LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cuyama Joint Unified School District

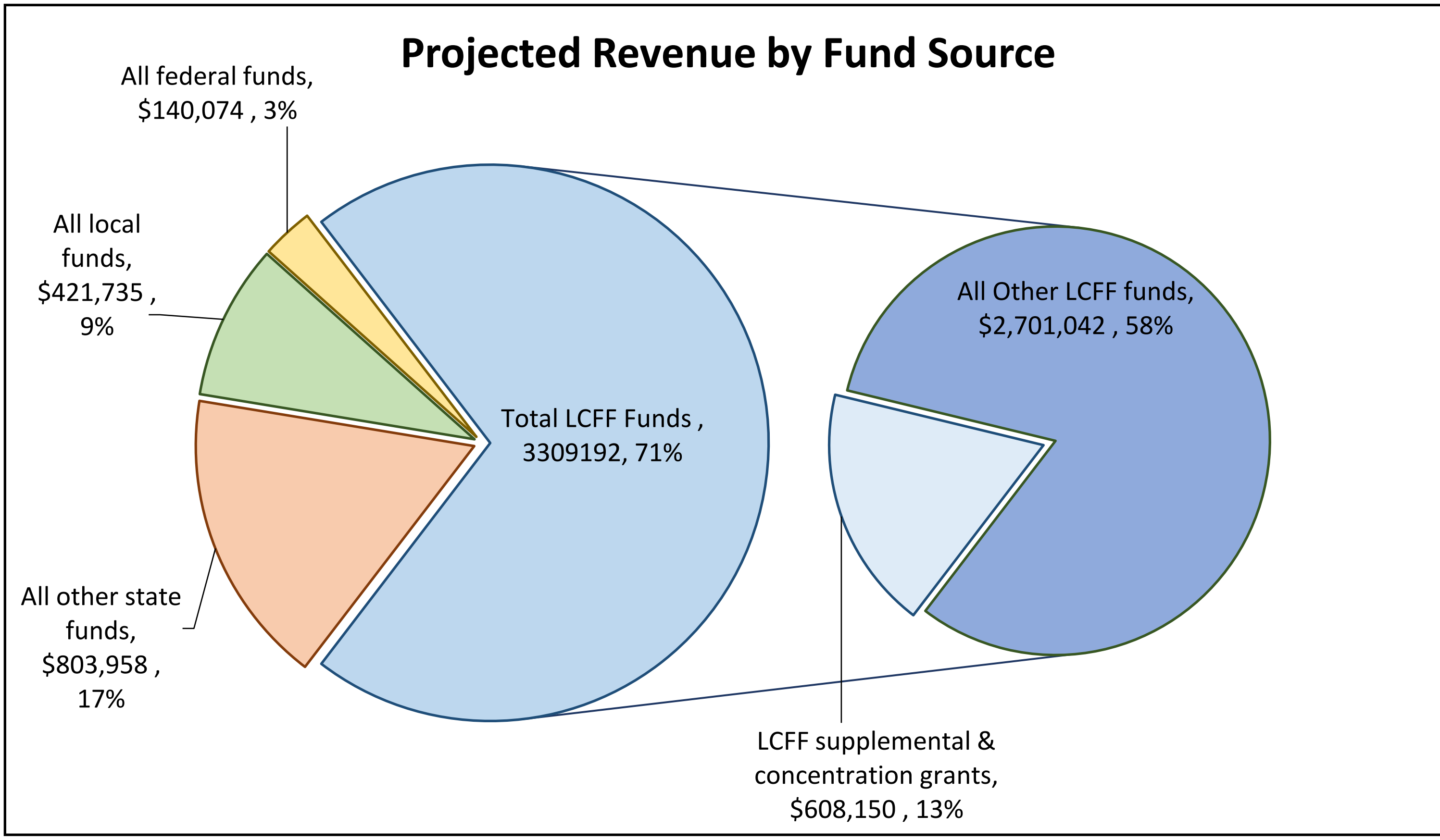
CDS Code: 42 75010 0000000

School Year: 2025-26

LEA contact information: Alfonso Gamino, (661) 766-2482, agamino@cuyamaunified.org

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

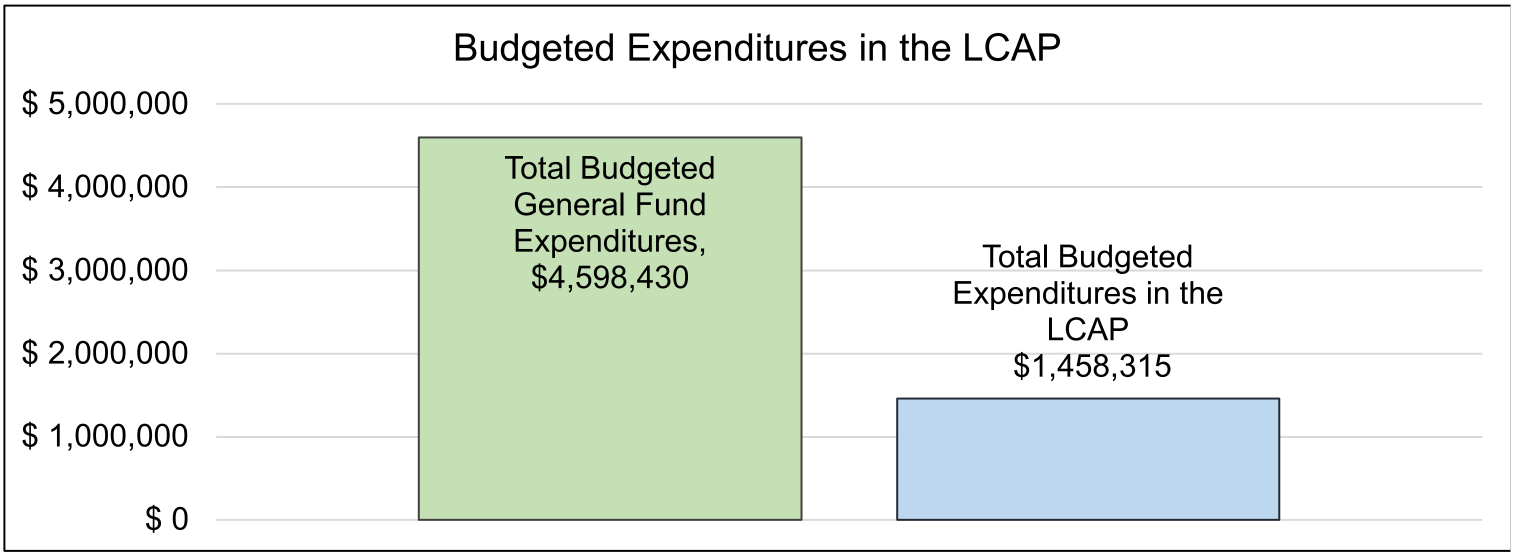


This chart shows the total general purpose revenue Cuyama Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cuyama Joint Unified School District is $4,674,958.88, of which $3,309,192.00 is Local Control Funding Formula (LCFF), $803,957.79 is other state funds, $421,735.09 is local funds, and $140,074.00 is federal funds. Of the $3,309,192.00 in LCFF Funds, $608,150.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cuyama Joint Unified 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: Cuyama Joint Unified School District plans to spend $4,598,429.79 for the 2025-26 school year. Of that amount, $1,458,315.00 is tied to actions/services in the LCAP and $3,140,114.79 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

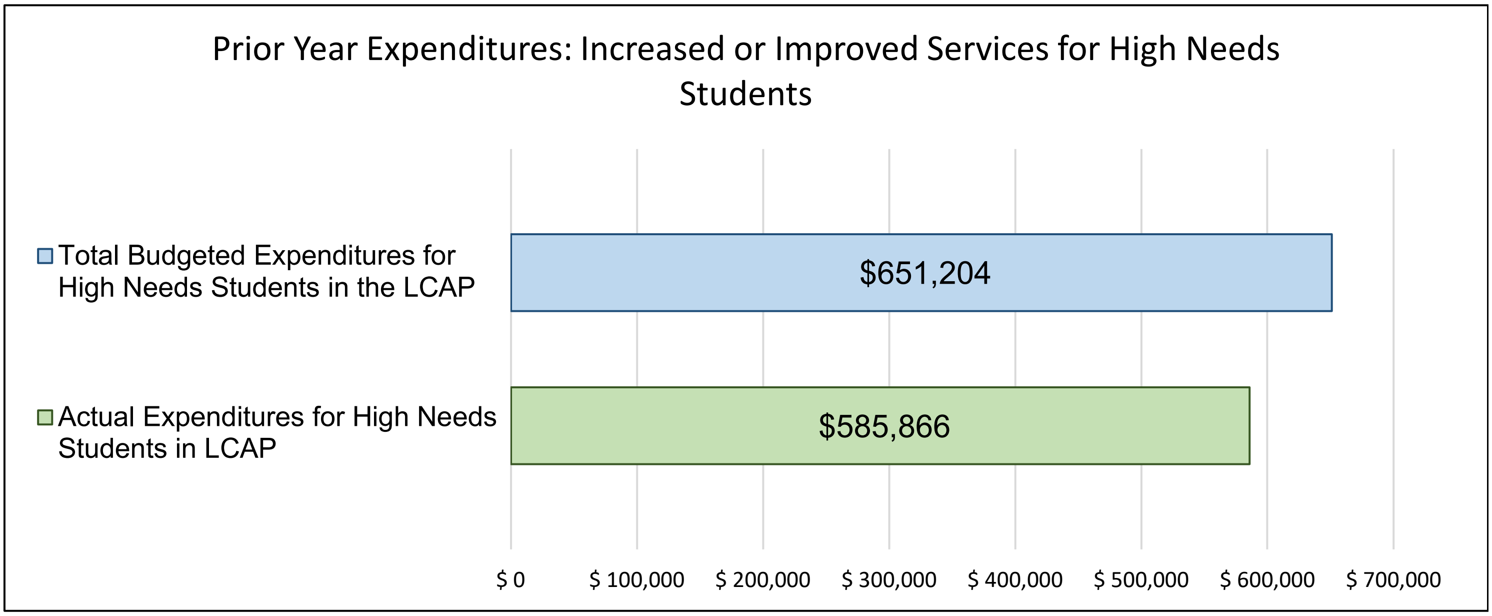
general operating costs such as facilities, leasing, and some contracts with service providers as well as the majority of staff costs.

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

In 2025-26, Cuyama Joint Unified School District is projecting it will receive $608,150.00 based on the enrollment of foster youth, English learner, and low-income students. Cuyama Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cuyama Joint Unified School District plans to spend $645,619.00 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



This chart compares what Cuyama Joint Unified 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 Cuyama Joint Unified 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, Cuyama Joint Unified School District's LCAP budgeted $651,204.00 for planned actions to increase or improve services for high needs students. Cuyama Joint Unified School District actually spent $585,866.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $65,338.00 had the following impact on Cuyama Joint Unified School District's ability to increase or improve services for high needs students:

The total actual expenditures were lower than anticipated primarily due to staff costs being less than estimated. One position was vacant and temporarily backfilled by a substitute, resulting in cost savings. Despite this, all planned parent education activities were still provided using alternative funding sources, ensuring that high needs students and their families continued to receive the intended support and services

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
Cuyama Joint Unified School District	Alfonso Gamino/ Superintendent	agamino@cuyamaunified.org/ (661) 766-2482

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.

The Cuyama Joint Unified School District is a unified district in Santa Barbara County serving a rural community in grades TK-12. The current enrollment is 164 students of which 45 are ELs, 143 are socio-economically disadvantaged, 38 are white, 129 are Hispanic, 30 are students with disabilities and the district has no foster youth. The district has 4 schools (Cuyama Elementary, Cuyama Valley Junior High School, Cuyama Valley High School and Sierra Madre Continuation High School).

CJUSD offers an athletic program at the high school level. The district has three boys and three girls' athletic teams that are supported by the local community. The high school is on a traditional 7 period per day schedule that offers a wide variety of classes from online college courses to vocational education and remedial education. The elementary school has one teacher per grade level along with an after-school program at the elementary school. The high school has the Future Leaders of America and participates in the California Scholastic Federation as on campus organization.

Every spring the high school's FFA sponsors an antique car show that draws participants from all over California. Proceeds from this show go to the high school's FFA program.

The Values and Mission Statement of the CJUSD are:

Mission Statement: We are dedicated to the ideals of academic excellence and to the personal and social development of our students. Academic integrity is fostered in a climate which respects the unique needs of each individual. Our students develop a positive self-image, respect for the rights of others, and the ability to communicate effectively, think critically, meet challenges, and accept responsibility.

The faculty, staff, administrators and students are committed to creating a learning environment that encourages all residents of Cuyama Valley to expand their intellectual, creative, and social horizons. We challenge and support one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, as well as to develop a passion for life-long learning.

To ensure the success of this mission, we promote academic excellence in teaching and scholarly activities for our faculty, encourage personalized learning, foster interactions and partnerships beyond our community and provide opportunities for intellectual, cultural and artistic enrichment. We, as educators, endeavor to create a student-centered educational community whose members support one another with mutual understanding and respect. We encourage all students to actively pursue the ways of knowing and the art of thinking.

Values: Every student who graduates from Cuyama Joint Unified School High School District will have the skills necessary to achieve their academic or occupational goals.

Sierra Madre Continuation HS will not generate Equity Multiplier funds in school year 2025-26. Therefore, Focus goal 4 has been eliminated and carrying over Equity Multiplier funds will be spent on programs and services associated with Sierra Madre HS.

Reflections: Annual Performance

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

<u>Highlights:</u>

The 2024 Dashboard communicates that CJUSD has largely maintained status compared to the 2023 Dashboard. In terms of successes, Chronic Absenteeism and Suspension rates continue to drop, though Chronic Absenteeism rates are still high at 25.8%. One indicator that saw a significant decline is English Learner Progress at 43.8%, a decrease of 26.3% compared to the prior year (moving from "Blue" to "Red").

The 2025-26 LCAP has the following goals as top priorities:

01 - Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options.

02 - Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.

To measure this progress the LCAP calls for the following expected outcomes:

50% - % meeting standard on CAASPP ELA (Baseline: 42.5%) 20% - % meeting standard on CAASPP Math (Baseline: 17.2%) 18% - % meeting standard on CAASPP ELA (ELs) (Baseline: N/D)

10% - % meeting standard on CAASPP Math (ELs) (Baseline: N/D)

50% - % meeting standard on CAASPP ELA (Low Income) (Baseline: 40.3%) 25% - % meeting standard on CAASPP Math (Low Income) (Baseline: 14.9%)

80 - # on the District School Climate Survey overall index School Climate Rating (Baseline: 72.6)

These actions focus on the academic outcomes of mainly the Low Income and EL students, as well as the district's overall climate. The following actions are designed to assist in meeting the highlighted goals: 01.01, 01.04, 02.02 and 02.03

- 01.01: Continue to staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (1.5 FTE @ $109,747 / FTE)
- 01.04: Provide PD for teachers and paraprofessionals on some of the following: MTSS, SEL, ELD Standards, EL Redesignation, ELPAC and data analysis. (PDP)
- 02.02: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive social emotional interventions.
- 02.03: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive behavioral interventions.

The LEA is most proud of the progress on the following CAASPP data as well as the following state and local indicators on the 2024 (24-25) Dashboard.

18.0% - % meeting standard on CAASPP Math (baseline = 17.2%) Data Source: CA CAASPP

0% - % on Suspension rate (CA Dashboard, Status) (baseline = 1.0%) Data Source: CA Dashboard

78.6% - % of students successfully completing CTE pathways (baseline = 13.3%) Data Source: CA Dashboard Add Reports

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 01.01, 01.04 and 01.07. These actions will continue to staff classrooms in a manner to minimize combo classes at the ES, provide PD for teachers and paraprofessionals on MTSS and other topics and continue to develop the MTSS tiered academic intervention system.

<u>Instances of Lowest Performance on CA Dashboard:</u>

LEA:

There were no state indicators in which any student group was in the Lowest Performance Band on 2023 (22-23) CA Dashboard (the baseline year for this LCAP).

Schools:

On 2023 (22-23) CA Dashboard no schools were in the Lowest Performance Band on any metric.

Student Groups within Schools:

There were no schools with on the 2023 (22-23) CA Dashboard in which any student group was in the Lowest Performance Band.

LREBG:

CJUSD will have expended all LREBG funds by 6/30/2025.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

No schools were 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.

No schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools were identified for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administration	The CJUSD administration team met to discuss both current year and next year's LCFF, LCAP, and progress towards completion of LCAP Actions on 3/19/2025 and 4/30/2025. During these meetings the admin team discussed all five sections of the LCAP and how all goals and the eight state priorities are covered by various actions in the plan. The group specifically discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.
Certificated	CJUSD conducted a focus group with all teachers including certificated staff local bargaining unit members 1/27/2025. During the focus group a facilitator reviewed: the LCFF, the LCAP’s purpose, the eight state priorities, the district’s current LCAP including the district's goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could take that would assist students in developing these traits. The groups then wrote the student traits and supporting actions on "digital" posters. These posters were then shared out with the rest of the group. After the focus group meeting the traits and actions on the posters were then aggregated and used to modify the district's goals as well as identify new and continued actions for the LCAP. The results can be found in the 2nd response section of this educational partner engagement section of the LCAP. An identical focus group process was used for the classified staff, student and parent / community educational partner groups.
Classified	CJUSD conducted a focus group with the non-certificated staff on 1/27/2025. This focus group included classified staff local bargaining unit members
Student	CJUSD conducted a focus group with the student educational partner group on 1/27/2025.
Parent / Community	CJUSD conducted a focus group with the parent / community educational partner group on 1/27/2025.
LCAP Committee	CJUSD 's LCAP Committee met on 3/27/2025 and 5/1/2025. The committee consists of parents of low-income students, English learners, and students with special needs. This body serves as the district's Parent Advisory Committee. During this meeting the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were covered the committee began a review of both the

	progress on the current LCAP (Annual Update), and the coming year's Draft LCAP. All five sections of the Draft LCAP were reviewed. The committee members were asked for any concerns about or comments to the draft. The members were also asked if anyone wanted to submit written questions to be answered by the superintendent.
DELAC	CJUSD 's DELAC met on 3/27/2025 and 5/1/2025. During this meeting the DELAC reviewed the purpose of the LCAP and the eight state priorities. A process similar to that used with the LCAP Committee meetings was followed in the DELAC meetings.
Public Posting	The Draft LCAP was posted on CJUSD's website for review on 5/3/2025.
Annual Update Committee	A group of certificated staff, classified staff, parents, and students served as the primary group used to conduct the Annual Update. This group consisted of parents of; low-income students, English Learners, and students with disabilities along with certificated and classified bargaining unit members, administrators, and students. This committee met on 3/10/2025 to review the progress made on the previous LCAP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.
SELPA	On 2/18/2025 the CJUSD administration and LCAP team met with representatives of the SELPA to discuss the coming year's LCAP and how the LCAP might support the Special Education program.

Insert or delete rows, as necessary.

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

Feedback:

The board gave input that they were pleased with the focus and direction of the LCAP and encouraged the district to effectively implement the plan. The board held a Public Hearing on 6/24/2025 and adopted the final version of the LCAP on 6/26/2025.

The administration team's feedback was primarily to discuss how to implement the LCAP and what specific priorities from the various educational partner groups were more readily achievable and based on this to provide a direction for the goals and actions within the LCAP.

The certificated staff focus group listed the following five traits and actions that they would like students to develop as top priorities.

Traits:

10% - Academically Proficient (Reading, Writing, Math) 10% - College / Career Ready

10% - Organized (time-management, note-taking, etc.) 10% - Problem Solvers

06% - Communicators (Active listener, articulate speaker)

Actions:

09% - Teach organization and responsibility through senior portfolio, community service projects, interactive notebooks, etc. 09% - Increase support for music and art programs.

06% - Promote dual enrollment with local colleges.

06% - Implement/continue a debate team.

06% - Implement/continue support for Cornell note taking.

The classified staff focus group listed the following five traits and actions that they would like students to develop as top priorities. Traits:

13% - Effective Leaders 13% - Self-Aware

13% - Independent Learners 06% - College / Career Ready

06% - Critical Thinker (Analytical, Independent)

Actions:

11% - Provide more CTE (welding, building, medical, etc.) 05% - Provide students with Chromebook and headphones 05% - Provide more and better food options in the cafeteria. 05% - Continue to support P.E.

05% - Increase collaboration with parents.

The student focus group listed the following five traits and actions that they would like students to develop as top priorities. Traits:

13% - College / Career Ready 09% - Communicators (Active listener, articulate speaker) 09% - Organized (time-management, note-taking, etc.) 09% - Problem Solvers

06% - Academically Proficient (Reading, Writing, Math)

Actions:

08% - Increase after school activities. 08% - Provide financial literacy instruction. 05% - Provide more elective classes.

05% - Provide class buddies.

05% - Provide tutoring after school.

The parent / community focus group listed the following five traits and actions that they would like students to develop as top priorities. Traits:

13% - Academically Proficient (Reading, Writing, Math) 13% - College / Career Ready

13% - Technologically Proficient 13% - Responsible

06% - Communicators (Active listener, articulate speaker)

Actions:

08% - Initiate/continue operation of a student run credit union on campus. 08% - Provide increased access to technology

08% - Provide instruction on responsible technology use. 08% - Take field trips to colleges.

08% - Provide PD to teachers to on facilitating critical thinking skills.

The LCAP Committee is serving as the advisory body to the superintendent with regard to edit and revisions of the LCAP. Any suggestions given by this committee were taken under advisement and if possible were incorporated into the Final LCAP.

The DELAC had several questions which were answered and a few comments for the plan. Any suggestions given by the DELAC were taken under advisement and if possible were incorporated into the Final LCAP.

The LCAP Annual Update Committee provided information on the progress, successes and challenges of the previous year's plans. While this committee did not provide specific feedback regarding the coming years' LCAP, the information from this group was used by administration and the LCAP Committee to inform the goals and actions in the LCAP. Feedback from this meeting can be found in the Annual Update Section of this LCAP.

The feedback from the SELPA was to provide some actions items in the LCAP that relate to the Special Education program as well as to briefly describe the program in the introductory section of the plan.

The feedback from the Sierra Madre HS educational partners was to provide more small group interactions for the students and more instructional time with the teacher. This would be achieved through a lower staff to student ratio.

<u>Influence:</u>

CJUSD values the significant role that all educational partners played in contributing to the development of this LCAP. The process used for educational partner engagement is reflective of CJUSD’s commitment to all members of the school community. The input of educational partners was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success. The following traits and actions were cited repeatedly by multiple educational partner groups signaling the importance attached to these and the desire to see these reflected in the LCAP.

Traits:

10% - College / Career Ready 8% - Problem Solvers

7% - Academically Proficient (Reading, Writing, Math) 7% - Responsible

6% - Communicators (Active listener, articulate speaker)

The traits College / Career Ready and Academically Proficient (Reading, Writing, Math) helped to inform the development of goal 01. The traits Responsible helped to inform the development of goal 02. These two goals are:

01: Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options.

02: Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.

Actions:

4% - Teach organization and responsibility through senior portfolio, community service projects, interactive notebooks, etc. 3% - Take field trips to colleges.

3% - Increase after school activities.

3% - Provide financial literacy instruction. 2% - Provide homework club opportunities.

The suggested actions listed above helped to inform the development of the following actions within the LCAP.

Action 01.01: Continue to staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (5.9 FTE @ $101,618 / FTE)

Action 01.03: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. This position will be the district lead on intervening with Pupil learning loss at the K-8 level.

Action 02.03: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive behavioral interventions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
01	Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options.	Broad

State Priorities addressed by this goal.

1: Basics

2: State Standards

4: Pupil Achievement

8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Analysis of metric 4.A.1: % meeting standard on CAASPP ELA - 36.1% (21-22) to 42.5% (22-23) to 41.6% (23-24) and metric 4.A.2: % meeting standard on CAASPP Math - 16.7% (21-22) to 17.2% (22-23) to 18.0% (23-24) shows that the overall trend was in a positive direction on the key indicators for this goal. Educational partner focus groups showed that having students be academically proficient in reading, writing and math was a top priority for a majority of educational partner groups. We plan to improve RLA and Math skills performance by closely monitoring metrics 4.A.1 - CAASPP ELA, 4.A.2 - CAASPP Math, 4. D Progress Towards English Proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
01.01	1.A: % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (BL Yr: 22-23)	85%	66.5%		100%	-18.5
01.02	1.B.1: % of students with CA State Standards aligned core curriculum (BL Yr: 22-23)	100%	100%		100%	0%
01.03	2.A: % implementation of CA State Standards for all students (BL Yr: 23-24)	97%	97.5%		100%	.5%

01.04	2.B: % implementation of SBE adopted ELD standards for all ELs (BL Yr: 23-24)	95%	96.7%		100%	1.7%
01.05	4.A.1: % meeting standard on CAASPP ELA (BL Yr: 22-23)	42.5%	41.6%		50%	-.9%
01.06	4.A.2: % meeting standard on CAASPP Math (BL Yr: 22-23)	17.2%	18%		20%	.8%
01.07	4.A.1-EL: % meeting standard on CAASPP ELA (ELs) (BL Yr: 22-23)	N/D	9.1%		18%	N/D
01.08	4.A.2-EL: % meeting standard on CAASPP Math (ELs) (BL Yr: 22-23)	N/D	0%		10%	N/D
01.09	4.A.1-SED: % meeting standard on CAASPP ELA (Low Income) (BL Yr: 22-23)	40.3%	37.3%		50%	-3%
01.10	4.A.2-SED: % meeting standard on CAASPP Math (Low Income) (BL Yr: 22-23)	14.9%	17.3%		25%	2.4%
01.11	4.B: % of students successfully completing CTE pathways (BL Yr: 22-23)	13.3%	78.6%		20%	65.3%
01.12	4.C: % of students successfully completing A-G requirements (BL Yr: 22-23)	0%	0%		10%	0%
01.13	4.C.2: % of students successfully completing A-G requirements and CTE pathways (BL Yr: 22-23)	0%	0%		20%	0%
01.14	4.D: % of English Learner Progress (CA Dashboard, Status) (BL Yr: 22-23)	70.0%	43.8%		75%	-26.2%
01.15	4.E: % of ELs reclassified (Reclassification Rate) (BL Yr: 22-23)	23.3%	22%		25%	-1.3%
01.16	4.G: % of students CCR based on CCI (CA Dashboard, Status) (BL Yr: 22-23)	33.3%	7.1%		40%	-26.2%
01.17	8.A: % of students completing 2 formative local assessments (BL Yr: 23-24)	100%	97.8%		100%	-2.2%

Insert or delete rows, as necessary.

Goal Analysis for [2025-26]

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

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

The following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge.

<u>Substantive Differences:</u>

Action 01.09: Special Education Consortium - Due to a higher number of students with IEPs, a 3-hour/day para educator was also hired.

<u>Successes:</u>

Action 01.03: RTI / ASES Program Coordinator - This action was implemented successfully in the 2024-2025 school year. MS. Hedlund has been great at running the RTI program and assessment, etc.

Action 01.04: Professional Development - SBCEO (Carla Benchoff) provided training on the Academic Progress in Literacy, Adjustments to K-2 Screener For placement and Planning for Upcoming School Year. She also provided one on one coaching for teachers.

Action 01.05: College Career Ready at the H.S. - A majority of HS courses are A-G certified. CJUSD continue to offer three career readiness pathways and have increased leadership and skills development events that are highly attended by the students. Progress towards dual enrollment classes has been made and classes will start next school year.

Action 01.06: In-School and After-School CCR Enrichment - The after school program works on math and literacy skills to support students. The middle school students have opportunities to participate in performing arts.

Action 01.09: Special Education Consortium - All students with IEPs were serviced per specified minutes

Action 01.10: Special Ed Services - SBCEO provided all necessary support personnel for students with specific needs identified on their individual education plan.

<u>Challenges:</u>

Action 01.01: Class-size Reduction - Even with the additional staffing CJUSD still has combo classes due to and budgetary issues.

Action 01.05: College Career Ready at the H.S. - Funding is always a challenge. CJUSD's remote location makes it difficult to meet with our local community college. Adequate staffing to provide more classes is also a challenge.

Action 01.08: Instructional Support Positions - All instructional support staff are at the elementary school. In a remote location like CJUSD finding staff can be a challenge. More training for these staff in the areas of academic and behavioral support is needed.

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

Action 01.01: CJUSD spent less than budgeted due to teacher vacancies at the Elementary school.

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

4.A.1- % meeting standard on CAASPP ELA - (BL - 42.5% '23-24' - 41.6% Target - 50%)

4.A.2- % meeting standard on CAASPP Math - (BL - 17.2% '23-24' - 18.0% Target - 20%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness.

Action 01.01: Class-size Reduction - While combo classes are still used there are less grade levels in each class. Evidence of effectiveness: Metric 4.A.2: % meeting standard on CAASPP Math went from 17.2% (22-23) to 18.0% (23-24). This is small progress, but more growth is needed.

Action 01.03: RTI / ASES Program Coordinator - According to our educational partner focus group, tis action was extremely effective in making progress towards the goal listed above. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 42.5% (22-23) to 41.6% (23-24). Even though educational partners felt that this action was highly effective, the CAASPP ELA performance was down. This will need to be monitored next year to look for a turn around.

Action 01.05: College Career Ready at the H.S. - A majority of HS courses are A-G certified. CJUSD continue to offer three career readiness pathways and have increased leadership and skills development events that are highly attended by the students. Progress towards dual enrollment classes has been made and classes will start next school year. Evidence of effectiveness: Metric 4.C.2: % of students successfully completing A-G requirements and CTE pathways went from 0% (22-23) to 0% (23-24).

Action 01.06: In-School and After-School CCR Enrichment - Approximately 25% of the 8th grade students are participating in the FFA program.

Action 01.07: MTSS (Academic) - Presently, the RTI program is effective and there has been evidence of students receiving academic support and being able to exit the program. Evidence of effectiveness: Metric 4.D: % of English Learner Progress (CA Dashboard, Status) went from 70.0% (22-23) to 43.8% (23-24).

Action 01.10: Special Ed Services - Having support providers through SBCEO has been very effective for students and staff at the high school and elementary school. The SBCEO staff provided all necessary support personnel for students with specific needs identified on their individual education plan. Evidence of effectiveness: Metric 4.A.1-SWD: % meeting standard on CAASPP ELA (students with disabilities) went from 23.1% (22-23) to 13.3% (23-24).

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above during the current year. The action is followed by a brief description of the action's effectiveness.

This is small progress, but more growth is needed.

Action 01.02: Instructional Materials - All students gained access to minimum requirements to reach Standards in curriculum. Hands on experiences with the materials is not supplied through additional resources. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 42.5% (22-23) to 41.6% (23-24).

Even though educational partners felt that this action was highly effective, the CAASPP ELA performance was down. This will need to be monitored next year to look for a turn around.

Action 01.04: Professional Development - This action was mildly effective. Not enough PD was offered to meet the goal of demonstrating further proficiency in math and literary skills. Evidence of effectiveness: Metric 4.D: % of English Learner Progress (CA Dashboard, Status) went from 70.0% (22-23) to 43.8% (23-2). 01.08: Instructional Support Positions - We feel that the effectiveness in this area is lacking due to a limited number of aides. At the K-8 level there is minimum staffing to assist with instructional support. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 42.5% (22-23) to 41.6% (23-24).

Action 01.09: Special Education Consortium - Every student received correct amount of SAI minutes with no challenges due to appropriate number of teachers and para educators. Evidence of effectiveness: Metric 4.A.1-SWD: % meeting standard on CAASPP ELA (students with disabilities) went from 23.1% (22-23) to 13.3% (23-24).

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.

This goal remains unchanged in the 2025-26 LCAP.

No metrics in this goal were added as new or deleted in the 2025-26 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2025-26 LCAP.

Action 01.03: RTI / ASES Program Coordinator changed from contributing action to not contributing action due to a change in fund source.

Action 01.04: Professional Development was changed from not a contributing action to a contributing action because the service is principally directed to unduplicated student groups, and the expenditure associated with this action has been increased.

Action 01.08: Instructional Support Positions was changed to reflect cost associated with instructional support positions to support unduplicated students especially EL and LTEL students. As such, it was identified as a contributing action moving forward.

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
01.01	Class-size Reduction	01.01: Continue to staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (1.9 FTE @ $109,747 / FTE)	$208,519.00	Y
01.02	Instructional Materials	01.02: Purchase additional materials for classrooms instruction including: ancillary materials in core subjects, paper based materials and computer based services.	$18,013.00	N
01.03	RTI / ASES Program Coordinator	01.03: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. This position will be the district lead on intervening with Pupil learning loss at the K-8 level.	$89,535.00	N
01.04	Professional Development	01.04: Provide PD for teachers and paraprofessionals on some of the following: MTSS, SEL, ELD Standards, EL Redesignation, ELPAC and data analysis. (PDP)	$20,350.00	Y
01.05	College Career Ready at the H.S.	01.05: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, Odyssey, equipment for career tech classes)	$10,000.00	N
01.06	In-School and After-School CCR Enrichment	01.06: Continue the enriched in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.)	$31,483.00	N
01.07	MTSS (Academic)	01.07: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations.	$0.00	N
01.08	Instructional Support Positions	*01.08*: Staff all appropriate instructional support positions to support unduplicated students especially EL and LTEL students. (3 FTE @ $32,094 / FTE)	$96,282.00	Y
01.09	Special Education Consortium	01.09: Contract with SBCEO Special Education for direct services including 2 special ed teachers and 5 special ed instructional aides in order for special ed students to learn in the least restrictive environment. (SEP)	$330,720.00	N

01.10	Special Ed Services	01.10: Provide special education services through the SBCEO contract such as: speech / language therapy, psychologist counseling, physical / occupational therapy and orientation and mobility and assistive technology services, to all students who qualify. (SEP)	$15,000.00	N

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
02	Develop the physical and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.	Broad

State Priorities addressed by this goal.

1: Basics

5: Pupil Engagement

6: School Climate

7: Broad Course of Study

An explanation of why the LEA has developed this goal.

Analysis of metric 1.C: % on the Facilities Inspection Tool overall rating - 87.9% (21-22) to 87.9% (22-23) to 99.0% (24-25) and metric 5.B: % on Chronic absenteeism rate (CA Dashboard, Status) - 34.8% (21-22) to 29.7% (22-23) to 25.8% (23-24) shows that the overall trend was in a positive direction on the key indicators for this goal. Educational partner focus groups showed that having students be responsible was a top priority for a majority of educational partner groups. CJUSD plans to improve the outcomes on the Chronic Absenteeism Rate and the Suspension Rate over the course of this plan. The district plans to do this by: running a strong ASES program, providing SEL professional development to staff, and providing socialization and school connectedness activities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
02.01	1.B.2: % of ELs with CA State Standards aligned ELD curriculum (BL Yr: 22-23)	100%	100%		100%	0%
02.02	1.C: % on the *Facilities Inspection Tool* overall rating (BL Yr: 23-24)	73.0%	99.0%		90%	26%
02.03	5.A: School attendance rate (BL Yr: 23-24)	92.5%	93.6%		94%	1.1%

02.04	5.B: % on Chronic absenteeism rate (CA Dashboard, Status) (BL Yr: 22-23)	29.7%	25.8%		20%	-3.9%
02.05	5.C: % on Middle school dropout rate (BL Yr: 22-23)	0%	0%		0%	0%
02.06	5.D: % on High school dropout rate (BL Yr: 22-23)	0%	0%		0%	0%
02.07	5.E: % on High school graduation rate (CA Dashboard, Status) (BL Yr: 22-23)	100%	92.9%		100%	-7.1%
02.08	6.A: % on Suspension rate (CA Dashboard, Status) (BL Yr: 22-23)	1.0%	0%		1.0%	-1%
02.09	6.B: % on Expulsion rate (BL Yr: 22-23)	0%	0%		0%	0%
02.10	6.C.1: # on the *District School Climate Survey* overall index School Climate Rating	72.6	76.2		80	3.6
02.11	6.C.2: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents)	59%	68.3%		65%	9.3%
02.12	6.C.3: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents)	60.4%	60.7%		65%	.3%
02.13	7.A: % of students enrolled in required courses of study (BL Yr: 23 -24)	100%	100%		100%	0%
02.14	7.B: # of instances each unduplicated student participates in programs or services for UDS (per UDS average) (BL Yr: 23-24)	2.4	4.7		2.5	2.3
02.15	7.C: # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) (BL Yr: 23-24)	2.8	2.7		3.0	-.1

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge.

Substantive Differences:

02.03: MTSS (Behavioral) - This action is going well at the elementary and middle school, but not at the high school. SEL & behavioral interventions are still limited at the high school.

Successes:

Action 02.01: Instructional Technology Access - All students and all staff have access to laptops.

Action 02.02: MTSS (Social Emotional) - The hiring of Tosha Romandia has been vital in our implementing our social and emotional interventions. 02.04: ASES Program - ASES continues to attract and support more students each school year. Students receive targeted instruction, enrichment opportunities, including league athletics and field trips.

Action 02.05: Professional Development - PD was provided on restorative circles.

Action 02.06: Athletic Programs - The football field is managed and maintained by the Cuyama Valley Football Foundation, which is reimbursed by the school for expenses of approximately $18,000 per year. The AD & coaches get stipends, similar to that of program advisors (i.e., FFA, ASB). Transportation is typically by bus or district vans. Uniforms are usually personalized and students pay for their own.

Action 02.07: Socialization Activities - FFA provides many opportunities for students to become more involved and connected to the high school.

Challenges:

Action 02.02: MTSS (Social Emotional) - Keeping the counselor doing counseling work and not letting other administrative work encroach on he time as been challenging.

Action 02.03: MTSS (Behavioral) - It is difficult with combo classes to implement tiered intensive behavioral interventions with individual students.

Action 02.06: Athletic Programs - Athletic department does not do a lot of fundraising, which could help pay for equipment and awards.

Action 02.07: Socialization Activities - Educational partners at the elementary / middle school feel that there are too many fundraisers. Communication regarding details is not getting out regularly and many parents feel overwhelmed by the amount of activities.

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

No actions in this goal had significant differences between the budgeted and the actual expenditures:

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

1.C - % on the Facilities Inspection Tool overall rating - (BL - 87.9% '24-25' - 99.0% Target - 90%)

5.A - School attendance rate - (BL - 92.5% '24-25' - 93.6% Target - 94%)

5.B - % on Chronic absenteeism rate (CA Dashboard, Status) - (BL - 29.7% '23-24' - 25.8% Target - 20%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness.

Action 02.03: MTSS (Behavioral) - This action is going well at the elementary and middle school, but not at the high school. SEL & behavioral interventions are still limited at the high school. Evidence of effectiveness: Metric 6.A: % on Suspension rate (CA Dashboard, Status) went from 1.0% (22-23) to 0% (23-24).

Action 02.05: Professional Development - There was PD provided on some practices around this action, but more needs to be provided.

Metric 6.B: % on Expulsion rate went from 0% (22-23) to 0% (23-24).

Action 02.06: Athletic Programs - Athletics are supported and give many of students and parents reasons to be more connected to the schools. Evidence of effectiveness: Metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from 60.4% (23-24) to 60.7% (24-25).

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response.

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.

This goal remains unchanged in the 2025-26 LCAP.

No metrics in this goal were added as new or deleted in the 2025-26 LCAP.

Action 02.09: School Safety has no associated cost because it was completely paid for in prior year.

Action 02.10: Maintain 2 School Sites was added as a contributing action due to educational partner feedback.

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
02.01	Instructional Technology Access	02.01: Provide upgraded computers that work in the computer labs and other classroom technology in designated classrooms i.e. yearbook and new teacher computers. Maintain new laptops and replace them on a maximum 5-6 year cycle.	$25,000.00	N
02.02	MTSS (Social Emotional)	02.02: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive social emotional interventions.	$2,500.00	N
02.03	MTSS (Behavioral)	02.03: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive behavioral interventions.	$2,000.00	N
02.04	ASES Program	02.04: Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, supplies, and transportation. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional earning opportunities.	$42,632.59	N
02.05	Professional Development	02.05: Provide professional development to enhance existing systems of student support by integrating goals for SEL practices within universal, targeted, and intensive behavioral approaches, strengthening the MTSS Framework currently in practice.	$98,387.00	N
02.06	Athletic Programs	02.06: Provide funding for athletic programs. (transportation, fees, equipment, uniforms, football field maintenance, awards ceremonies, coaches and A.D. stipends, etc.)	$32,450.00	N
02.07	Socialization Activities	02.07: Continue to provide socialization and school connectedness activities like dances, parties, community service projects to assist students in building leadership opportunities and social skills	$500.00	N
02.08	Attendance	02.08: Improve the attendance rate and reduce chronic absenteeism by: ensuring that the Attendance and Student Study Team staff will meet as needed to review attendance data, identify chronic absentees, work with families to improve attendance and create referral process to SARB.	$0.00	N
02.09	School Safety	02.09: Add security cameras to the sites and restroom sensors at the high school.	$0.00	N
02.10	Maintain 2 School Sites	02.10: Maintain two separate campuses with attendant costs such as additional secretary, custodial staff, cafeteria workers, maintenance staff and utilities in order to make unduplicated students at the younger grades feel safe and to create a learning environment that is conducive to their academic and social emotional growth.	$320,468.00	Y

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
03	Parent and community participation in and connectedness with the schools will increase.	Broad

State Priorities addressed by this goal.

3: Parental Involvement

An explanation of why the LEA has developed this goal.

Analysis of metric 3.A.1: % on the District Parent Survey agreeing that district seeks parent input (Item 24) - 33.3% (22-23) to 71% (23-24) to 78.9% (24-25) and metric 3.A.2: % of households responding to the District Parent Survey - 9% (22-23) to 7% (23-24) to 37% (24-25) shows that the overall trend was in a positive direction on the key indicators for this goal. Educational partner surveys showed that having parents and community be connected to the LEA was important and needed to be worked on an improved. To this end the district will focus on increasing the % on the District Parent Survey agreeing that district seeks parent input and increasing the % of households responding to the District Parent Survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
03.01	3.A.1: % on the *District Parent Survey* agreeing that district seeks parent input (Item 24) (BL Yr: 23-24)	71%	78.9%		75%	7.9%
03.02	3.A.2: % of households responding to the *District Parent Survey* (BL Yr: 23-24)	7%	37%		30%	30%
03.03	3.B: # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) (BL Yr: 23-24)	1.0	.8		1.5	-.2
03.04	3.C: # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS average) (BL Yr: 23-24)	1.4	1.4		2.0	0

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

The following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge.

Substantive Differences:

Action 03.02: Parent Workshops – Offered fewer workshops than planned.

Successes:

Action 03.01: Parent Conferences - Parent conferences have been held and they are well attended

Action 03.03: Community Liaison - The community liaison has put on several community events, such as career day, dental services, parent outreach at graduation and supported FFA events.

Action 03.04: SSC and DELAC - The DELAC has met regularly and has conducted it's business. It has a regular membership that participates and asks questions.

Action 03.06: Parent Education - The PIQE organization came to campus and gave 8 parent workshops.

Challenges:

Action 03.01: Parent Conferences - The district has been unable to have a parent night other than parent conferences, due to lack of planning and positions to manage such an event.

Action 03.03: Community Liaison - The language barrier and translation is always a challenge. Even thought we have translators it is still challenging to communicate with our Spanish speaking parents.

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

The following action had significant differences between the budgeted and the actual expenditures:

Action 03.02: We budgeted $1000.00, however since we had fewer workshops, we only used $200.00.

Action 03.06: PIQE charged CJUSD less than they quoted.

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

The following metrics have been selected to show how the district is progressing towards achievement of this goal.

3.A.1- % on the District Parent Survey agrees that district seeks parent input (Item 24) - (BL - 71% '24-25' - 78.9% Target - 75.0%)

3.A.2- % of households responding to the District Parent Survey - (BL - 7% '24-25' - 37% Target - 30%)

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness.

Action 03.01: Parent Conferences - This action occurred and was successful at bringing large numbers of parents to the schools.

Action 03.02: Parent Workshops - This action was ineffective because very little was done.

Action 03.03: Community Liaison - The program has been effective in supporting families. The liaison has put on several community events, such as career day, dental services, parent outreach at graduation and supported FFA events.

Action 03.04: SSC and DELAC - These meetings are held, and input is sought from parents. Evidence of effectiveness: Metric 21.B: ESE Parent Survey (Item 19) I feel invited and welcome to participate in the school’s ELAC and/or SSC meetings went from 71.4% (23-24) to 78.3% (24-25).

Action 03.05: Parent Communication - Educational partners feel that this action is effective at communicating with a subset of parents. The district connected parents through text messages via PowerSchool Messenger.

Action 03.06: Parent Education - Sixteen parents graduated from the PIQE program. Participants and community partners reported high rates of satisfaction.

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response. Metric 21.F: ESE Parent Survey (Item 1-6 and 19 avg) Connectedness went from 85.7% (23-24) to 81.0% (24-25). Even though the outcome for this action dropped, it was maintained above 80.0%, which is a high level.

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.

This goal remains unchanged in the 2025-26 LCAP.

No metrics in this goal were added as new or deleted in the 2025-26 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2025-26 LCAP.

Action 03.02: Parent Workshops

24-25: Provide workshops on some of the following topics: supporting children academically, 21st Century Skills, Social emotional wellness, FAFSA, technology such as Gmail, PowerSchool, Alert Solutions, etc. The district will provide childcare for meetings as appropriate.

Modified to read

25-26: Provide workshops on some of the following topics: supporting children academically, 21st Century Skills, Social emotional wellness, FAFSA, technology such as Gmail, PowerSchool Messenger, etc. The district will provide childcare for meetings as appropriate.

CJUSD eliminated the cost for parent workshops because in the prior year the expenditure decreased. Furthermore, CJUSD is anticipating no expenditure in 2025-26 because the workshops are hosted by volunteers and salaried employees.

Action 03.06: Parent Education was recategorized as not contributing due to a change in funding source.

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
03.01	Parent Conferences	03.01: Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning. Make this event more like a parent night.	$0.00	N
03.02	Parent Workshops	*03.02*: Provide workshops on some of the following topics: supporting children academically, 21st Century Skills, Social Emotional Wellness, FAFSA, technology such as Gmail, PowerSchool Messenger, etc. The district will provide childcare for meetings as appropriate.	$0.00	N
03.03	Community Liaison	03.03: Staff a Community Liaison position to engage in outreach to parents, to provide parent coaching and training, and to provide other parent support as needed.	$101,375.00	N

03.04	SSC and DELAC	03.04: Continue to encourage parent participation in the District English Learner Advisory Committee (DELAC) and SSC.	$0.00	N
03.05	Parent Communication	03.05: Provide regular newsletters, Parent Square messages, emails and website posts to enhance communication with parents and the community.	$600.00	N
03.06	Parent Education	03.06: Contract with PIQE or a similar organization to provide parent education workshops to the parents of unduplicated students.	$12,500.00	N

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$608,150.00	$71,837.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.96%	0.0%	$0	23.96%

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 #(s)	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
01.01	2022-2023 CAASPP data shows that 40.3% of socioeconomically disadvantaged students(SED) met or exceeded standard for ELA and only 14.9% of SED students met of exceeded standard for math. By comparison 50 % of non SED met or exceeded standard for ELA while 25% of non SED students met of exceeded the standard for math. 2023-2024 CAASPP data showed a decline for SED performance in ELA (37.3%). Meanwhile non-SED improved their performance for ELA (64.3%), widening the gap between SED students and non-SED students from 10% to 27% for ELA. Educational partners believe the LEA needs to avoid three grade combo classes and maintain an environment at the high school with class sizes as small as possible.	With base staffing alone, the small nature of the district would result in three-grade combo classes in grades TK-5 and would limit the elective and CCR offerings at the MS and HS. Because the district has such a high number of unduplicated students and because research shows that these students are disproportionately negatively impacted by combo classes and larger class sizes, the district will use S&C funds to limit combo classes in grades TK-5 while also providing more teachers at grades 6-12 for additional support periods and for intervention. This action will increase unduplicated student outcomes on CAASPP and other academic measures while simultaneously benefiting all students, which is why it is provided district wide.	% meeting standard on CAASPP, disaggregated by socioeconomic status

01.04	2022-2023 CAASPP data shows that 40.3% of socioeconomically disadvantaged students (SED) met or exceeded standard for ELA and only 14.9% of SED students met of exceeded standard for math. By comparison 50 % of non SED met or exceeded standard for ELA while 25% of non SED students met of exceeded the standard for math. 2023-2024 CAASPP data showed a decline for SED performance in ELA (37.3%). Meanwhile non-SED improved their performance for ELA (64.3%), widening the gap between SED students and non-SED students from 10% to 27% for ELA.	This action addresses the identified need by providing professional development to all teachers and paraprofessionals in areas such as MTSS, SEL, ELD Standards, EL Redesignation, ELPAC, and data analysis, ensuring staff are equipped to support high-needs students effectively. It is offered on an LEA-wide basis because these needs are present across all school sites, and a consistent, districtwide approach ensures equitable access to high-quality instruction and support services for English Learners, socioeconomically disadvantaged students, and other underserved populations.	ELPAC scores, English Learner reclassification rates, student performance on local and state assessments, and progress monitoring data within the MTSS framework. Additional indicators such as staff participation in professional development, and improvements in school climate or SEL survey results will also be used to assess impact on outcomes for unduplicated student groups.
01.08	English Learner Progress declined 26.2% from 70% to 43.8% from 2022-23 to 2023-24.	These additional instructional aide positions are principally targeted towards improving the academic proficiency of English Learner students. Because all students will benefit from the presence of additional instructional support, this action is provided districtwide.	English Learner Progress data
02.10	2022-2023 District School Climate Survey shows that only 59% of educational partners perceive school as safe or very safe. Even though this improved in 2023-2024 to 68.3%, it still needs attention. In addition, 60% of educational partners reported connectedness with school in both 2022-2023 and 2023-2024. Because we wish for all students to feel safe, these outcomes are unsatisfactory. All educational partner groups have stated the strong desire to maintain separate campuses for the elementary/junior high and high school.	Educational partners strongly advise that one of the best ways to serve the 84.2% of the CJUSD student body who are socioeconomically disadvantaged is by preserving separate PreK-8 and 9-12 campuses. This will create a learning environments that feel safe and are conducive to the academic and social emotional growth of unduplicated students while benefiting all students.	% on the District School Climate Survey who perceive school as safe/very safe. % on the District School Climate Survey who report connectedness with school.

Insert or delete rows, as necessary.

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
N/A	N/A	N/A	N/A

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant funding will be used to continue to staff additional classrooms with teachers to minimize combo classes at the Elementary and to provide additional periods at the High School to provide support for unduplicated students. This staffing increase is found in action 01.01.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:12

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-26	$ 2,538,617	$ 608,150	23.956%	0.000%	23.956%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,161,626	$ 212,522	$ 57,263	$ 26,904	$ 1,458,314.59	$ 742,246	$ 716,069

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	Class-size Reduction	English Learners Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoi ng	$ 208,519	$ -	$ 208,519	$ -	$ -	$ -	$ 208,519	0.000%
1	2	Instructional Materials	All	No				ongoi ng	$ -	$ 18,013	$ -	$ 18,013	$ -	$ -	$ 18,013	0.000%
1	3	RTI / ASES Program Coordinato	All	No				ongoi ng	$ 89,535	$ -	$ -	$ 5,368	$ 57,263	$ 26,904	$ 89,535	0.000%
1	4	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoi ng	$ -	$ 20,350	$ 20,350	$ -	$ -	$ -	$ 20,350	0.000%
1	5	College Career Ready at the H.S	All	No				ongoi ng	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
1	6	In-School and After- School CCR Enrichment	All	No				ongoi ng	$ 31,483	$ -	$ -	$ 31,483	$ -	$ -	$ 31,483	0.000%
1	7	MTSS (Academic)	All	No				ongoi ng	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	8	Instructional Support Positions	English Learners Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoi ng	$ 96,282	$ -	$ 96,282	$ -	$ -	$ -	$ 96,282	0.000%
1	9	Special Education Consortium	Students with Disabilities	No				ongoi ng	$ -	$ 330,720	$ 330,720	$ -	$ -	$ -	$ 330,720	0.000%
1	10	Special Ed Services	Students with Disabilities	No				ongoi ng	$ -	$ 15,000	$ 15,000	$ -	$ -	$ -	$ 15,000	0.000%
2	1	Instructional Technology Access	All	No				ongoi ng	$ -	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
2	2	MTSS (Social Emotional)	All	No				ongoi ng	$ 2,500	$ -	$ 2,500	$ -	$ -	$ -	$ 2,500	0.000%
2	3	MTSS (Behavioral)	All	No				ongoi ng	$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
2	4	ASES Program	All	No				ongoi ng	$ 21,365	$ 21,268	$ -	$ 42,633	$ -	$ -	$ 42,633	0.000%
2	5	Professional Development	All	No				ongoi ng	$ 28,387	$ 70,000	$ 98,387	$ -	$ -	$ -	$ 98,387	0.000%
2	6	Athletic Programs	All	No				ongoi ng	$ 12,800	$ 19,650	$ 31,300	$ 1,150	$ -	$ -	$ 32,450	0.000%
2	7	Socialization Activities	All	No				ongoi ng	$ -	$ 500	$ 500	$ -	$ -	$ -	$ 500	0.000%
2	8	Attendance	All	No				ongoi ng	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	9	School Safety	All	No				ongoi ng	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	10	Maintain 2 School Sites	English Learners Low Income	Yes	LEA-wide	English Learners and Low-Income	All Schools	ongoi ng	$ 150,000	$ 170,468	$ 320,468	$ -	$ -	$ -	$ 320,468	0.000%
3	1	Parent Conferences	All	No				ongoi ng	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	2	Parent Workshops	All	No				ongoi ng	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	Community Liaison	All	No				ongoi ng	$ 101,375	$ -	$ -	$ 101,375	$ -	$ -	$ 101,375	0.000%
3	4	SSC and DELAC	All	No				ongoi ng	$ -	$ -		$ -	$ -	$ -	$ -	0.000%
3	5	Parent Communication	All	No				ongoi ng	$ -	$ 600	$ 600	$ -	$ -	$ -	$ 600	0.000%
3	6	Parent Education	All	No				ongoi ng	$ -	$ 12,500		$ 12,500	$ -	$ -	$ 12,500	0.000%

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
$ 2,538,617	$ 608,150	23.956%	0.000%	23.956%	$ 645,619	0.000%	25.432%	**Total:**	$ 645,619
								LEA-wide Total:	$ 645,619
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Class-size Reduction	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 208,519	0.000%
1	4	Professional Development	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 20,350	0.000%
1	8	Instructional Support Positions	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 96,282	0.000%
2	10	Maintain 2 School Sites	Yes	LEA-wide	English Learners and Low-Income	All Schools	$ 320,468	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,714,176.00	$ 1,615,120.00

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	Class-size Reduction	Yes	$ 599,602	$ 530,274
1	2	Instructional Materials	No	$ 26,226	$ 27,560
1	3	RTI / ASES Program Coordinator	Yes	$ 86,929	$ 86,254
1	4	Professional Development	No	$ 14,050	$ 14,280
1	5	College Career Ready at the H.S.	No	$ 13,775	$ 14,420
1	6	In-School and After- School CCR Enrichment	No	$ 31,483	$ 30,690
1	7	MTSS (Academic)	No	$ -	$ -
1	8	Instructional Support Positions	No	$ 146,767	$ 142,914
1	9	Special Education Consortium	No	$ 439,829	$ 458,800
1	10	Special Ed Services	No	$ 60,863	$ 60,390
2	1	Instructional Technology Access	No	$ 5,000	$ 5,000
2	2	MTSS (Social Emotional)	No	$ 2,500	$ 2,500
2	3	MTSS (Behavioral)	No	$ 2,000	$ 2,000
2	4	ASES Program	No	$ 39,791	$ 42,120
2	5	Professional Development	No	$ 9,250	$ 9,250
2	6	Athletic Programs	No	$ 40,344	$ 42,249
2	7	Socialization Activities	No	$ 500	$ 500
2	8	Attendance	No	$ 8,539	$ 8,539
2	9	School Safety	No	$ 23,124	$ 23,920
3	1	Parent Conferences	No	$ -	$ -
3	2	Parent Workshops	No	$ 1,000	$ 200
3	3	Community Liaison	No	$ 91,604	$ 99,260
3	4	SSC and DELAC	No	$ -	$ -
3	5	Parent Communication	No	$ 1,500	$ 1,500

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)
3	6	Parent Education	Yes	$ 14,500	$ 12,500
4	1	Additional Staff Sections	No	$ 50,810	$ -
4	2	Additional Instructional Materials	No	$ 4,190	$ -

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 553,598	$ 651,204	$ 585,866	$ 65,338	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Class-size Reduction	Yes	$ 581,108	$ 530,274.00	0.000%	0.000%
1	3	RTI / ASES Program Coordinator	Yes	$ 55,596	$ 55,592.00	0.000%	0.000%
3	6	Parent Education	Yes	$ 14,500	$ -	0.000%	

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)
$ 2,252,484	$ 553,598	0.000%	24.577%	$ 585,866	0.000%	26.010%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

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

- The common issues the school sites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

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

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).