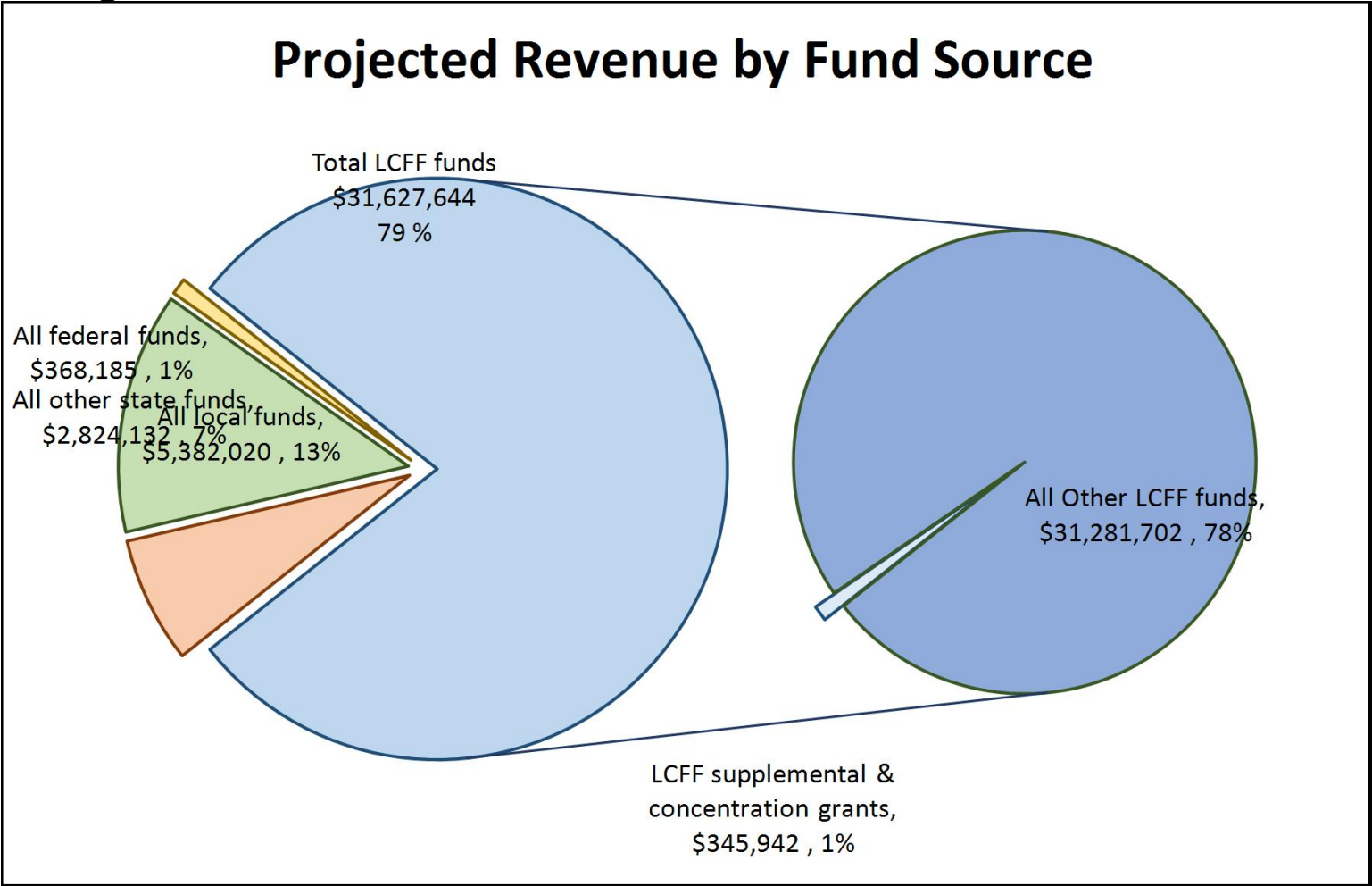# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Las Lomitas Elementary School District
CDS Code: 41 68957 0000000
School Year: 2025-26
LEA contact information:
Erik Burmeister
Superintendent
eburmeister@llesd.org
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 2025-26 School Year

Projected Revenue by Fund Source

Total LCFF funds
$31,627,644
79 %

All federal funds,
$368,185 , 1%

All other state funds
$2,824,132 , 7%

All local funds,
$5,382,020 , 13%

All Other LCFF funds,
$31,281,702 , 78%

LCFF supplemental &
concentration grants,
$345,942 , 1%

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 $40,201,981, of which $31,627,644 is Local Control Funding Formula (LCFF), $2,824,132 is other state funds, $5,382,020 is local funds, and $368,185 is federal funds. Of the $31,627,644 in LCFF Funds, $345,942 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.

Budgeted Expenditures in the LCAP
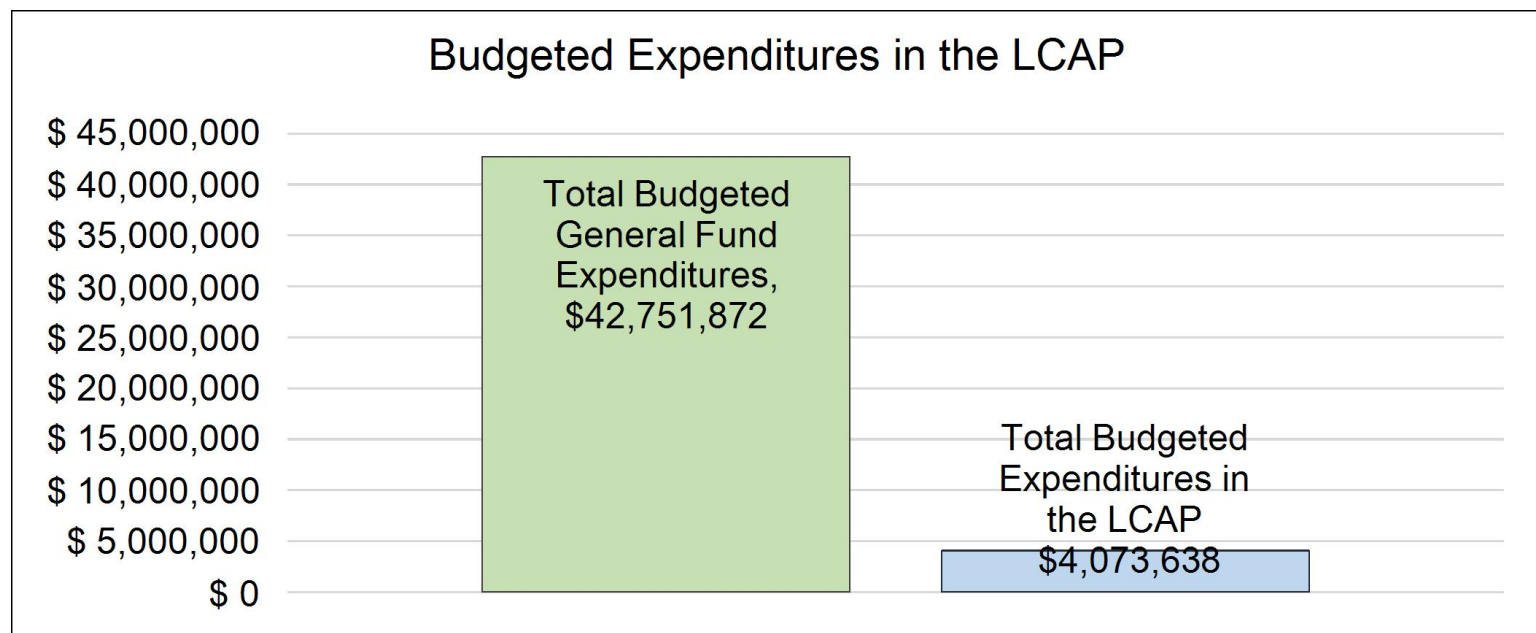
This chart provides a quick summary of how much Las Lomitas Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Las Lomitas Elementary School District plans to spend $42,751,872 for the 2025-26 school year. Of that amount, $4,073,638 is tied to actions/services in the LCAP and $38,678,234 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
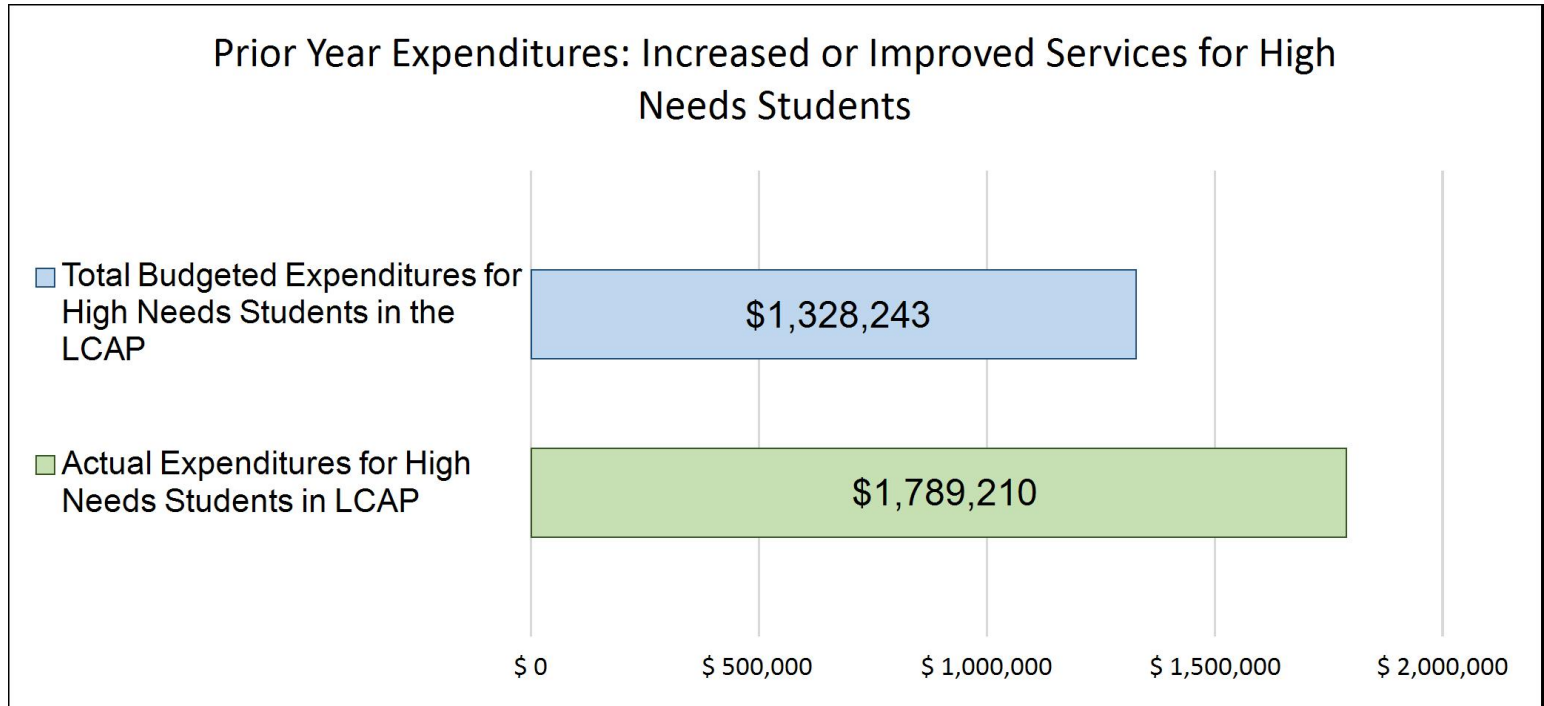
Administrative and operating costs such as administrative salaries/benefits, insurances, utilities and student transportation costs are not directly related to teaching and learning and are not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Las Lomitas Elementary School District is projecting it will receive $345,942 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 $990,291 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 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $1,328,243

Actual Expenditures for High Needs Students in LCAP: $1,789,210

(Chart axis: $0 | $500,000 | $1,000,000 | $1,500,000 | $2,000,000)

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 2024-25, Las Lomitas Elementary School District's LCAP budgeted $1,328,243 for planned actions to increase or improve services for high needs students. Las Lomitas Elementary School District actually spent $1,789,210 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

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 best-in-class, 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 fosters empathy, respect, and understanding among students. It helps break down stereotypes and promotes acceptance of differences. Our student enrollment is just over 1100 students and the district is comprised of several different ethnic groups: 45.1% of our students are white, 23.4% of our students are Asian, 16.5% of our students are Hispanic, 13.9% of our students are two or more races, and 0.4% of our students are African-American.

The District Strategic Plan is the road map for much of our work. The Strategic Plan planning process involved many educational partners and encompasses the District's vision for 2021-2026. The Strategic Plan is posted on the District website for easy accessibility. Diversity, Equity, and Inclusion (DEI) were identified as an important opportunity for strategic focus and continuous improvement during the strategic planning process. As a result, each Strategic Planning Task Force team has considered equity issues in their team reports. In addition, while the Task Force work was ongoing, LLESD formed the 2021 DEI Students, Staff, and Community Committee to explore opportunities for focus in these areas. The work of this group is ongoing and is called the District Equity Team (DET).

Strategic Plan Goals:
Goal #1: Make our educational program even more engaging & inclusive
Goal #2: Ensure equitable access to robust resources that promote social and emotional learning & health for all students & staff
Goal #3: Provide meaningful professional development to support the strategic vision
Goal #4: Strengthen educational partner engagement & strategic communications to support student success
Goal #5: Invest in facilities & infrastructure to support the strategic vision
DEI is a focus area for our strategic planning process. We use DEI as a lens to review all work outcomes. The District updated the DEI work to include Access and Belonging (DEIAB) as it began the 2022-2023 school year. The lens expanded to 100% access by building a sense of belonging and redesigning programs and procedures.

Las Lomitas continues to engage in purposeful and courageous work around DEIAB. Our schools have engaged in Restorative Practices emphasizing our efforts in using unexpected student behavior as a learning opportunity. The District made a concerted effort last year to provide ongoing Restorative Practices training to all district and school site staff, including teachers, paraprofessionals, classified staff, and district and site administrators, and this work is ongoing. As a complement to traditional discipline practices, site administration has 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. These meetings also celebrate various cultures through language, culture, and traditions.

Las Lomitas 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. Part of our plan for 2025-2026 will include metrics and outreach to families regarding attendance. Las Lomitas is no longer eligible for Assisted Targeted Support and Improvement (ATSI) in the area of attendance, but we will continue to monitor this area.

(Strategic Plan - Overarching Goal and State Priority #1, 3, 5, 6)
The Board approved a Facilities Master Plan in February 2013, and LLESD passed one of two Bond Measures in November 2013. Construction at La Entrada began in the Spring of 2017 on a new two-story building containing 21 classrooms, completed and occupied in August 2018. Construction at Las Lomitas started in the Summer of 2017 on a new Kindergarten wing occupied in August 2018. Additional construction at Las Lomitas to complete a new administration area and new parking lot continued through the Summer of 2019. The District passed a second Bond Measure in June 2018 to provide funding to repair/update existing buildings, which was completed in Summer 2023. To complete the modernization program over the next few years, in the summer of 2021, both sites refurbished front parking lots. Las Lomitas added a lunch shade structure. The first round of classroom transitions began in the fall of 2022. Throughout the 2022-2023 school year, modernizations happened in stages at each site. Work continued into the 2023-2024 school year at both campuses with completion of all work in Spring, 2024.

(Strategic Plan #1 and State Priority #5, 7)

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; teachers teach extra classes. Their 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. As a result of the standards work and instructional materials pilots, all students have full access to standards-aligned instructional materials. In 2022-2023, the Wellness Committee reviewed and created an implementation plan for the new Social Emotional Learning curriculum beginning in the fall of 2023. The 4th & 5th grade curriculum, Wayfinder, was implemented last year at La Entrada. Homeroom teachers at La Entrada in grades 6-8 also implemented SEL curriculum created by a team of teachers as La Entrada. The Wellness Committee reviewed and chose materials for comprehensive sex education that cover a broad range of topics related to human development (including puberty, anatomy, sexual orientation, and gender identity) and relationships (including self, family, friendships, romantic relationships, and health care providers). The new curriculum was shared with the students in grades five, seven, and eight in 2023 and continues to be implemented.

The District created more equitable systems and increased the Learning Recovery team in 2022-2023. In 2023-2024 the District increased the number of Learning Recovery Staff members again because of the increase in Multilingual Learners (MLL) enrolled. MLL enrollment doubled over previous years, which has increased the urgency around staffing, program development, and progress monitoring. The Learning Recovery teams work to support the students needing additional language, academic, and social-emotional support throughout the year. During our leadership retreat in the summer of 2023, we reviewed data from the Learning Recovery Team. The discussion also revolved around the need to create such a team after the pandemic. Now that we have been out of the pandemic for a few years, the name needed to shift to show our shift to supporting all learners. Last year the Learning Recovery Team became the Learning Support Team, designed to provide support and/or enrichment to students who need it. In the 2025-2026 school year, we will operated with one less Learning Recovery teacher as our student achievement data indicates we no longer need the additional LST teacher.

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 special education 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, and a few complete more advanced math such as Algebra 2 and PreCalculus.
(Strategic Plan #1, 2, 3 and State Priority #1, 2, 4, 5)

Multilingual Learners (MLL) previously comprised 6% of the district population, but in 2022-2023 it increased to 13%. We experienced a slight drop in this percentage in the 2024-2025 school as 11.6% of our students are English Learners. In addition, the our students speak 14 languages other than English, with 19.5% of our students speaking a language other than English. When looking at the percentage of students who are Multilingual and the percentage of students who are English Learners, our total population of Multilingual students is 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.
(Strategic Plan #1 and State Priority #1, 2, 4, 5, 7)

Students and parents in LLESD value education and know the importance of regular attendance. Our DELAC reviews and encourages attendance. As reported on the 2024 California Dashboard, chronic absenteeism decrease for our socioeconomically disadvantaged and Hispanic students in 2023-2024. The sites worked diligently to implement short time independent study for students who are eligible. 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. There are no middle school dropouts.
(Strategic Plan #2 and 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. Along with lessons and activities from the "Project Cornerstone" is in place 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 reverse mainstreaming. 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.

Additionally, whole-school "Lions' Pride" gatherings each Monday morning brought students and staff together to celebrate one another and the diversity in their school community. In addition, La Entrada continues reverse mainstream, 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, rubic 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 have introduced "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. Finally, our Leadership class curriculum has been reinstated after a few years off due to the pandemic. The return of leadership brought new activities, such as the Door Decorating contest and a spring Talent Show. A focus on implementing Restorative Practices at every level of the organization has been a focus this year as well.
(Strategic Plan #2 and State Priority #6, 8)

Each school site convenes staff-led social committees that dedicate their efforts and funds to bringing staff together during and outside of working hours, positively impacting their sense of community. Additionally, LLESD annually convenes a district-wide Wellness Committee composed of staff, family members (and hopefully students in the future). The structure and function has evolved over time, and a final model has not been solidified. Historically, for instance, some years members have identified and pursued projects, other years related groups have presented to the committee members as a channel to distribute information. The cadence of meetings has alternated, sometimes meeting monthly and other times meeting quarterly.

Parental input is an essential component of the culture of this District. Each site has a PTA and Site Council. The Joint Committee on Priorities (JCOP) now called 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, focus groups (special education and general education), and interactive video conferences with the teachers, 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 goals, feedback on our goals and action steps and what parents would like to see added and/or removed from the 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.
(Strategic Plan #4 and State Priority #3)

The District will continue seeking feedback from educational partners via a Google Survey Form on progress toward the five strategic goals outlined in Vision 2025. The communication plan effectively streamed newsletter communication, and the established cadence will be continued in 2025-2026.
(Strategic Plan #5 and 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 Block Grant:
LLESD has fully allocated and exhausted funds for the initial Learning Recovery Emergency Block Grant (LREBG) to be spent between 2022 and 2025. The state has since proposed allocating additional LREBG funds to school districts for 2025-2027.
The final dollar amount has not been released. Once funds are allocated, the state mandates that the district integrate at least one or more actions funded by the LREBG into their Local Control and Accountability Plans (LCAPs) for the 2025-26, 2026-27, and 2027-28 school years, ensuring a sustained and strategic approach to learning recovery. LLESD will integrate the additional state-provided funds into the updated LCAP, outlining how funds will be utilized in the 2026-27 school year, once funds are allocated.

Based on the 2024 California School Dashboard (Dashboard) and local data, LLESD has been successful in the following areas:

1. Academic Performance
- English Learner Progress Indicator
- 59% making progress towards English language proficiency or maintaining the highest level
- 28.3% maintained English language proficiency level
- 11.7% decreased at least one English language proficiency level

- English Language Arts -
- 2024 Smarter Balanced Summative Assessment (SBAC), 84.63% of 694/727 3rd-8th grade students scored meets or exceeds standard.
- 2024 CA Dashboard, All student groups scored at the Very High or High levels which is an improvement over last year's Dashboard.

- Spring 2025 local assessment data, Kindergarten: 81%, 1st Gr: 86%, 2nd Gr: 81%, 3rd Gr: 86%, 4th Gr: 81%, 5th Gr: 61%, 6th Gr: 89%, 7th Gr: 79%, 8th Gr. 89% met or exceeded standard.

- Mathematics -

* 2024 Smarter Balanced Summative Assessment (SBAC), 82.86% of 702/727 3rd-8th grade students scored meets or exceeds standard.
  - 2024 CA Dashboard, All student groups scored at the Very High or High levels which is an improvement over last year's Dashboard.
  - Spring 2025 local assessment data, Kindergarten: 95%, 1st Gr: 94%, 2nd Gr: 91%, 3rd Gr: 89%, 4th Gr: 75%, 5th Gr: 65%, 6th Gr: 83%, 7th Gr: 73%, 8th Gr. ND* met or exceeded standard. We will update this data in August, 2025 when we have all spring math data in our system.

* Science
* 2024 California Science Test (CAST), 69.34% 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, 37.84% of Hispanic students scored meets or exceeds standard, 40.91% of Socioeconomically Disadvantaged (SED) students scored meets or exceeds standard. Our English Learner group number was too small to receive a score.
  - Implementation of Academic Standards - Standard Met

2. Academic Engagement
  - Attendance and Chronic Absenteeism - Based on the attendance reported through CALPADS in 2024-2025 9.5% of LLESD students are absent more than 10% of the school year, and the average daily attendance for 2023-2024 is 95%. Although this is higher than usual, the site put in extra time 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 May 29, 2025, the district attendance rate was 96.27%, an increase of 1%, and the chronic absenteeism rate was 4.5%, a decrease of 5% from last year. Las Lomitas School exited ATSI due to the chronic absenteeism rate of the Hispanic student group. Although Las Lomitas School exited ATSI, the school is now eligible for Williams monitoring and that will begin in the Fall of 2025.
  - 2024 CA Dashboard, 5.1% of our students were chronically absent with a decline of 2.4%. All student groups scored at the Low level except for the Hispanic and SED student groups who scored in the Medium level. However, the Hispanic student group decreased the rate by 7.7% and the SED student group decreased the rate by 13.8%.
  - 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 2024-2025 Parent Engagement 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 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 aligned with the strategic plan's efforts and the 2025-2026 LCAP. The emphasis on diversity, equity, inclusion, access, and belonging (DEIAB) continued the efforts over the last ten years, so there was District-wide support for DEIAB. There will be additional emphasis on engaging all voices in our work designing and planning stages to increase inclusion.

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 2024 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. Examine current intervention programs to ensure alignment and adopt intervention strategies and programs as appropriate. Adopt and 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). Develop an internal data alignment, data evaluation, systematic review process, and an internal data driven-program evaluation team to mitigate differences in achievement among subgroups and disaggregate and analyze student performance data across subgroups at consistent points across the year, with clear expectations for closing opportunity and achievement gaps as outlined in LCAP Goal 1.

- Diversity, Equity, Inclusion, Access, and Belonging (DEIAB) - Continue to create a supportive environment focused on equitable experiences and outcomes for all students and a sense of belonging and agency among all educational partners and prioritize steps to mitigate gaps in experience and sense of belonging between student subgroups as outlined throughout the LCAP.

2. Academic Engagement
- Attendance and Chronic Absenteeism - In light of Las Lomitas School being eligible for ATSI due to the chronic absenteeism rate of the Hispanic student group, an additional action step was added to the LCAP 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.

- Diversity, Equity, Inclusion, Access, and Belonging (DEIAB) - Continue to review current homework and grading policies to ensure equitable opportunity to thrive for all students, including those with diverse learning needs as indicated in LCAP Goal 2.

- 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) - 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. Maintain the District Equity Team (DET) and develop a District equity plan that includes a vision of equity, definition of equity, review of pertinent District data, goals for progress in identified areas, metrics to measure progress toward goals, and ongoing professional learning opportunities for all educational partners as outlined in LCAP Goal 2.

* Attendance Rate - Monitor attendance rate and chronic absenteeism rate.

- 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.
.
- 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.

To maintain an equitable program and promote excellence in all classrooms, examine evaluation tools and ensure competencies in educational equity are made part of performance evaluations. Continue to review, research, and calibrate the evaluation process for classified staff. Dedicate efforts to hire and support teachers and staff of color as indicated in LCAP Goal 3.

Parent and Family Engagement - Continue to identify a process 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 as indicated in LCAP Goal 2. 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 5.

- Local Climate Survey - Continue to provide training in diversity, equity, and inclusion (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.

LLESD expended all LREBG funds in the 2024-2025 school year.

LCAP Highlights:

LLESD is committed to creating a supportive environment focused on equitable experiences and outcomes for all students and a sense of belonging and agency among all educational partners and prioritizes steps to mitigate gaps in experience and sense of belonging between student subgroups. This includes dedicating time to creating a vision, action plan, and accountability process for the implementation of DEIAB in all aspects of the District's work. The District will continue to review processes, policies, and other data revealing disproportionality in students' opportunities, access, and outcomes and develop specific planning processes at the District office and each site to mitigate the disproportionalities discovered.

In 2025-2026, the classroom teachers will 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 2025-2026.

For 2025-2026, we anticipate having one less TK class as a result of our TK population decline. The level of program effectiveness and understanding of young learners will continue to deepen, creating fun and engaging learning experiences for all TK students.

Some additional key features of the plan:

* Monitor number of Learning Support Staff (Certificated and Classified) based on student need during the regular day and after school hours (Strategic Plan Goal #1, 2, LCAP Goal #1)
* Adopt and communicate a clear district theory of action regarding the importance of improving tiered interventions and invest heavily in clarifying expectations for highly effective instruction. (Strategic Plan Goal #1, LCAP Goal #1)
* Provide PD opportunities to all staff in core content areas, English Language Development, Universal Design for Learning, Restorative Practice, and strong Tier I instruction, based on the 3-year professional development plan. (Strategic Plan Goal #1, LCAP Goal #1)
* Continue to provide staff training in iELD strategies. (Strategic Plan Goal #1, LCAP Goal #1)
* Provide all staff and administrators training in the new Math Frameworks. (Strategic Plan Goal #1, LCAP Goal #1)
* Continue to develop an internal data alignment, data evaluation, systematic review process, and an internal data driven-program evaluation team to mitigate differences in achievement among subgroups and disaggregate and analyze student performance data across subgroups at consistent points across the year, with clear expectations for closing opportunity and achievement gaps. (Strategic Plan Goal #1, LCAP Goal #1)
* Conduct a math curriculum and materials review to prepare for the math adoption materials to be purchased in 2026-2027. (Strategic Plan Goal #1, LCAP Goal #1)
* Ensure that all aspects of equity and cultural competence, including race, ethnicity, LGBTQ+, and other identities, are addressed during professional learning. (Strategic Plan Goal #3, LCAP Goal #2)

* Continue to identify a process to ensure that the District Equity Team (DET) comprises key District educational partners at all levels of the organization to co-lead equity work. (Strategic Plan Goal #4, LCAP Goal #2)
* Las Lomitas School exited ATSI due to the chronic absenteeism rate of the Hispanic student group. We will continue to monitor the attendance of our Hispanic student group. (LCAP Goal #2.1)
* Create policies and practices for use of Artificial Intelligence (AI) in the classroom (LCAP Goal #3)
* Provide training in the use of AI in the classroom to all teachers and administrators (LCAP Goal #3)
* Dedicate efforts to hiring and supporting teachers and staff of color. (Strategic Plan Goal #3, LCAP Goal #3)
* Continue to offer a robust induction program to support teachers of color in their first years of teaching. (Strategic Plan Goal #3, 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. (Strategic Plan Goal #3, 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. (Strategic Plan Goal #2, LCAP Goal #3)
* Continue to train staff on the processes and details outlined in the Comprehensive School Safety Plans. (LCAP Goal #3)
* Provide ongoing training and professional development in SEL for staff at all levels of the organization. (Strategic Plan Goal #2, LCAP Goal #3, 4)
* Continue to use the student, teacher, staff, and parent survey tool to provide us with actionable data regarding wellness, SEL, and mental health needs. (Strategic Plan Goal #2, LCAP Goal #4)
* 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.(Strategic Plan Goal #2, LCAP Goal #4)
* 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). (Strategic Plan Goal #2, LCAP Goal #4)
* Maintain implementation of the new inclusive 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. (Strategic Plan Goal #4, 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

Educational Partner(s)	Process for Engagement
LLESD School Board	9/11/24: School board meeting - presentation on Professional Development offered during the summer - LCAP Goal 1. PD is aligned to both the strategic plan and the goals/actions in the LCAP. Also presented summer school information. Board wants us to work on increasing attendance of students who attend summer school. Unfortunately, due to deficit spending in our current and future budget projections, summer school is being paused for the unforeseen future. Presented information on Universal Design for Learning (Goal 1) school safety and crisis intervention - LCAP Goal 2. This was an informational report, but we plan to monitor this action through the implementation of the school safety plans and the FIT reports. 10/17/24: School board meeting - presentation on the Learning Support Model at Las Lomitas - LCAP Goal 4. Board provided input on monitoring the progress of students receiving support. We piloted an assessment for our students receiving support. Las Lomitas school gave a presentation on the School Plan for Student Achievement in alignment to our 2024-2025 LCAP. 11/6/24: School board meeting - presentation on Student Performance data - LCAP Goal 4. 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

Educational Partner(s)	Process for Engagement
	groups on all state and local assessment data. We also gave a presentation on our ELA program and gave a presentation on our enrollment and multilingual learners information - LCAP Goals 1 and 3. Additionally, we have added the ELA presentation for our FAQ document on the website. 12/18/23: School board meeting - presentation from La Entrada on their Learning Support Program - LCAP Goal 1. Board asked what are we doing to monitor the progress of our students who need additional support. Our Director of IT gave a brief presentation of our Technology Plan updates - LCAP Goal 3. 1/15/25: School board meeting - presentation on the CA School Dashboard district results. We also gave a presentation on our Science program - LCAP Goal 1. Additionally, we have added the Science presentation for our FAQ document on the website. La Entrada presented information on the World Language Wheel at the board's request. The board wants to ensure that students have experience learning a new language while at the middle school - LCAP Goal 1. 2/8/25: School board meeting - Presentation of the mid-year LCAP Update. 3/5/25: School board meeting - Presentation providing an update on our District Equity Team work - LCAP Goal 2. The board wanted to know why we are using full days for this work, and it was explained that the work is too important and required full days to ensure we meet the annual goals set by the team and in the LCAP. Staff also presented information on attendance - LCAP Goal 2. Staff presented on our Math program - LCAP Goal 1. Additionally, we have added the Math presentation for our FAQ document on the website. 4/16/25: School board meeting - presentation on the Dyslexia Screener and adoption process - LCAP Goal 1. 5/7/25: School board meeting - presentation on the LCAP planning process and the alignment of the LCAP goals to the strategic plan

Educational Partner(s)	Process for Engagement
	goals. Presented information highlighting items changed in response to educational partner feedback - adding an action item specific to our thriving students - LCAP Goal 1. 6/4/25: School board meeting - LCAP Public Hearing. Presented student achievement information in our Learning Support Program - LCAP Goal 1. 6/11/25: School board meeting - presentation on the local indicators and approval of the 2024-2025 LCAP and Budget. Also gave an update on our 3-year Professional Development Plan - LCAP Goal 1.
Community Advisory Committee (formerly Joint Committee On Priorities) - 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.	CAC serves as the LCAP Advisory Group for the district. 8/20/24: Provided information on the Universal Design for Learning (UDL) work for the year, shared the timeline of the trainings and answered questions about UDL - LCAP Goal 2. 12/17/24: Provided the CA School Dashboard information. 1/21/25: Shared the dates, times and locations of the "Chat with the Interim Superintendent" meetings. These meetings were designed to start the process of rebuilding community, transparency and trust. Parents and staff shared they would like to see more effective communication from the district and to continue to have opportunities to collaborate. As a result of this, we will continue the actions in LCAP Goal 4. We also shared the LCAP progress for the year. 3/18/25: Provided the committee with the dates and times for the LCAP Input Sessions for parents, families, and community members. Explained the purpose of thee input sessions and let members know that there will also be an opportunity for parents to complete a survey of the LCAP. The results of that survey impacted our 2025-2026 LCAP - as we continue to stress academic achievement as our priority which is what our families would like to see. There is also a call to rebuild relationships after the strike in October which is

Educational Partner(s)	Process for Engagement
	reflected in our Goal 4 action steps. Additionally, our families would like to see more specific actions to meet the needs of our thriving students which is reflected in Goal 1. A large majority of our educational partners feel we are on the right track with our current LCAP goals. 4/15/25: Shared the Parent Survey information for the LCAP Metrics survey that will open at the end of the month. 5/22/25: Met with two members of our Student Leadership team at the middle school since they cannot attend the CAC meetings due to the time of the meeting. The students did not provide any comments regarding the LCAP therefore the superintendent did not have to respond to the group in writing. 5/20/25: Provided an update on the 2025-2026 LCAP. The group did not provide any comments 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, teachers)	10/30/24: DELAC Meeting - presented ELPAC data and celebrated our students who were reclassified - LCAP Goal 1. 2/5/25: 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. 5/8/25: 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)	2/26/25: 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 Google survey. The results of that survey impacted our 2025-2026 LCAP - as we continue to stress academic achievement

Educational Partner(s)	Process for Engagement
	as our priority which is what our staff would like to see. There is also a call to rebuild relationships after the strike in October which is reflected in our Goal 4 action steps. 4/14/25-4/25/25: Staff Survey - Although there was an improvement in the culture and climate, as reported by the teachers, the staff reported a need for increased positivity, optimism, and support from the board and administration. As the District moves into 2025-2026 it will continue to focus on the climate and culture because there is room for improvement. There will be additional emphasis on engaging all voices in our work to design and plan for increased inclusion.
Parents, Guardians, Students, and Community Members, including parents and families of students with disabilities	3/19/25, 3/20/25, and 3/22/25: Provided all families and community members with an update on the current LCAP and asked for feedback on next year's LCAP via a Google survey. The results of that survey impacted our 2025-2026 LCAP - as we continue to stress academic achievement as our priority which is what our families would like to see. There is also a call to rebuild relationships after the strike in October which is reflected in our Goal 4 action steps. Additionally, our families would like to see more specific actions to meet the needs of our thriving students which is reflected in Goal 1. A large majority of our educational partners feel we are on the right track with our current LCAP goals. 4/14/25-4/25/25: Parent Survey - In general, the ideas the staff and community provided aligned with the strategic plan's efforts and the 2025-2026 LCAP. Although the data shows increased opportunities to learn about, discuss and confront race, ethnicity, and culture issues, there still appears to be a need to provide opportunities to engage in this dialogue with the parent community.
District Leadership Team (site and district administrators and management)	8/4/24-8/6/24: Information and discussion regarding student performance data and the role of the Learning Support Team, our efforts around DEIAB by learning about Equity Walks and work around attendance - LCAP Goal 1.

Educational Partner(s)	Process for Engagement
	9/24/24: Universal Design for Learning training for leadership - LCAP Goal 1 and information on the Wellness Committee - LCAP Goal 3. 10/1/24: Information and discussion around our program priorities - LCAP Goal 1. 11/19/24: Discussion and training on how to start affinity spaces - LCAP Goal 3. 12/18/24: Training of the management team in Anti-Bias Hiring Practices - LCAP Goal 3. 1/9/25: Provided information regarding the Suicide Risk Prevention Training - LCAP Goal 2. 1/16/24: Information and discussion regarding the Restorative Practices training and implementation plan - LCAP Goal 3, monitoring attendance this year - LCAP Goal 3, and summer school information - LCAP Goal 4. 1/21/25: Training on the 504 process - LCAP Goal 1. 1/28/25: Information and discussion regarding the LCAP Mid-Year progress report and the CA School Dashboard. 2/25/25: Information provided regarding the LCAP Input Sessions and Google Survey 3/11/25: Discussion and suggestions for the 3-year Professional Development Plan draft - LCAP Goal 1. 3/18/25: Training provided on Artificial Intelligence and Education - LCAP Goal 3. There was also a discussion regarding the cancellation of summer school and kickstart due to budget deficit - LCAP Goal 1. 3/24/25: Shared and discussed the Google LCAP survey results. Discussed how to address some of the suggestions in our 2025-2026 LCAP.

Educational Partner(s)	Process for Engagement
	4/29/25: Information and discussion regarding the 2025-2026 proposed LCAP changes and discussion regarding the input from our educational partners and how that is reflected in the 2025-2026 LCAP. 5/21/25: Information and discussion regarding the first draft 2025-2026 LCAP and the survey results of our LCAP metrics and assessment data how that is reflected in the 2025-2026 LCAP. 5/28/25:Information and discussion regarding the final draft 2025-2026 LCAP.
SELPA Consultations	2/28/2025 - Met and discussed the LCAP progress towards goals. The team did not offer any suggestions. 3/28/2025 - Met and discussed LCAP survey data. The team did not suggest any changes to the LCAP.

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

The Las Lomitas Elementary School District engaged in a comprehensive Strategic Plan effort (approved in June 2021). A representative committee that included parents, community members, Board members, teachers, and administrators worked with educational partners to create a Strategic Plan. 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 Joint Committee on Priorities (JCOP), Las Lomitas Education Foundation (LLEF), 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 Google survey where educational partners confidentially share their input. In general, the ideas the staff and community provided aligned with the strategic plan's efforts and the 2025-2026 LCAP. The emphasis on diversity, equity, inclusion, access, and belonging continues the efforts over the last ten years, so there is continued support for DEIAB. 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. Although the data shows

increased opportunities to learn about, discuss and confront race, ethnicity, and culture issues, the teachers and staff are looking for more opportunities to learn how to promote equity in their practice. Given the trials of this school year (strike, strike aftermath, superintendent change) the staff and families reported a need for more positivity, optimism, and support from their colleagues. As the District moves into 2025-2026, it will continue to focus on the climate and culture because there is room for improvement. There will be additional emphasis on engaging all voices in our work to design and plan for increased inclusion and belonging, and rebuilding community, trust and transparency.

The third through eighth grade students participated in the district created Climate Survey. The student data showed increased positive student-adult relationships and the student's sense of safety.

Our educational partners expressed a strong interest in creating actions specific to our thriving students. This input is reflected in a new 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 2024 state benchmark assessments shows:
85% of all students met or exceeded grade-level standards in ELA
16% of English Learners (ELs) met or exceeded grade-level standards in ELA
50% of Students with Disabilities (SWD) met or exceeded grade-level standards in ELA
59% of Socio-economically disadvantaged Students (SED) met or exceeded grade-level standards in ELA
60% of Hispanic students met or exceeded grade-level standards in ELA

83% of all students met or exceeded grade-level standards in Math
54% of English Learners (ELs) met or exceeded grade-level standards in Math
50% of Students with Disabilities (SWD) met or exceeded grade-level standards in Math
56% of Socio-economically disadvantaged students (SED) met or exceeded grade-level standards in Math
57% of Hispanic students met or exceeded grade-level standards in Math

Grades 5 and 8:
70% students scored meets or exceeds standard in Science
38% of Students with Disabilities (SWD) scored meets or exceeds standard in Science
41% of Socioeconomically Disadvantaged (SED) students scored meets or exceeds standard in Science
38% 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 2025 local benchmark reading assessments shows:
75% of all students met or exceeded grade-level standards in Reading

Analysis of student performance on Spring 2025 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 as compared to their peers, as well as our ELs, SED, SWD, and our Hispanic student group who are not meeting standard in math as compared to their peers in math. The District continues to evaluate and respond to students who continue to struggle to meet standard. 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):		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):	2024 CAASPP All Students: • -1% ELA & 0% Math English Learners (ELs): • -15% ELA & -13% Math Students with Disabilities (SWD): • -5% ELA & -5% Math Socio-economically disadvantaged (SED):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• 59% ELA & 56% Math Hispanic: • 60% ELA & 57% Math		• 72% ELA & 63% Math Hispanic: • 78% ELA & 76% Math	• 7% ELA & 13% Math Hispanic: • 2% ELA & 1% 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%		Reading Assessment All Students: 90% English Learners (ELs): 55% Students with Disabilities (SWD): 70% Socio-Economically Disadvantaged (SED): 75% Hispanic: 75%	0% 2024-2025 is the baseline year for the assessment across all grade levels
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%		All Students: 85% English Learners (EL): 85% Students with Disabilities (SWD): 85% Socioeconomically Disadvantaged (SED): 85% Hispanic: 85%	0% 2024-2025 is the baseline year for the assessment across all grade levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 benchmark math assessment (MARS)	2024 MARS Assessment All Students: 72% English Learners (ELs): 63% Students with Disabilities (SWD): 69% Socio-Economically Disadvantaged (SED): No data Hispanic: 53%	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.
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%		All Students: 90% English Learners (ELs): 55% Students with Disabilities (SWD): 70% Socio-Economically Disadvantaged (SED): 75% Hispanic: 75%	0% 2024-2025 is the baseline year for the assessment across all grade levels
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%	2025 CAST All Students: 70% English Learners (ELs): Fewer than 10 students - No data available Students with Disabilities (SWD): 38%		CAST - Grades 5 & 8 All Students: 85% English Learners (EL): No score - data set too small Students with Disabilities (SWD): 69%	2025 CAST All Students: -9% English Learners (ELs): Fewer than 10 students - No data available Students with Disabilities (SWD): -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 56%	Socio-Economically Disadvantaged (SED): 41% Hispanic: 38%		Socioeconomically Disadvantaged (SED): 54% Hispanic: 61%	Socio-Economically Disadvantaged (SED): 3% Hispanic: -18%
1.7	Increase the percentage of students who state they are academically motivated as measured in our annual survey to students.	2023-2024 80% of students who state they are academically motivated as measured in our annual survey to students.	We discontinued the use of the Panorama Survey and moved to using our own survey for students.		90% of students who state they are academically motivated as measured in our annual survey to students.	We discontinued the use of the Panorama Survey and moved to using our own survey for students.
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		100% of staff believe the school promotes academic success for all students	-6%
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		70.5% of Language Learners K-8 making progress toward English language proficiency on the ELPAC	-5.5%
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		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	0% 2024-2025 is the baseline year for the goal across all grade levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learners (LTELs) and our current LTELs.		Learners (LTELs) and our current LTELs.	
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		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 - +1 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		100% of our EL students have access to ELD standards	No difference
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)]		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)]	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Increase the percentage of staff who has high expectations for all students, regardless of their race, ethnicity, or nationality as measured on the Staff Survey (CHKS)	2023-2024 95% staff have high expectations for all students, regardless of their race, ethnicity, or nationality	2024-2025 93% staff have high expectations for all students, regardless of their race, ethnicity, or nationality		100% staff have high expectations for all students, regardless of their race, ethnicity, or nationality	-2%
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.		ELA All Students: 90% show growth from year to year

Math All Students: 90% show growth from year to year | 2024-2025 is the baseline year for the assessment across all grade levels. We can't start comparison years until next year. |

Goal Analysis [2024-25]

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, our 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 fully implemented with fidelity, allowing us to maintain our focus on student academic growth despite significant challenges. Our instructional initiatives, assessment systems, and targeted support programs operated as intended, providing a foundation for student achievement across content areas. However, we experienced implementation challenges specifically related to our professional development actions. Actions 1.a (providing PD opportunities in core content areas, ELD, innovation, co-teach/co-plan model, and technology), 1.b (staff training for addressing students with academic concerns before special education referrals), and 1.d (staff and administrator training in the new Math Frameworks) were not fully implemented as planned.

These implementation gaps were primarily due to three significant factors that impacted our district during the 2025-26 school year:

1. Budget constraints necessitated difficult decisions regarding resource allocation, limiting our capacity to provide the comprehensive professional development offerings originally planned.

2. The teacher/staff labor action in Fall 2025 disrupted our professional development calendar and created scheduling challenges that proved difficult to overcome during the remainder of the academic year.

3. Leadership transitions, particularly the Assistant Superintendent of Education Services assuming additional duties as Interim Superintendent, reduced organizational capacity to coordinate and deliver the planned professional development program.

Despite these challenges, we maintained our commitment to student achievement through other Goal One actions and will prioritize addressing these professional development gaps in our planning for the upcoming academic year. Moving forward, we have identified alternative funding sources and adjusted our professional development approach to ensure greater resilience against similar challenges in the future.

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, salaries and benefits were increased due to a settlement with labor groups. Some expenses, such as summer school, were reduced due to budget reductions. Specifically goal 1.4, we did not spend the $1000 budgeted for this action. For goal 1.7, we purchased $4,571 more materials than budgeted.

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 fully implemented with fidelity, allowing us to maintain our focus on student academic growth despite significant challenges. Our instructional initiatives, assessment systems, and targeted support programs operated as intended, providing a foundation for student achievement across content areas.

Effectiveness of Implemented Actions:
Data from our Spring 2025 assessments indicate that our implemented actions have yielded positive results for the overall student population while highlighting areas requiring continued focus:

Reading Assessment Results:
With 75% of all students meeting or exceeding standards on the Spring 2025 Reading Assessment, our core literacy instruction has proven effective for the general population. However, significant disparities persist for our English Learners (20%), Students with Disabilities (37%), Socio-Economically Disadvantaged students (30%), and Hispanic students (47%). While these student groups have shown incremental improvement from previous years, the achievement gaps remain substantial and require targeted intervention.

Writing Benchmark Results:

The 2025 Writing Benchmark results reveal both achievements and challenges, with 78% of all students meeting standards. The performance gaps for English Learners (48%), Students with Disabilities (44%), Socio-economically Disadvantaged students (35%), and Hispanic students (56%) indicate that our writing instruction strategies require additional refinement to better support these student groups.

Mathematics Assessment Results:
Our mathematics program has shown strong results for the general population with 80% of all students meeting or exceeding standards. Similar to reading, significant gaps exist for English Learners (67%), Students with Disabilities (48%), Socio-Economically Disadvantaged students (39%), and Hispanic students (61%). These results suggest that while our core mathematics instruction is serving many students well, our differentiated approaches for vulnerable populations need strengthening.

The assessment data clearly demonstrates that while our implemented actions have effectively supported overall student achievement, persistent achievement gaps for our most vulnerable student populations remain. We believe the professional development components that could not be fully implemented would have specifically addressed strategies for supporting these student groups.

As we move forward, we will:
* Prioritize targeted professional development that specifically addresses instructional strategies for English Learners, Students with Disabilities, Socio-economically Disadvantaged students, and Hispanic students.
* Develop a more resilient professional development delivery system that can withstand potential disruptions.
* Implement a more robust progress monitoring system for our vulnerable student populations to allow for timely instructional adjustments.
* Explore alternative funding sources to ensure critical professional development initiatives can continue despite budget constraints.

Despite the challenges faced this year, we remain committed to closing achievement gaps and ensuring all students have equitable access to high-quality instruction that leads to academic success.

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 1.4e, the development of implementation plans for new World Language curricula across Spanish, Latin, and French programs, was completed this year. This comprehensive planning work establishes a solid foundation for cohesive world language instruction across all sites, supporting our commitment to preparing globally competent students.
* Action 1.4f was fulfilled with the development of health implementation plans aligned to state health standards. This important work ensures our students receive consistent, standards-based health education that addresses their physical, social, and emotional well-being needs.

Discontinued Actions

After careful analysis of resource allocation, we have made the difficult decision to discontinue Action 1.6b, our summer school program focused on ELA and math support. While this program served an important purpose, budget constraints have led us to explore more cost-effective intervention approaches that can be embedded within the regular school year to provide more continuous support for struggling students. We also discontinued Action 1.6g. Continue to provide enrichment activities to challenge and engage our thriving students. This was done due to feedback from our educational partners wanting more for opportunities for the thriving students to be challenged. We created a new action: 1.9 a - g: Enrichment for our Thriving Students with specific action steps for how we will accomplish this.

New Actions

To address existing achievement gaps revealed in our assessment data and strengthen our instructional systems, we have added three important new actions:

* Action 1.2h establishes a comprehensive training program for all teachers in our new Data Works dashboard. This initiative will enhance teachers' capacity to utilize data-informed instructional decisions by providing real-time access to student performance information, allowing for more nimble and targeted interventions, particularly for our underperforming student groups.

* Action 1.2j introduces training for all K-5 teachers in our new report card software platform. This system will improve communication with families about student progress while standardizing grading practices across the district, supporting more accurate and timely reporting of student achievement.

* Action 1.9a-g represents a significant expansion of our program with new enrichment actions specifically designed for our thriving students. This addition acknowledges the importance of providing appropriate challenges for high-achieving students while maintaining our commitment to supporting struggling learners. These enrichment opportunities will allow us to better meet the needs of all students across the achievement spectrum.

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. Continue to staff Learning Support Staff (Certificated and Classified); based on multilingual enrollment and student needs during the regular day and after school hours	$990,291.00	Yes

Action #	Title	Description	Total Funds	Contributing
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, based on the 3-year professional development plan 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. Continue to provide staff training in iELD strategies d. Provide all staff and administrators training in the new Math Frameworks e. Continue to provide Universal Design for Learning (UDL) to all staff across the district at the site level 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 all teachers in the use of the new data platform, Data Works i. Train all K-5 teachers in the new grading software platform	$190,000.00	No
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 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	$4,500.00	No

Action #	Title	Description	Total Funds	Contributing
		c. 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 d. Continue to review current homework and grading policies to ensure equitable opportunity to thrive for all students, including those with diverse learning needs e. Continue to evaluate data and create a systematic review process, with clear expectations for closing the achievement gap f. 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 g. 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 h. Continue to review data revealing opportunity gaps in students' opportunities, access, and outcome i. Continue to engage in specific planning processes at the District office and each site to mitigate the opportunity gaps discovered in the data review		
1.4	Assessment	a. Continue to use the IXL ELA and IXL Math as a district benchmark assessment multiple times per year to inform reading and math instruction b. Use a Universal Dyslexia Screener, three times a year, in grades K - 3 c. Use proficiency cut points for local assessments to provide clear entry and exit criteria in Tiers 1, 2, and 3	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
		d. Continue to use a data management system to collect and analyze assessment data e. Continue to develop a local writing assessment; prompts, rubrics, process, and scoring f. Continue to assess writing using "On Demand" writes as formative assessments to inform and guide intervention placements g. Use local assessments/tools to be used as progress monitoring tools (i.e., reading, math, SEL, etc.) h. Explore and administer standardized preschool assessments multiple times yearly to monitor student progress		
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. Continue to implement the new grading system in grades 6-8 d. Implement a new grading platform in grades TK-5 e. Implement a new data platform, Data Works f. All students use CCSS-aligned instructional materials	$5,000.00	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	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Adopt and communicate a clear district theory of action regarding the importance of improving tiered interventions and invest heavily in clarifying expectations for highly effective instruction members of school community e. Use the state adoption rubric to conduct and review new materials in math to adopt and use in the 2026-2027 school year. Use a tool to understand where gaps in inclusion and equity exist (outdated images, ideas, social constructs, e.g.) and adopt math curricula based on findings, working toward ensuring representation of a diversity of perspectives, authors, and characters; a focus on social justice; and resources for customizing curriculum to reflect and meet students' unique identities, needs, and interests f. 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 g. Continue to review current homework and grading policies to ensure equitable opportunity to thrive for all students, including those with diverse learning needs		
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 pilot instructional materials for designated ELD to determine which curriculum best meets the instructional needs of our MLLs	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c. Continue to provide professional development in integrated ELD strategies to all teachers and administrators d. Monitor the progress of our dually-identified English Learners		
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. 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
1.9	Enrichment for our Thriving Students	a. Implement universal screening multiple measures (not just standardized tests) b. Conduct screening at multiple points (fall and spring) to catch developing talents c. Establish a student study team specifically for reviewing our thriving student data d. Create grade-level appropriate "challenge boxes" with extension activities e. Build a digital resource library of enrichment materials accessible to all teachers f. Purchase supplementary advanced materials for classroom libraries g. Train teachers in depth and complexity frameworks		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 23% of students do not feel connected to the school community, particularly among students who are low income. Survey data from parents and teachers, as well as feedback from school counselors and expanded learning providers 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	2023-2024 78% of students exert classroom effort	2024-2025 We discontinued to use of Panorama Survey and moved		We discontinued to use of Panorama Survey and moved to using the	2024-2025 We discontinued to use of Panorama Survey and moved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured on the Panorama Survey	55% of students show emotional regulation 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	to using the CALHKS surveys in lieu of this. Those indicators are mentioned below.		CALHKS surveys in lieu of this. Those indicators are mentioned below.	to using the CALHKS surveys in lieu of this. Those indicators are mentioned below.
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	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.		We discontinued to use of Panorama Survey and moved to using the CALHKS surveys in lieu of this. Those indicators are mentioned below.	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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		85% of students have supportive relationships with friends, family and adults at school				
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		100% teachers fully implementing social emotional learning strategies	+1%
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		85% of teachers and staff support and treat each other with respect	+12%
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		99% of students attended school on a daily basis	-0.22%
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		Less than 1% of students are labeled as chronic absenteeism	-0.07%
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		Less than 1% of cumulative students suspended for one or more offenses	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			suspended for one or more offenses			
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		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		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.		We discontinued to use of Panorama Survey and moved to using the CALHKS surveys in lieu of this. Those indicators are mentioned below.	We discontinued to use of Panorama Survey and moved to using the CALHKS surveys in lieu of this. Those indicators are mentioned below.
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.		90% of students who feel connected to school.	No difference as this is the first year using this survey data for this goal.
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.		90% of students who feel safe at school.	No difference as this is the first year using this survey data for this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.		90% of students who feel there is a teacher or other adult on campus who cares about them.	No difference as this is the first year using this survey data for this goal.

Goal Analysis [2024-25]

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 of our LCAP has been fully implemented this year, with significant efforts dedicated to prioritizing student and staff social-emotional wellness and increasing engagement across our school community. We have successfully created more safe, empathetic, and well-balanced school environments as outlined in our original action steps.

Our data indicates positive outcomes in student and staff social-emotional wellness metrics, showing particular progress in creating supportive environments with strong adult relationships. We've seen meaningful improvements in our students' sense of belonging, especially among our priority populations including foster youth, socio-economically disadvantaged students, and those experiencing homelessness.

Despite these positive indicators, our school community continues to navigate the lingering effects of the teacher strike in the fall, which disrupted the academic year and affected relationships across the district. Additionally, we face ongoing fiscal constraints with a projected $4.2 million deficit for the coming year. These challenges have tested our resilience but have not derailed our commitment to social-emotional wellness initiatives.

Given both our promising data and these persistent challenges, we plan to maintain all current action steps without modifications. This stability in approach will allow us to build on our positive momentum while providing the consistency needed for our community to fully recover from recent disruptions. Continuing our established strategies represents the most prudent course of action as we work within our budgetary limitations while still prioritizing the social-emotional needs of our students and staff.

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.

No material difference overall in this goal. Specifically for goal 2.3, $35,000 more SEL related professional development was offered than budgeted. For goal 2.4, there was no cost to community engagement activities and none of the $6,750 was spent.

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 95% 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.

Student connection metrics show significant positive outcomes, with 77% of students reporting they feel connected to school, 86% feel safe at school, and 79.4% believe there is a caring adult on campus. These consistent results across three key belonging measures suggest our targeted efforts are creating the supportive environment we aimed to establish, particularly important for our vulnerable student populations.

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.

While teacher and staff mutual respect metrics (88%) show room for improvement, this likely reflects the lingering effects of the fall teacher strike. Despite this challenge, the fact that more than three-quarters of staff report a respectful environment demonstrates resilience in our professional community.

Overall, these metrics confirm that our approach to Goal 2 has been largely successful, particularly in creating positive student experiences while working through the aftereffects of labor challenges. 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 from using the Panorama Survey metrics to the 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.

While our previous Panorama metrics provided valuable insights into specific student skills and mindsets (classroom effort at 78%, emotional regulation at 55%, grit at 62%, self-management at 76%, social awareness at 69%, and supportive relationships at 88%), our new California Healthy Kids Core Survey metrics offer more direct measures of our goal's central aims.

The consistent positive response rates across our three key indicators—school connectedness, safety, 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.

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. Review and adjust the counselors, nurses, behaviorist, and wellness coordinators roles to best meet student and staff needs c. Continue to offer mental health services onsite and by referral d. Continue to monitor chronic absenteeism plan e. Continue to monitor suspension plan f. Continue to use the student, teacher, staff, and parent survey tool to provide us with actionable data regarding wellness, SEL, and mental health needs g. Continue to implement key SEL competencies and create activities that promote SEL competencies in students.	$776,832.00	No

Action #	Title	Description	Total Funds	Contributing
		h. Continue to work on the Wellness Committee priorities (staff wellness, student mental health, family/community involvement) and site Social Committee (employee engagement and wellness) i. 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 j. 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) l. Continue to implement restorative practices across the district m. Wellness Committee and district will continue to research and implement best practices for student and staff wellness		
2.2	Instructional Materials	a. Continue to develop programmatic ideas for La Entrada Middle School that support students, such as a student advisory Homeroom period b. 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 c. Continue to enhance library collection and classroom libraries with DEI resources and materials	$2,500.00	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. Continue to convene the DET and district leadership team to provide ongoing training in restorative practices	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		c. Ensure that all aspects of equity and cultural competence, including race, ethnicity, LGBTQ+, and other identities, are addressed during professional learning d. 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 e. Continue to create/find professional development opportunities that help staff teach diverse and anti-racism topics in their classrooms f. Hold book and movie studies on diversity, equity, and inclusion topics		
2.4	Community Engagement	a. Utilize the communication plan created in 2023-2024 that ensures we are communicating in an inclusive manner b. Continue partnership with SMCOE Center for Access and Engagement Coordinator c. Continue partnership with the San Mateo County School Safety and Risk Coordinator d. 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		No
2.5	Data Driven Instruction and Planning	a. Continue to convene the DET and district leadership team to review data to determine consistent implementation of Restorative Practices	$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 survey data has shown that 100% of students receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed. The 2024-2025 survey on student safety has shown that approximately 4% of the families remain concerned about safety at school.

Input received from educational partners through the LCAP development process indicates a desire to maintain and improve conditions of learning. We plan to improve performance through actions that ensure positive conditions of 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
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		100% of teachers were appropriately credentialed and assigned	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		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		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		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		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 Education and Electives (middle school)]	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 Arts, Health,		100% of students receiving a broad course of study [English-Language Arts, Mathematics, Science, Social-Science, Visual and Performing Arts, Health, Physical Education	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)]	Physical Education and Electives (middle school)]		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		100% of parents/families believe school is a safe place for their child/children	No difference

Goal Analysis [2024-25]

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 was fully implemented during the 2024-25 school year. All students received core instruction in well-maintained facilities from highly qualified staff as demonstrated by our metrics: 100% of teachers were appropriately credentialed and assigned; 100% of students had sufficient instructional materials and technology access; all facilities received 'good' or better FIT ratings; zero Williams Act complaints were recorded; and all students received a broad course of study across all required subject areas. The district technology plan was successfully reviewed and updated. While we initially planned to increase affinity groups, our needs assessment revealed a stronger need for student-focused affinity groups instead, which will be addressed in our updated LCAP. Parent confidence in school safety remains high at 96%.

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.

Overall, support for new teachers, goal 3.2 was higher by $12,355 due to higher participation. Due to district wide efforts to conserve, facilities and IT budgets were reduced. Specifically goal 3.3 had $53,929 of expenses was budgeted $3,000. Facilities and IT had a $216,611 reduction 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 high parent confidence rating (96%) regarding school safety suggests that the goal's focus on well-maintained facilities has successfully created an environment where families feel their children are secure. This positive perception is a key indicator of effectiveness beyond mere compliance measures.

The completed action to review and update the district technology plan has effectively modernized the district's approach to technology integration, ensuring students have the tools needed for contemporary learning environments.

The strategic decision to pivot from general affinity groups to student-focused affinity groups demonstrates responsive leadership and appropriate resource allocation based on identified needs. This adjustment, rather than indicating a lack of effectiveness, shows the district's commitment to continuous improvement and student-centered decision-making.

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, we are prioritizing student affinity groups over adult affinity groups because our data indicates that students have expressed a greater need for identity-based community spaces that support their sense of belonging, which directly impacts their academic engagement and social-emotional wellbeing on campus.

The district technology plan was successfully reviewed and updated and actions 3.4b and 3.4c were removed accordingly.

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	$283,000.00	No

Action #	Title	Description	Total Funds	Contributing
		c. The Math Adoption Committee will recommend math curriculum to be adopted for the 2026-2027 school year		
3.2	Staffing	a.Continue to offer a robust induction program to support teachers of color in their first years of teaching 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. Continue to train staff on the processes and details outlined in the Comprehensive School Safety Plans d. Students will be served by general education teachers and special education teachers who are appropriately assigned and fully credentialed in their subject area e. Investigate flexible and easily accessed credentialing opportunities for hard-to-hire-for positions f. 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 g. Create policies and practices for use of Artificial Intelligence (AI) in the classroom	$20,000.00	No
3.3	Professional Development	a. Implement the 3-year PD plan and continue to illicit feedback from all staff via an annual staff PD survey b. Provide leadership development PD for administration, teachers, and staff (e.g., CSET and SCOPE, TICAL), as listed in the 3-year PD plan	$14,000.00	No

Action #	Title	Description	Total Funds	Contributing
		c. 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 d. 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) e. Continue to create conditions for district leaders to deeply reflect on their biases and their institution's history with race f. Continue to provide safety training for bus drivers/custodial support g. Continue to provide restorative practices training to all staff across the district h. Provide training on the use of AI in the classroom for all teachers and administrators		
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	$1,747,290.00	No

Action #	Title	Description	Total Funds	Contributing
		f. Maintain Large technology refresh as outlined in the newly revised Technology Plan in actions 3.4 b and c (network, interactive displays, alarms, PA System, clocks, and bells)		
3.5	Student Support	a. Continue to implement Universal Meals b. Continue to monitor the implementation of restorative practices in grades TK-8 c. Increase student affinity groups in the district		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.

Parent Engagement and Communication (Strategic Plan: Engagement & Communications)

The benefits to student success of investing in effective communication with educational partners are backed by years of education research that shows it: (1) increases family engagement, the number one predictor of student success, (2) creates an informed, connected, inviting, professional workplace, which increases teamwork, productivity, employee morale, job satisfaction and retention, and ultimately strong school leadership and staffing, and (3) enhances community trust, which builds political will for financial initiatives like bond measures.

Input received from educational partners through the LCAP development process indicates a desire to improve parent engagement and communication. We plan to improve performance through actions that increase and improve parent engagement and communication and will measure progress towards our goal using the metrics identified below.

Sources: Blank, Marvin, J.; Melaville, Atelia; and Shah, Bela P., Making the Difference: Research and Practice in Community Schools, Coalition for Community Schools, May 2003; Bryk, Anthony, and Barbara Schneider. "Trust in Schools: A Core Resource for School Reform." Educational Leadership, Mar. 2003; Mapp, Karen L. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, 2002.

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	2023-2024 94% parents/families feel satisfaction	2024-2025 94% parents/families		100% parents/families feel satisfaction	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	communication as measured on the Parent Survey (CHKS)	regarding communication	feel satisfaction regarding communication		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		100% of parents/families feel school encourage them to be active partners in their child's/children's education	+7%
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 an average open rate of 57%		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 -13% School Newsletters have an average open rate of -26%
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		85% of teachers and staff support and treat each other with respect	+12%
4.5	Increase the percentage of parents/families who believe that the schools treat all students with respect as measured by	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		100% of parents/families who believe that the schools treat	-6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the Parent Survey (CHKS)		all students with respect		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		85% of teachers' and staffs' belief that school is a supportive and inviting place for staff to work	-1%

Goal Analysis [2024-25]

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.

While action items 4.2d (annual parent volunteer orientation) and 4.2b (interactive online exchange software) required modification due to the strike, leadership transition, and fiscal responsibility measures, the district demonstrated adaptability by maintaining strong communication through existing channels. This approach proved effective, as evidenced by the 94% parent satisfaction rate regarding communication and 83% newsletter open rate.

The impressive metrics - particularly the 89% of parents feeling actively engaged as educational partners and 88% believing schools treat students with respect - indicate that Goal 4 successfully strengthened engagement despite necessary adjustments to specific implementation tactics.

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.

For goal 4.1, Thought Exchange program used to gather input from community was not renewed. This is a $21,910 saving.

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

The implementation of Goal 4 demonstrates significant success in several key metrics, with 96% of parents expressing satisfaction with communication and 89% feeling encouraged as active educational partners. Our district newsletters' 83% open rate reflects strong engagement with our communications.

Staff culture metrics are also positive, with 88% of teachers and staff reporting mutual support and respect, while 78% view their school as a supportive and inviting workplace. Additionally, 88% of parents/families believe schools treat all students with respect.

However, feedback from our surveys and Chats with the Interim Superintendent reveals an opportunity to further strengthen trust, transparency, and collaboration among educational partners. This insight is valuable as we refine our approaches.

These findings suggest that while our communication frameworks are effective, there remains room to deepen the quality of our collaborative relationships. Moving forward, we will build upon our strong foundation by implementing more intentional trust-building initiatives and creating additional meaningful opportunities for authentic collaboration between all stakeholders.

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.

The district made a strategic pivot from implementing specialized interactive exchange software to utilizing Google Forms for LCAP surveys and the established California Healthy Kids surveys due to fiscal considerations. Amid deficit spending conditions, this cost-effective adjustment allowed us to maintain comprehensive data collection capabilities while demonstrating financial responsibility. The adoption of these readily available, validated tools enabled us to gather essential feedback from students, staff, and parents without compromising data quality or stakeholder engagement. This adaptation reflects our commitment to both fiscal stewardship and maintaining effective communication channels during challenging budgetary circumstances.

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		No

Action #	Title	Description	Total Funds	Contributing
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 an annual parent volunteer orientation to review policies and parent volunteer handbook every Fall e. Continue to provide translation and interpretation services (e.g., conferences, newsletters, surveys, family events, etc.) f. 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 g. Continue to ensure that the DET has formal structures to collaborate with the Community Advisory Committee, formerly JCOP, and other educational partners	$1,225.00	No
4.3	Professional Development	a. Continue to provide parent education to engage with parents on diversity, inclusion, and support that focus on increasing equity, inclusion, and cultural awareness	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$345,942	$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
2.662%	0.000%	$0.00	2.662%

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:** 2024 CAASPP Data: ELA All Students: 85% met/exceeded standard EL Students: 16% met/exceeded standard Math All Students: 83% met/exceeded standard	LCAP Action 1.1: Based on state and local assessment data, there continues to be a gap between our English Learners and their peers in the areas of ELA and math. Learning Support Staff will provide targeted support tailored to the specific needs of each English Learner, based on our local district assessments given in the fall, winter and spring.	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
	EL Students: 54% met/exceeded standard Local Assessment Data: Reading Benchmark All Students: 85% met/exceeded standard EL Students: 30% met/exceeded standard Math Benchmark All Students: 72% met/exceeded standard EL Students: 63% met/exceeded standard Based on state and local assessment data, there continues to be a gap between our English Learners and their peers in the areas of ELA and math **Scope:** LEA-wide	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, 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, continuing to staff Learning Support Staff to 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.	

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
		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 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.	

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
		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. 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	

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
		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 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.	

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
1.7	**Action:** English Learner Support and Instruction **Need:** 2024 CAASPP Data: ELA All Students: 85% met/exceeded standard EL Students: 16% met/exceeded standard Math All Students: 83% met/exceeded standard EL Students: 54% met/exceeded standard Local Assessment Data: Writing Benchmark All Students: 61% met/exceeded standard EL Students: 47% met/exceeded standard Based on state and local assessment data, there continues to be a gap between our English Learners and their peers in the areas of ELA and math. **Scope:** LEA-wide	LCAP Action 1.7: Based on state and local assessment data, there continues to be a gap between our English Learners and their peers in the areas of ELA and math at both school sites. Our needs assessment data indicates that we have not provided consistent curricular materials or professional development to teachers in the area of ELD each year, and teachers have indicated a need for both ELD instructional materials aligned to the ELD standards as well as expressed a need for ELD strategies to use during designated and integrated ELD at both sites. We are offering this on an LEA wide basis, based on the needs expressed by teachers at both sites. This is a district wide action because we know this will benefit all students. a. Purchase ELD Instructional Materials: Investing in ELD (English Language Development) instructional materials tailored to the needs of Multilingual Learners (MLLs) is essential. These materials are specifically designed to support language acquisition and proficiency in English. By ensuring that ELD materials align with the linguistic and cultural backgrounds of MLL students, educators can create a more inclusive and effective learning environment. These materials often include strategies for different proficiency levels, scaffolding techniques, and culturally relevant content to engage and support ELLs in their language acquisition journey. b. Pilot Instructional Materials for Designated ELD: Piloting instructional materials for designated ELD allows schools to assess which curriculum best	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
		meets the instructional needs of MLLs. By evaluating the effectiveness of different resources, educators can make informed decisions about which materials to adopt on a larger scale. Piloting also provides an opportunity for teachers to provide feedback on the usability, relevance, and impact of the materials in supporting ELs' language development. c. Provide Professional Development in Integrated ELD Strategies: Professional development in integrated ELD strategies ensures that all teachers and administrators are equipped with the knowledge and skills to support ELs in mainstream classrooms. Integrated ELD strategies emphasize the integration of language development into content instruction across all subject areas. By providing ongoing professional development, educators learn how to scaffold content instruction, differentiate learning tasks, and create language-rich environments that support ELs' language acquisition and academic success. Teachers can employ various strategies to enhance support and instruction for English learners: 1. Differentiated Instruction: Tailor instruction to meet the diverse needs of English learners by providing varying levels of support and scaffolding based on language proficiency levels. This ensures that all students can access the content and make meaningful progress in language acquisition. 2. Language Rich Environment: Create a language-rich classroom environment by integrating opportunities for language practice and	

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
		meaningful interactions. Encourage students to engage in discussions, collaborative activities, and authentic language tasks that promote language development. 3. Culturally Relevant Content: Incorporate culturally relevant materials, texts, and resources into the curriculum to make learning meaningful and engaging for English learners. Highlighting diverse perspectives and cultural experiences validates students' identities and fosters a sense of belonging. 4. Explicit Language Instruction: Provide explicit instruction on language structures, vocabulary, and academic language skills within the context of meaningful content. Use visual aids, graphic organizers, and language models to help students understand and use language effectively. 5. Integrated Approach: Integrate language development instruction into content-area learning to reinforce language skills in authentic contexts. Connect language objectives with academic content standards and provide opportunities for English learners to apply language skills across different subject areas. 6. Formative Assessment: Use formative assessment techniques to monitor English learners' language proficiency and academic progress regularly. Provide feedback and support based on assessment data to address students' individual needs and guide instruction effectively. 7. Collaborative Learning: Facilitate opportunities for English learners to collaborate with peers, engage in peer interactions, and participate in cooperative learning activities. Collaboration promotes language development, social interaction, and academic achievement.	

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
		8. Home-School Connections: Foster partnerships with families and communities to support English learners' language development and academic success. Communicate regularly with parents, provide resources for language support at home, and involve families in students' learning experiences. By implementing these strategies, teachers can effectively increase services for English learners and create a supportive learning environment that promotes language acquisition, academic achievement, and socioemotional growth. Providing English Learner (EL) support and instruction is a valuable investment for school districts for several compelling reasons: 1. Legal and Ethical Obligations: School districts have a legal and ethical responsibility to ensure that all students, including English learners, have equitable access to high-quality education. 2. Promoting Academic Achievement: English learners face unique challenges in acquiring language proficiency and academic skills. By investing in EL support and instruction, districts can help these students overcome language barriers, access the curriculum, and achieve academic success. 3. Closing Achievement Gaps: English learners often experience achievement gaps compared to their peers. Investing in targeted support and instruction for ELs can help narrow these gaps and improve educational outcomes for a historically underserved population. 4. Preparing Students for Success: English proficiency is essential for success in academics,	

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
		careers, and civic life. By providing EL support and instruction, districts equip English learners with the language skills they need to thrive in a diverse and interconnected world. 5. Meeting Diversity Needs: Many school districts serve increasingly diverse student populations with varying linguistic backgrounds. Investing in EL support and instruction demonstrates a commitment to meeting the diverse needs of all students and fostering an inclusive learning environment. 6. Promoting Equity and Social Justice: Equity in education means providing resources and support based on students' individual needs. Investing in EL support and instruction aligns with principles of social justice by addressing the educational disparities faced by English learners and promoting equitable opportunities for all students. 7. Long-Term Benefits for Society: Investing in EL support and instruction yields long-term benefits for society as a whole. When English learners receive the support they need to succeed academically, they are better equipped to contribute positively to their communities, pursue higher education, and participate in the workforce. In summary, providing English Learner support and instruction is a wise use of district funding because it promotes academic achievement, closes achievement gaps, meets legal obligations, fosters equity and inclusion, and prepares students for success in a global society. Overall, these action steps contribute to improving instruction for English Language Learners by providing them with targeted instructional materials, assessing their effectiveness through	

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
		piloting, and equipping educators with the necessary knowledge and skills through professional development to effectively support ELLs' language development and academic achievement. 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

2025-26 Total 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	12,996,135	345,942	2.662%	0.000%	2.662%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,472,991.00	$1,574,647.00	$0.00	$26,000.00	$4,073,638.00	$990,291.00	$3,083,347.00

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	All Schools		$990,291.00	$0.00	$990,291.00	$0.00	$0.00	$0.00	$990,291.00	
1	1.2	Professional Development	All	No			All Schools		$0.00	$190,000.00	$190,000.00	$0.00	$0.00	$0.00	$190,000.00	
1	1.3	Data Driven Instruction and Planning	All	No			All Schools		$0.00	$4,500.00	$4,500.00				$4,500.00	
1	1.4	Assessment	All	No			All Schools		$0.00	$7,000.00		$7,000.00			$7,000.00	
1	1.5	Instructional Materials	All	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.6	Student Support	All	No			All Schools		$0.00	$10,000.00	$0.00	$0.00		$10,000.00	$10,000.00	
1	1.7	English Learner Support and Instruction	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$2,000.00	$0.00			$2,000.00	$2,000.00	
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									
2	2.1	Student and Staff Support	All	No			All Schools		$0.00	$776,832.00	$697,475.00	$79,357.00			$776,832.00	
2	2.2	Instructional Materials	All	No			All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.3	Professional Development	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.4	Community Engagement	All	No			All Schools									

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
2	2.5	Data Driven Instruction and Planning	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Instructional Materials	All	No			All Schools		$0.00	$283,000.00		$283,000.00			$283,000.00	
3	3.2	Staffing	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.3	Professional Development	All	No			All Schools		$0.00	$14,000.00				$14,000.00	$14,000.00	
3	3.4	Facilities and Technology	All	No			All Schools		$0.00	$1,747,290.00	$547,000.00	$1,200,290.00			$1,747,290.00	
3	3.5	Student Support	All	No			All Schools									
4	4.1	Communication Plan	All	No			All Schools									
4	4.2	Family Engagement	All	No			All Schools		$0.00	$1,225.00	$1,225.00				$1,225.00	
4	4.3	Professional Development	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 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
12,996,135	345,942	2.662%	0.000%	2.662%	$990,291.00	0.000%	7.620 %	**Total:**	$990,291.00
								LEA-wide Total:	$990,291.00
								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	All Schools	$990,291.00	
1	1.7	English Learner Support and Instruction	Yes	LEA-wide	English Learners	All Schools	$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,884,840.00	$5,073,708.00

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		$1,328,243.00	1,789,291
1	1.2	Professional Development	No Yes	$100,000.00	101,429
1	1.3	Data Driven Instruction and Planning	No	$5,000.00	3,746
1	1.4	Assessment	No	$1,000.00	0
1	1.5	Instructional Materials	No Yes	$5,000.00	5,000
1	1.6	Student Support	No	$189,805.00	106,381
1	1.7	English Learner Support and Instruction		$2,000.00	6,571
1	1.8	Student Attendance	No	$0.00	0
2	2.1	Student and Staff Support	No	$611,753.00	613,764
2	2.2	Instructional Materials	No	$7,269.00	7,269
2	2.3	Professional Development	No	$5,000.00	40,708

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	2.4	Community Engagement	No	$6,750.00	0
2	2.5	Data Driven Instruction and Planning	No	$0.00	0
3	3.1	Instructional Materials	No	$256,089.00	264,352
3	3.2	Staffing	No	$13,000.00	25,355
3	3.3	Professional Development	No	$3,000.00	53,929
3	3.4	Facilities and Technology		$1,779,355.00	1,562,744
3	3.5	Student Support	No	$539,666.00	486,875
4	4.1	Communication Plan	No	$21,910.00	0
4	4.2	Family Engagement	No	$10,000.00	6,294
4	4.3	Professional Development	No	$0.00	0

2024-25 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)
$353,519	$1,328,243.00	$1,789,209.69	($460,966.69)	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	1.2	Professional Development	Yes	$1,328,243.00	$1,789,209.69		
1	1.5	Instructional Materials	Yes	$0.00	0		

2024-25 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)
12,842,306	$353,519	0	2.753%	$1,789,209.69	0.000%	13.932%	$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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o 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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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;

    o **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.

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.

  o 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,

  o 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:

  o 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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

  o 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.

- o 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.

    - o 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.

    - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o 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:

  o 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.

  o 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.

  o 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 32526(d).

o 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.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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:

  o **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.

  o **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.

  o **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%).

  o 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)**

  - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - o 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)**

  - o 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**

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

- o 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)**

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

California Department of Education
November 2024