline Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				who believe the school climate is positive		

Goal Analysis [2025-26]

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

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

Goal 4 was fully implemented during the year, with the district carrying out actions designed to strengthen educational partner engagement and improve communication systems. These efforts resulted in several positive outcomes, particularly in building respectful and collaborative relationships between staff and families. Survey data shows that 92% of families report that staff are respectful, 83% perceive positive relationships between staff and families, and 81% believe that schools treat students with respect. These results indicate that the district has established a strong foundation of trust and professionalism in its interactions with families.

At the same time, data related to communication effectiveness and authentic engagement suggest that the goal has been partially effective in achieving its intended impact. While 78% of families report satisfaction with communication, only 66% feel that their input is valued. Additionally, 76% of families report a positive school climate. These findings point to a gap between providing information to families and ensuring that communication is consistently two-way, inclusive, and responsive.

Overall, the district has been successful in implementing structures and practices that support respectful engagement and communication. However, the data indicates a need to strengthen how families experience these efforts—particularly in elevating family voice, increasing opportunities for meaningful input, and ensuring that engagement strategies are culturally responsive and accessible to all educational partners.

Moving forward, the district will build on these strengths while refining its approach to deepen authentic engagement and improve the consistency and impact of communication across all school sites.

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.

We did not have any material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Goal 4 was fully implemented during the year, with the district prioritizing strategic and intentional efforts to strengthen communication and engagement with educational partners. Survey data reflects strong relational trust, with 92% of families reporting that staff are respectful, 83% indicating positive relationships between staff and families, and 81% believing that schools treat students with respect. These results demonstrate that the district has established a solid foundation of respect and connection with families.

Additionally, the district expanded opportunities for meaningful engagement through intentional outreach led by the new superintendent. These efforts included listening sessions upon entry, math pathway town halls, and community forums to gather input on long-term initiatives such as pursuing a Proposition 4 grant. The superintendent also actively engaged School Site Council members in shaping the transition to new Parent Advisory Committees, further signaling a commitment to elevating educational partner voice in decision-making.

Despite these efforts, survey data indicates that the goal has been partially effective in achieving consistent, high-quality engagement across all families. While 78% of families report satisfaction with communication and 76% perceive a positive school climate only 66% feel that their input is valued. This suggests that while the district has increased opportunities for engagement, these efforts have not yet been experienced consistently by all families as authentic, two-way, and impactful.

Overall, the district has made meaningful progress in expanding engagement structures and fostering positive relationships. Moving forward, the focus will be on strengthening the consistency, inclusivity, and responsiveness of these efforts to ensure that all families feel heard, valued, and connected to the school community.

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.

Based on this analysis, the district will discontinue select action steps that have not effectively advanced authentic, two-way engagement. In their place, we will introduce new actions specifically designed to strengthen reciprocal communication, elevate family voice, and ensure more consistent, meaningful opportunities for input across all educational partner groups.

Discontinued Actions:
* Action 4.2d Continue to provide an annual parent volunteer orientation to review policies and parent volunteer handbook every Fall.
* Action 4.2f Maintain DET Committee (Parents, Staff, Students) and continue to ensure that the District Equity Team (DET) is comprised of key District educational partners at all levels of the organization to co-lead equity work.
* Action 4.2g Continue to ensure that the DET has formal structures to collaborate with the Community Advisory Committee, formerly JCOP, and other educational partners.
* Action 4.3a Continue to provide parent education to engage with parents on diversity, inclusion, and support that focus on increasing equity, inclusion, and cultural awareness.

New Actions:
* Action 4.2e Implement a Parent Advisory Committee at each site that meets at least 4 times per year.
* Action 4.2f Maintain site ELAC and district DELAC committees.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Communication Plan	a. Continue to make communications personal through the inclusion of stories, photos, etc., in order to build community connections, student belonging, success, and ownership b. Maintain the communication plan that outlines expectations for consistent implementation at each site to ensure we are communicating in a manner that is inclusive of all members of the school community c. Continue to communicate School Safety per the protocols outlined in the Comprehensive School Safety Plans	$7,000.00	No
4.2	Family Engagement	a. Increase family participation, particularly those from diverse backgrounds, in family events that meet the needs of all families b. Continue to assess the language needs of our families to increase participation in DELAC and Parent Organizations and family events c. Continue to engage volunteers as cultural ambassadors to orient families from their home country d. Continue to provide translation and interpretation services (e.g., conferences, newsletters, surveys, parent-teacher conferences, family events, etc.) e. Implement a Parent Advisory Committee at each site that meets at least 4 times per year f. Maintain site ELAC and district DELAC committees	$9,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$351,999	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.588%	0.000%	$0.00	2.588%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Staffing **Need:** English LearnerSupport and Instruction Need: 2025 CAASPP Data: ELA All Students: 84% met/exceeded standard EL Students: 54% met/exceeded standard	TOSAs will provide targeted support and coaching to teachers tailored to the specific needs of each English Learner, based on our local district assessments given in the fall, winter and spring. Each school administrator meets regularly with the learning support team to review district local assessment data, in addition to the progress monitoring data (ELA and math data) to determine what levels of support each EL student will receive. This support includes, but is not limited to,	Local Assessment data in ELA and math, ELPAC scores

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
	Math All Students: 83% met/exceeded standard EL Students: 54% met/exceeded standard Local Assessment Data: Reading Benchmark All Students: 74% met/exceeded standard EL Students: 42% met/exceeded standard Math Benchmark All Students: 80% met/exceeded standard EL Students: 68% met/exceeded standard Based on both state and local assessment data, Las Lomitas School District continues to observe an achievement gap between English Learners (ELs) and their peers in English Language Arts and mathematics. While overall student performance remains high, EL student performance indicates a continued need for targeted academic and language development support. Several factors may contribute to this performance gap. English Learners are simultaneously developing academic content knowledge and English language proficiency, which can impact their ability to fully access grade-level curriculum and demonstrate mastery on assessments. Academic vocabulary demands, reading comprehension complexity, written language expectations, and language-intensive problem solving in mathematics may create additional barriers for EL students. In addition, interrupted learning	designated ELD, integrated ELD, additional tutoring, language immersion programs, or cultural integration activities. Having dedicated personnel ensures that students receive the assistance they require to thrive academically. In addition to the aforementioned items, offering support both during regular school hours and afterschool hours demonstrates a commitment to meeting the diverse needs of English Learners. This flexibility accommodates students who may require extra help outside of regular classroom hours due to varying proficiency levels or learning styles. Overall, TOSAs will provide support and coaching to classroom teachers so classroom teachers can meet the needs of English Learners is a comprehensive approach that prioritizes their academic, linguistic, and socioemotional well-being, ultimately contributing to their success in the school environment.This support is offered school wide as there are EL students at every grade level in need of additional support as indicated by our state and local assessment data. Supporting English learners district-wide creates an inclusive, supportive, and cohesive learning environment that maximizes opportunities for their academic success and overall well-being. Supporting English learners district-wide is beneficial for several reasons: 1. Inclusive Learning Environment: When support for English learners is integrated across the entire district, it fosters an inclusive atmosphere where all students feel valued and supported. It sends a	

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
	experiences during the pandemic may have had a disproportionate impact on English Learners, particularly in foundational literacy development and academic language acquisition. The district believes that continued targeted support and integrated language development are necessary to accelerate progress for English Learners. To address these identified needs, the district is implementing and continuing several actions, including: * Designated and integrated English Language Development (ELD) instruction aligned to student proficiency levels * Small-group intervention and targeted academic support in reading and mathematics * Before, during, and after-school academic support opportunities * Ongoing progress monitoring using state and local assessment data * Professional development for teachers focused on effective instructional strategies for English Learners, including academic language development and scaffolding techniques * Collaboration among classroom teachers, intervention staff, and specialists to support differentiated instruction and student progress The district will continue to monitor EL student achievement through CAASPP results, local benchmark assessments, English language proficiency data, and classroom performance measures to evaluate the effectiveness of these supports and adjust services as needed.	message that language diversity is respected and celebrated. 2. Shared Responsibility: Educators and staff members from various disciplines can contribute to the success of English learners. By spreading support district-wide, responsibility for their academic progress becomes a shared endeavor, leading to more comprehensive assistance and better outcomes. 3. Consistent Approach: Implementing consistent strategies and practices throughout each school ensures that English learners receive coherent and coordinated support across different subject areas and classrooms. This consistency promotes stability and facilitates the students' language development. 4. Increased Access to Resources: English learners benefit from exposure to language-rich environments. By embedding support within all aspects of school life, including curriculum materials, instructional strategies, and extracurricular activities, students have more opportunities to engage with language and develop their proficiency. 5. Professional Development: Providing training and professional development opportunities for all staff members on how to support English learners equips educators with the necessary skills and knowledge to effectively meet the diverse needs of their students. This can lead to improved teaching practices and better outcomes for English learners.	

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 **Scope:** LEA-wide	6. Cultural Competency: Supporting English learners district-wide promotes cultural competency among educators and staff members. It encourages sensitivity to the cultural backgrounds and experiences of English learners, leading to more culturally responsive teaching practices and stronger relationships between students and educators. 7. Maximizing Impact: English learners interact with various school personnel throughout the day, including teachers, counselors, administrators, and support staff. By ensuring that all staff members are equipped to support English learners, schools maximize their potential to positively impact these students' academic and socioemotional development. Increasing support staff for English learners can be considered a wise allocation of school funds for several reasons: 1. Addressing Achievement Gaps: English learners often face significant academic challenges due to language barriers. By investing in additional support staff such as ELD teachers, bilingual aides, or language specialists, schools can provide tailored assistance to help these students succeed academically and close the achievement gap. 2. Individualized Instruction: English learners benefit from personalized instruction that targets their specific language needs. Having more support staff allows schools to offer smaller group	

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
		sizes or one-on-one sessions, enabling educators to better address each student's language development and academic progress. 3. Parent and Community Engagement: Additional support staff can facilitate communication and collaboration with parents and families of English learners. They can serve as interpreters or liaisons, helping bridge the communication gap between school and home, and involving families in their children's education more effectively. 4. Long-term Benefits: Providing comprehensive support for English learners can yield long-term benefits for both the students and the community. When English learners receive the support they need to succeed academically, they are more likely to graduate from high school, pursue higher education, and contribute positively to society as proficient English speakers. By implementing the above items, we should see a reduction of the achievement gap between all students and our ELs at each school site in ELA and math achievement data in both state and local assessments as there is research that these actions will close the achievement gap.	

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.

NA

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.

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

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	13,599,081	351,999	2.588%	0.000%	2.588%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,520,329.00	$1,997,623.00	$97,088.00	$27,236.00	$4,642,276.00	$2,272,674.00	$2,369,602.00

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	Staffing	English Learners	Yes	LEA-wide	English Learners			$1,224,749.00	$0.00	$938,714.00	$286,035.00	$0.00	$0.00	$1,224,749.00	
1	1.2	Professional Development	All	No			All Schools		$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	
1	1.3	Data Driven Instruction and Planning	All	No			All Schools									
1	1.4	Assessment	All	No			All Schools		$0.00	$10,000.00		$10,000.00			$10,000.00	
1	1.5	Instructional Materials	All	No			All Schools		$0.00	$10,000.00		$10,000.00			$10,000.00	
1	1.6	Student Support	All	No			All Schools		$0.00	$27,370.00		$27,370.00			$27,370.00	
1	1.7	English Learner Support and Instruction	English Learners	No			All Schools		$0.00	$14,000.00	$0.00	$0.00	$0.00	$14,000.00	$14,000.00	
1	1.8	Student Attendance	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.9	Enrichment for our Thriving Students	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.10	Design Teams	All	No			All Schools		$10,144.00	$0.00	$10,144.00				$10,144.00	
2	2.1	Student and Staff Support	All	No			All Schools		$1,037,781.00	$108,000.00	$804,471.00	$244,222.00	$97,088.00		$1,145,781.00	
2	2.2	Instructional Materials	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Professional Development	All	No			All Schools		$0.00	$22,000.00	$22,000.00				$22,000.00	
2	2.4	Data Driven Instruction and Planning	All	No			All Schools		$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
3	**3.1**	Instructional Materials	All	No			All Schools		$0.00	$181,000.00	$1,000.00	$180,000.00			$181,000.00	
3	**3.2**	Staffing	All	No			All Schools		$0.00	$13,236.00				$13,236.00	$13,236.00	
3	**3.3**	Professional Development	All	No			All Schools		$0.00	$28,000.00	$28,000.00				$28,000.00	
3	**3.4**	Facilities and Technology	All	No			All Schools		$0.00	$1,739,996.00	$500,000.00	$1,239,996.00			$1,739,996.00	
3	**3.5**	Student Support	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.6**	Teacher and Staff Support	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.1**	Communication Plan	All	No			All Schools		$0.00	$7,000.00	$7,000.00	$0.00	$0.00	$0.00	$7,000.00	
4	**4.2**	Family Engagement	All	No			All Schools		$0.00	$9,000.00	$9,000.00				$9,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
13,599,081	351,999	2.588%	0.000%	2.588%	$938,714.00	0.000%	6.903 %	**Total:**	$938,714.00
								LEA-wide Total:	$938,714.00
								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	**1.1**	Staffing	Yes	LEA-wide	English Learners		$938,714.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,073,638.00	$3,925,149.00

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**	Staffing	Yes	$990,291.00	932,244
1	**1.2**	Professional Development	No	$190,000.00	179,423
1	**1.3**	Data Driven Instruction and Planning	No	$4,500.00	4,772
1	**1.4**	Assessment	No	$7,000.00	7,350
1	**1.5**	Instructional Materials	No	$5,000.00	972
1	**1.6**	Student Support	No	$10,000.00	10,535
1	**1.7**	English Learner Support and Instruction	No	$2,000.00	10,062
1	**1.8**	Student Attendance	No	$0.00	0.00
1	**1.9**	Enrichment for our Thriving Students	No	$0.00	0.00
2	**2.1**	Student and Staff Support	No	$776,832.00	821,166
2	**2.2**	Instructional Materials	No	$2,500.00	$2,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Professional Development	No	$20,000.00	27,015
2	**2.4**	Community Engagement	No	$0.00	0.00
2	**2.5**	Data Driven Instruction and Planning	No	$0.00	0.00
3	**3.1**	Instructional Materials	No	$283,000.00	283,000
3	**3.2**	Staffing	No	$20,000.00	13,236
3	**3.3**	Professional Development	No	$14,000.00	10,992
3	**3.4**	Facilities and Technology	No	$1,747,290.00	1,616,837
3	**3.6**	Student Support	No	$0.00	0.00
4	**4.1**	Communication Plan	No	$0.00	0.00
4	**4.2**	Family Engagement	No	$1,225.00	5,045
4	**4.3**	Professional Development	No	$0.00	0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
320,784	$990,291.00	$932,244.00	$58,047.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Staffing	Yes	$990,291.00	932,244		

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)
12,382,359	320,784	0	2.591%	$932,244.00	0.000%	7.529%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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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