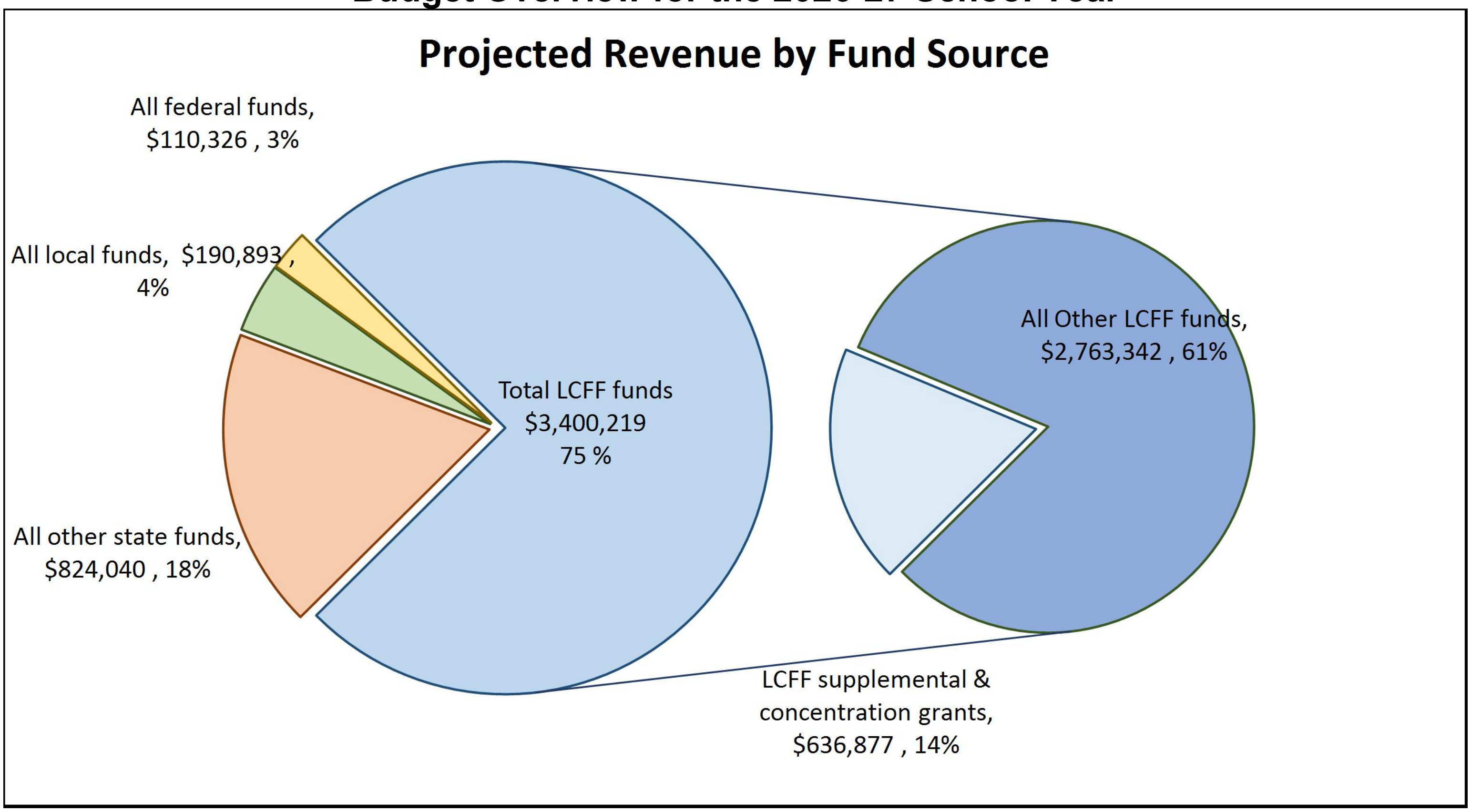
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cuyama Joint Unified School District
CDS Code: 42-75010-0000000
School Year: 2026-27
LEA contact information:

Alfonso Gamino
Superintendent
agamino@cuyamaunified.org
(661) 766-2482

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

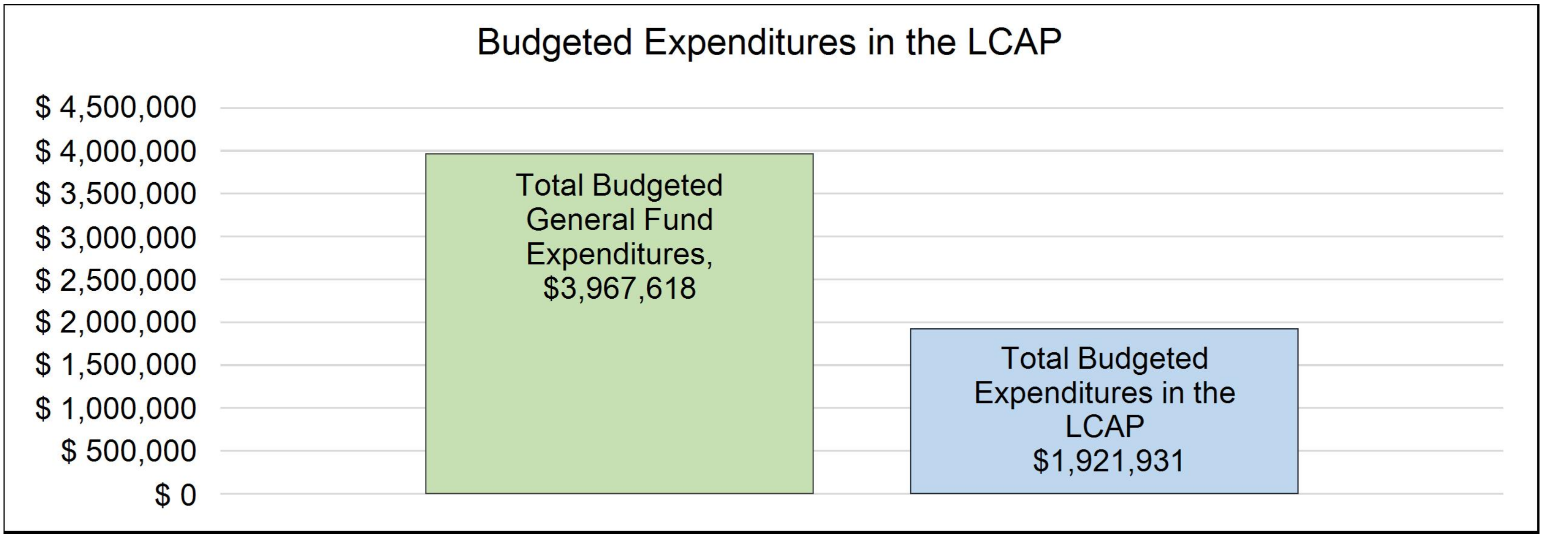


This chart shows the total general purpose revenue Cuyama Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cuyama Joint Unified School District is $4,525,478, of which $3,400,219.00 is Local Control Funding Formula (LCFF), $824,040.00 is other state funds, $190,893.00 is local funds, and $110,326.00 is federal funds. Of the $3,400,219.00 in LCFF Funds, $636,877.00 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cuyama Joint Unified School District plans to spend $3,967,618.00 for the 2026-27 school year. Of that amount, $1,921,931.00 is tied to actions/services in the LCAP and $2,045,687 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

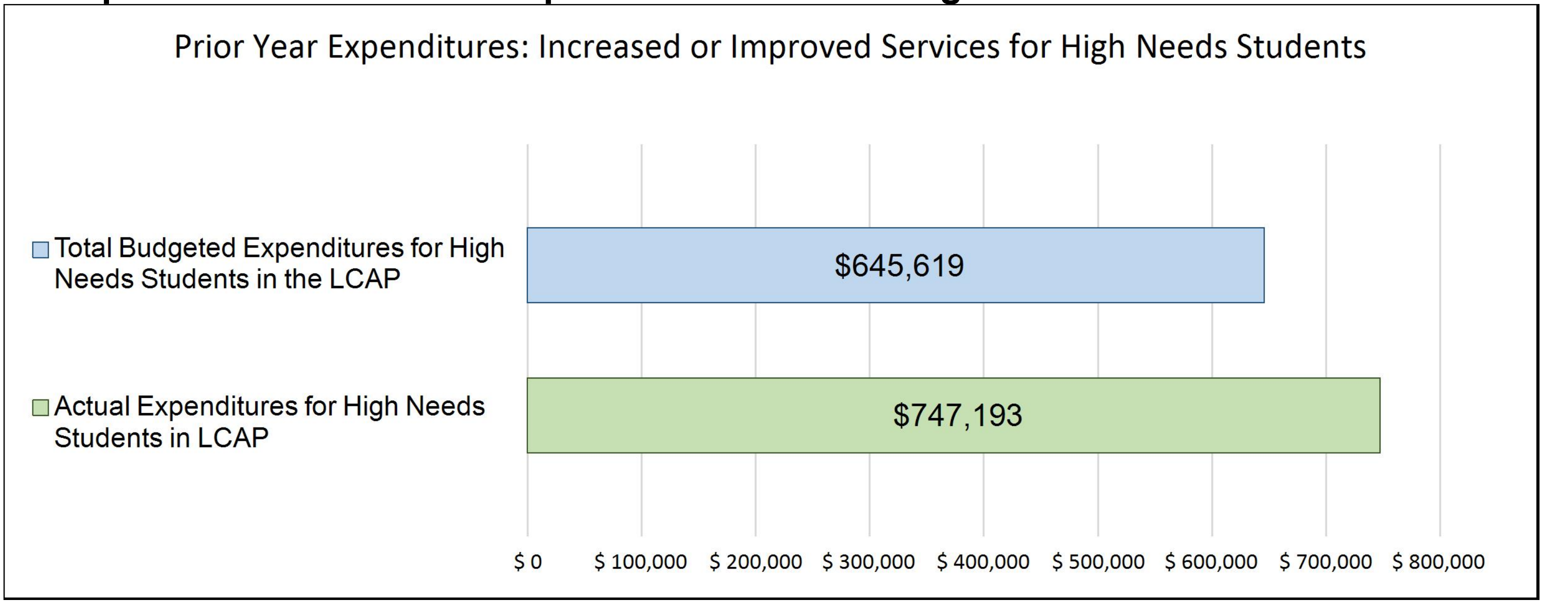
general administration, facilities expenses, and instructional expenses.

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

In 2026-27, Cuyama Joint Unified School District is projecting it will receive $636,877.00 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 $705,619.00 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 2025-26



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 2025-26, Cuyama Joint Unified School District's LCAP budgeted $645,619.00 for planned actions to increase or improve services for high needs students. Cuyama Joint Unified School District actually spent $747,193.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cuyama Joint Unified School District	Alfonso Gamino Superintendent	agamino@cuyamaunified.org (661) 766-2482

Plan Summary [2026-27]

General Information

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

The Cuyama Joint Unified School District (CJUSD) is a unified school district located in Santa Barbara County, serving a small, rural community and students in grades TK–12. The district operates four schools: Cuyama Elementary School, Cuyama Valley Junior High School, Cuyama Valley High School, and Sierra Madre Continuation School.

CJUSD's current enrollment is 162 students, including 25 English Learners, 133 socioeconomically disadvantaged students, 118 Hispanic students, 44 White students, and 22 students with disabilities. The district serves six students experiencing homelessness and has no foster youth. CJUSD's unduplicated pupil percentage is 87%, reflecting the significant level of need among the students served.

CJUSD offers a range of academic, extracurricular, and enrichment opportunities designed to support the diverse needs of its students. The district provides a high school athletic program with three boys' and three girls' teams, all of which are strongly supported by the local community. Cuyama Valley Junior High School competes against other small schools in multiple sports and recently hosted the first middle school soccer game in over a decade. This milestone was made possible through strong community partnerships, as community members graded, leveled, and planted grass on the field to create a safe and playable space for students, strengthening school pride and community engagement.

Cuyama Valley High School operates on a traditional seven-period daily schedule and offers a wide variety of courses, including online college courses, vocational education, and remedial support. The district partners with Allan Hancock College to provide dual enrollment opportunities, allowing students to earn college credit while still in high school.

The elementary school utilizes a two-grade-per-teacher model and offers an after-school program to support academic growth and enrichment. All three school sites—elementary, junior high, and high school—encourage and provide tutoring opportunities for students as needed. Each site also has an Associated Student Body (ASB) program that hosts school events and promotes student leadership and engagement. Summer school is offered to students at all grade levels, including weekly enrichment activities such as trips to the community swimming pool every Friday.

CJUSD's Future Farmers of America (FFA) program is a cornerstone of student engagement and leadership development. Of the 56 students enrolled at the high school, 48 students participate in FFA, representing approximately 86% of the high school student population. FFA students travel throughout California to attend conferences, competitions, and leadership events, including the State FFA Conference, often involving overnight stays. Students participate in multiple fundraisers and compete in local and regional fairs. Each spring, the high school FFA program sponsors an antique car show that draws participants from across California and serves as a major community event.

Through the district's Community Schools initiative, CJUSD is continuing to strengthen connections with families and the broader community. The district hosts events that bring families onto campus and create opportunities for engagement, including a Saturday Farm Day scheduled for April 18 and parent participation in school awards banquets and celebrations. These efforts help build stronger relationships between the school and families while celebrating student achievement.

CJUSD was also recently awarded a Community Engagement Initiative grant, which is supporting the restoration of an on-site barn. Once completed, the barn will expand opportunities for agricultural education and help strengthen the district's FFA and emerging 4-H programs. The facility will allow students to raise, show, and potentially sell animals through agricultural fairs, providing valuable hands-on learning experiences while also offering opportunities for students and families to generate supplemental income. This project further reinforces CJUSD's commitment to career technical education, community partnerships, and real-world learning opportunities for students.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data indicates that Cuyama Joint Unified School District (CJUSD) has made measurable progress in several key indicators, while continuing to face challenges in academic achievement. The district demonstrated significant improvement in the Chronic Absenteeism indicator, decreasing 6.4% from last year and 10.3% since the 2023 Dashboard, exceeding the district target of 20% and reflecting improved student engagement. Additionally, the Suspension Rate indicator remained at 0%, maintaining a "very high" performance level and demonstrating the district's success in fostering safe and supportive school environments (Goal 2). Increased A-G completion rates (47%) and expanded Career Technical Education (CTE) pathway completion, reflecting improved access to postsecondary opportunities. Local climate survey data further indicate improvements in student perceptions of safety and connectedness, aligning with progress toward Goal 2.

Despite these areas of progress, Dashboard and local academic data highlight ongoing challenges in English Language Arts (ELA) and Mathematics. CAASPP results declined in both areas, with ELA proficiency at 32.14% and Mathematics at 11.9%, remaining below district targets and indicating a need for intensified academic support. Performance among unduplicated student groups, particularly low-income students and English learners, remains a significant concern. Low-income student performance in Mathematics declined from 18% (23-24) to 11.9% (24-25), reflecting persistent achievement gaps. The English Learner (EL) Progress Indicator showed partial recovery, increasing from 43.8% (23-24) to 61.9% (24-25), but remains below the target of 75%, indicating the need for continued focus on designated and integrated English Language Development (ELD).

Analysis of these outcomes suggests that learning loss, instructional gaps, and the need for more targeted, differentiated supports, particularly for unduplicated student groups, continue to impact academic performance. While the district has maintained full implementation of state standards and ensured 100% access to standards-aligned instructional materials, data indicate that additional emphasis is needed on effective instructional strategies, intervention systems, and progress monitoring, especially in mathematics and for English learners.

Based on the 2025 California School Dashboard, CJUSD did not have any schools or student groups identified in the Lowest Performance (Red) level on any state indicators. Specifically:

- No schools within the LEA received the lowest performance level on any state indicator.
- No student groups within the LEA received the lowest performance level.
- No student groups within any school received the lowest performance level.

However, local and Dashboard data indicate that certain student groups, particularly English learners and low-income students, are performing significantly below district targets in academic indicators and will remain a priority focus for improvement.

In response to these identified needs, the 2026–27 LCAP prioritizes actions aligned to improving academic achievement and student engagement. Key actions include reducing combination classes and increasing course access (Goal 1, Action 1.1), strengthening professional development in MTSS and instructional strategies (Goal 1, Action 1.4), and enhancing coordination of RTI, ELD supports, and expanded learning programs through the RTI/ASES Program Coordinator (Goal 1, Action 1.3). Additionally, Goal 2 actions focus on strengthening social-emotional and behavioral supports through a Multi-Tiered System of Supports (MTSS) framework to further improve attendance, engagement, and school climate.

CJUSD will continue to monitor progress through ongoing analysis of Dashboard indicators, local assessment data, and educational partners input to ensure that implemented actions effectively address disparities and improve outcomes for all students, particularly unduplicated student groups.

LREBG: CJUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 fiscal year in the amount of $12,946.00. These funds will be combined with projected 2026–27 allocations to support Goal 1, Action 1.3 in addressing student learning recovery. CJUSD will use these funds to support staffing and retention of the Program Coordinator (RTI Teacher) position to ensure continuity of services and consistent implementation of the district's MTSS/RTI framework. The position coordinates English Learner (EL) program supports, district assessment systems, expanded learning opportunities through ASES, and evidence-based academic interventions, including targeted supports in English Language Arts and Mathematics. The Program Coordinator serves as the district lead in ensuring coherence, alignment, and effective implementation of intervention systems designed to address pupil learning loss at the K–12 level. This includes strengthening tiered intervention delivery and improving access to academic supports for students requiring strategic or intensive assistance. This action directly addresses needs identified in district assessment data showing significant learning loss in literacy and mathematics, particularly among unduplicated student groups, including English learners, students with disabilities, foster youth, and

homeless students. Through coordinated services and data-driven decision-making, this action is expected to improve access to interventions, accelerate learning, and increase academic achievement outcomes for students most impacted by instructional disruption.
Metric to Measure Impact (Required for LREBG):
Impact will be measured using CAASPP English Language Arts and Mathematics assessment results, specifically the percentage of students meeting or exceeding standards. Data will be reviewed annually to determine whether MTSS/RTI interventions supported by this action result in improved student achievement outcomes. In accordance with EC Section 32526(c)(2), this action represents an allowable use in that it provides one-on-one and small group learning supports provided by certificated or classified staff. Research from J-PAL North America identifies tutoring as one of the most widespread and versatile educational tools and notes that supplemental one-on-one and small-group instruction is an effective method for helping students learn, particularly those who have fallen behind academically. Further, a meta-analysis of randomized evaluations found that tutoring programs consistently produce large, positive impacts on student achievement across a wide range of program characteristics (Nickow, Oreopoulos, & Quan, J-PAL North America, The Transformative Potential of Tutoring for PreK–12 Learning Outcomes: Lessons from Randomized Evaluations).

Reflections: Technical Assistance

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

Not Applicable.

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.

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

Educational Partner(s)	Process for Engagement
CJUSD Board of Trustees	2/12/2026 - CJUSD School Board Meeting - LCAP Mid-Year Update (including presentation on goals, actions, and metrics) and invitation for input) 6/18/2026 - CJUSD School Board Meeting – LCAP Public Hearing (including presentation on LCAP resources and Local Indicators) 6/25/2026 - CJUSD Special School Board Meeting – LCAP approval
Students	In Nov 2025, all students in grades 5–12 were offered an opportunity to complete the California Healthy Kids Survey, providing valuable insight into school connectedness, safety, health, and other key areas. This data also supported Goal 2 of the LCAP. In March 2026, 100% of students in grades 5–12 was offered and completed the LCAP survey. 3/30/2026 - a meeting was held with a student group from Cuyama Valley High School.
Parent / Community	Fall 2025 - CJUSD hosted a Resilient Cuyama Valley Initiative Community Forum. During the forum, a survey was administered to parents in the district focusing on parent and family engagement. The survey included questions about school-home communication, teacher-to-parent communication, ways parents are involved or could become more involved, and related topics.

Educational Partner(s)	Process for Engagement
Advisory Committee	3/30/2026 - Met with District English Learners Advisory Council (DELAC) 3/30/2026 - Met with CJUSD Parent/Superintendent Group
Certificated	3/30/2026 - Met with Cuyama Unified Educators CTA/NEA.
Classified	3/30/2026 - Met with a group from Cuyama Chapter #288.
CJUSD Administration	CJUSD Superintendent/Principal engaged in all professional development opportunities offered by the Santa Barbara County Education Office related to LCAP development. (1/16/2026 - SBCEO Webinar Part 1, 2/10/2026 - SBCEO Webinar Part 1, 2/26/2026 - SBCEO Workshop). The Superintendent/Principal actively participated in all efforts to engage educational partners in the development of the LCAP.
SELPA	4/20/2026 - CJUSD administration and the LCAP team met with SELPA Executive Director Dr. Stacey McCrath-Smith to discuss the upcoming year's LCAP and how it may support the Special Education program.
Student Parent / Community Certificated Classified CJUSD Administration	Spring 2026 - CJUSD administered an LCAP survey to families, community members, and students in grades 5–12.

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

CJUSD values the significant role educational partners play in the development of this LCAP. The input received this year from educational partners was analyzed by the district's LCAP team to identify common themes, priorities and inform the development of district goals and actions.

Educational partner feedback consistently emphasized the importance of student academic support, engagement, and access to opportunities. Across educational partner groups, there was strong agreement regarding the need for increased instructional support and targeted academic interventions. Parents noted, "I would like one teacher per grade," while staff emphasized classroom structure challenges, stating, "No more than 2 grades combo, please!" Students and staff further identified the need for additional support, including "It would be nice to have more staff to support us" and "Need aides to support all students." This feedback informed continued refinement of Goal 1 actions related to instructional support and intervention systems.

Mental health and student wellness were also identified as priority areas. Educational partners stated, “counseling is needed more in both schools” and “provide more help to the counselor,” reinforcing the need for continued emphasis on social-emotional learning and expanded student wellness supports within Goal 2.

Communication and family engagement feedback identified ongoing needs in accessibility and outreach. Students and families shared concerns such as “parents rarely know what’s going on” and “my mom hardly ever gets told about school events.” Parents also requested additional learning opportunities for families, including “teach parents how to use a computer.” This input suggests CJUSD needs to strengthen bilingual communication systems and build on existing parent engagement opportunities.

A consistent theme across all educational partner groups was the importance of extracurricular opportunities, particularly athletics, as a key factor in student engagement, attendance, and school connectedness. Educational partners expressed a strong desire for expanded and equitable access to activities, stating, “I would like all children to participate in sports,” “we want more sports or more things to do,” and “increase more extra-curricular activities.” Concerns regarding equity in participation were also raised, including “girl’s sports are begging for funding” and “what about girls’ sports?” Students further emphasized the impact of limited opportunities, noting that a lack of access to activities “made me consider moving… I’ve always yearned for more clubs, activities, and sports.”

As a result of this consistent and compelling feedback, the district has added and prioritized expanded athletics as a contributing action (Action 2.6 - Athletics) within the 2026–27 LCAP.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA developed this goal in response to persistent challenges in academic achievement, particularly in English Language Arts and Mathematics, as well as the need to strengthen instructional capacity and equitable outcomes for all student groups. A review of multi-year data indicates that while some systems and supports are in place, student outcomes have not yet met district targets, particularly for unduplicated student groups.

CAASPP results demonstrate a continued decline in academic performance. English Language Arts proficiency decreased from 42.5% (2022–23) to 41.6% (2023–24), and further to 32.1% (2024–25), reflecting a significant drop from baseline. Mathematics performance showed a similar trend, declining from 18.0% to 11.9%, remaining well below the district target of 20%. These trends are even more pronounced among unduplicated student groups. Low-income student performance in ELA declined to 25.37%, and Math performance declined to 11.9%. English learner performance remains a critical area of need, though there is limited publicly available data in ELA due to small cohort sizes.

English Learner Progress data further supports the need for this goal. After a significant decline from 70.0% to 43.8%, progress has partially recovered to 61.9%, but remains below the district target of 75%, indicating a continued need to strengthen designated and integrated English Language Development (ELD), targeted interventions, and consistent progress monitoring.

In addition to student outcome data, system-level indicators highlight challenges that impact instructional quality. The percentage of appropriately assigned and fully credentialed teachers declined from a baseline of 85% to 70%, indicating a need to strengthen staffing stability and ensure that all students have access to highly qualified educators. While the district has maintained 100% access to standards-aligned instructional materials and continues to make progress toward full implementation of state standards and ELD standards, these inputs have not yet translated into consistent gains in student achievement. Ongoing implementation of coordinated intervention systems, including MTSS/RTI structures supported in part through LREBG-funded staffing, further highlights the need for sustained, districtwide focus on improving academic outcomes.

At the same time, College and Career Readiness indicators show areas of growth, including a significant increase in A-G completion rates (47%) and CTE pathway completion. However, overall College and Career Indicator outcomes remain below target, indicating a need to strengthen alignment between academic preparation and postsecondary readiness.

Due to the district's small student population, year-to-year data can fluctuate significantly based on the performance of a small number of students. As a result, the LEA emphasizes multi-year trends and focuses on building consistent, sustainable instructional systems rather than reacting to single-year changes.

Educational partner feedback further reinforces the need for this goal. Parents, staff, students, and community members consistently identified improving academic achievement, particularly in literacy and mathematics, as a top priority. Educational partners emphasized the importance of strong foundational skills to expand college and career opportunities, especially given the district's rural and geographically isolated context.

In response, this goal prioritizes strengthening core instruction, expanding targeted interventions, and improving outcomes for unduplicated student groups. The LEA will continue to focus on Multi-Tiered System of Supports (MTSS), professional development, English learner supports, and strategic staffing to ensure all students receive high-quality, standards-aligned instruction. Progress will be monitored using CAASPP ELA and Math results, English Learner Progress, and College and Career Readiness indicators, with a continued emphasis on closing achievement gaps and improving outcomes for students most in need of support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (BL Yr: 22-23; DataQuest)	85%	66.5%	70%	100%	-15%
1.2	% of students with CA State Standards aligned core curriculum (BL Yr: 22-23; Local Indicator)	100%	100%	100%	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	% implementation of CA State Standards for all students (BL Yr: 23-24; Local Indicator)	97%	97.5%	100%	100%	3%
1.4	% implementation of SBE adopted ELD standards for all ELs (BL Yr: 23-24; Local Indicator)	95%	96.7%	100%	100%	5%
1.5	% meeting standard on CAASPP ELA (BL Yr: 22-23; DataQuest)	42.5%	41.6%	32.1%	50%	-10.4%
1.6	% meeting standard on CAASPP Math (BL Yr: 22-23; DataQuest)	17.2%	18%	11.9%	20%	-5.3%
1.7	% meeting standard on CAASPP ELA (ELs) (BL Yr: 22-23; DataQuest)	N/D	9.1%	N/D	18%	N/D
1.8	% meeting standard on CAASPP Math (ELs) (BL Yr: 22-23; DataQuest)	N/D	0%	N/D	10%	N/D
1.9	% meeting standard on CAASPP ELA (Low Income) (BL Yr: 22-23)	40.3%	37.3%	28.36%	50%	-11.94%
1.10	% meeting standard on CAASPP Math (Low Income)	14.9%	17.3%	11.9%	25%	-3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(BL Yr: 22-23; DataQuest)					
1.11	% of students successfully completing CTE pathways (BL Yr: 22-23; DataQuest)	13.3%	78.6%	35%	20%	21.7%
1.12	% of students successfully completing A-G requirements (BL Yr: 22-23; DataQuest)	0%	0%	47%	10%	47%
1.13	% of students successfully completing A-G requirements and CTE pathways (BL Yr: 22-23; DataQuest)	0%	0%	18%	20%	18%
1.14	% of English Learner Progress (BL Yr: 22-23; CA Dashboard)	70.0%	43.8%	61.9%	75%	-8.1%
1.15	% of ELs reclassified (BL Yr: 22-23; Local Indicator)	23.3%	22%	30.8%	25%	7.5%
1.16	% of students CCR based on CCI (BL Yr: 22-23; CA Dashboard)	33.3%	7.1%	17.6%	40%	-15.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	% of students completing 2 formative local assessments (BL Yr: 23-24; Local Indicator)	100%	97.8%	100%	100%	0%
1.18	% of unduplicated students who participated in one or more enrichment activities, extracurricular programs, or field trip opportunities and/or were enrolled in Career Technical Education (CTE), Arts, A-G, or Dual Enrollment courses.	N/D	N/D	100%	100%	0%
1.19	% of students with disabilities who participated in one or more enrichment activities, extracurricular programs, or field trip opportunities and/or were enrolled in Career Technical Education (CTE), Arts, A-G, or Dual Enrollment courses.	N/D	N/D	93%	93%	0%

Goal Analysis [2025-26]

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

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

The goals and actions under Goal 1 were implemented largely as planned. Despite challenges related to staffing and the district's rural location, CJUSD was able to successfully carry out the majority of the planned actions and services.

Successes:
Action 1.1 – Class Size Reduction:
Although enrollment levels could have resulted in multi-grade groupings of more than two grade levels, the district intentionally structured classes to maintain instructional quality and provide more targeted grade-level support for students.

Action 1.3 – RTI / ASES Program Coordinator:
This action was successfully completed, though the position was filled later than originally anticipated due to staffing challenges commonly experienced in rural districts. Despite this delay, CJUSD was able to recruit and retain the RTI / ASES Program Coordinator and fully implement the core responsibilities of the role. Once in place, the Program Coordinator supported the district's MTSS/RTI framework by coordinating English Learner (EL) program supports, district assessment systems, and the After School Education and Safety (ASES) program. The position also supported implementation of targeted academic interventions and progress monitoring systems designed to address learning loss in English Language Arts and Mathematics. CJUSD utilized Learning Recovery Emergency Block Grant (LREBG) funds, along with other district resources, to sustain this position and ensure continuity of intervention services. While implementation aligned with the planned scope of work, the delayed hiring reduced the amount of time available for full-year impact, which may have limited the overall influence on student achievement outcomes. The action was successfully implemented as designed once staffed, and coordination of services across MTSS systems improved. However, continued focus is needed to ensure that strengthened systems translate into measurable gains in academic outcomes for unduplicated student groups, particularly in ELA and Mathematics.

Action 1.4 – Professional Development:
Santa Barbara County Education Office consultant Carla Benchoff provided professional development focused on Academic Progress in Literacy, adjustments to the K–2 screener for placement, and planning for the upcoming school year. In addition, teachers received individualized coaching and support.

Action 1.5 – College and Career Readiness at the High School:
A majority of high school courses are A–G approved. CJUSD continues to offer three career readiness pathways and expanded leadership and skills-development opportunities that have been highly attended by students. Additionally, the district launched its first year of three dual enrollment courses, with 31 students participating in either dual enrollment or concurrent enrollment classes.

Challenges:
Action 1.9 and 1.10 – Special Education:
Special education services are provided through Santa Barbara County Education Office. The district's rural setting, combined with campuses located more than four miles apart and declining enrollment, makes it challenging and costly to efficiently provide services to a small number of students across multiple sites while still meeting required staffing and safety needs. Low student enrollment, combined with mandated staffing requirements to ensure student and adult safety, often requires additional personnel and increases overall program costs.

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

Action 1.2 – Instructional Materials: Expenditures were higher than expected due to increased one-time expenditures associated with the use of expiring one-time funds.

Action 1.3 – RTI / ASES Program Coordinator: Expenditures were lower than expected because CJUSD hired employees at lower step and column placements. In addition, some employees began their positions several months into the school year, resulting in lower overall expenditures.
Action 1.5 – College Career Ready at the H.S.: Expenditures were higher than expected due to the desire to reflect the incorporation of Career Technical Education Incentive Grant (CTEIG) funds.
Action 1.6 – In-School and After-School CCR: Expenditures were higher than expected due to the need to expend one-time funds that were set to expire, as well as an increase in the district's Expanded Learning Opportunities Program (ELOP) funding allocation.
Action 1.8 – Instructional Support Positions: Expenditures were higher than expected due to the need for an additional aide to support increased TK/K enrollment; therefore, the district employed four instructional aides. In addition, expenditures were higher than expected due to CJUSD settling 2025–26 negotiations, which included retroactive pay and a one-time stipend, resulting in an increased cost.
Action 1.9 – Special Education Consortium: CJUSD combined Action 1.9 with Action 1.10; therefore, all expenses associated with this action will be accounted for in a single lump sum under Action 1.10 – Special Education Services.
Action 1.10 – Special Ed Services: The 2025–26 expenditures for Special Education Services were under projected. Even with the combination of Action 1.9 and Action 1.10, actual costs for these services exceeded initial estimates, indicating that funding needs were underestimated for this action.

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

Action 1.1 – Class Size Reduction: Action 1.1 was somewhat effective in supporting student achievement and learning conditions for unduplicated student groups. Maintaining smaller class sizes and reducing combination classes allowed for increased individualized instruction, targeted intervention, and additional academic support opportunities in ELA, ELD, and math. Additional staffing at the high school also provided greater access to support periods and intervention services for students needing additional academic assistance. CAASPP results show mixed outcomes. In 2024–2025, 28.36% of socioeconomically disadvantaged students met or exceeded standards in ELA compared to 47.06% of non-SED students. In math, 11.90% of socioeconomically disadvantaged students met or exceeded standards compared to 11.76% of non-SED students. While overall achievement levels remain below desired outcomes, the district maintained equitable access to instructional support and reduced barriers associated with larger class sizes and combination classrooms.

Action 1.2 – Instructional Materials: Action 1.2 was effective. Teachers report that the infusion of high-quality standards-aligned materials and supplies has equipped teachers to implement state standards with increased fidelity. We will be tracking future metric outcomes involving CCR, CTE, dual enrollment, A-G outcomes associated with a broad course of study.

Action 1.3 – RTI / ASES Program Coordinator and Action 1.7 – MTSS (Academic): These actions were somewhat effective in supporting student learning and strengthening intervention systems. Educational partner feedback and focus group input indicated that MTSS/RTI coordination, English Learner supports, and expanded learning opportunities were beneficial in improving access to academic interventions and student engagement. However, these actions were not sufficient to produce overall gains in CAASPP English Language Arts outcomes. The percentage of students meeting or exceeding standards in ELA declined from 41.6% to 32.1%, falling below the district's performance target. This decline indicates that while intervention systems were implemented, they have not yet translated into improved proficiency in state assessments. One potential contributing factor identified during implementation includes outdated technology and inconsistent internet connectivity during testing, which may have negatively impacted student performance. In response, CJUSD has upgraded computer lab equipment, including new devices and curved-screen monitors, to improve testing conditions, student focus, and engagement. In contrast, English Learner Progress outcomes showed improvement. The percentage of English Learners making progress increased from 43.8% to 61.9%, demonstrating meaningful growth and suggesting that coordinated MTSS/RTI and EL supports are having a positive impact in this area. While the district did not meet the 75% target, this increase reflects progress in strengthening instructional supports for English learners. Overall, the actions demonstrate partial effectiveness: stronger outcomes in English Learner progress and improved access to intervention systems, but limited impact on overall CAASPP ELA performance to date. Continued refinement of instructional delivery, intervention alignment, and system implementation will be necessary to translate these supports into improved academic achievement across all student groups.

Action 1.4 – Professional Development: Action 1.4 was somewhat effective in supporting staff capacity and instructional practices through professional development opportunities focused on MTSS, SEL, ELD standards, EL redesignation, ELPAC, and data analysis. Professional development supported teachers and paraprofessionals in strengthening interventions, analyzing student data, and providing targeted supports for unduplicated student groups, including English Learners and socioeconomically disadvantaged students. Evidence of effectiveness showed improvement in English Learner progress. According to the CA Dashboard, the percentage of English Learners making progress toward English language proficiency increased from 43.8% in 2023–2024 to 61.9% in 2024–2025. While the district did not yet meet the desired goal of 75%, the increase demonstrates growth in student progress and suggests that continued professional development and instructional support contributed to improved outcomes for English Learners.

Action 1.5 – College Career Ready at the H.S.: Action 1.5 was effective in increasing college and career readiness opportunities for high school students through continued access to A-G aligned coursework, Career Technical Education (CTE) pathways, leadership activities, and expanded postsecondary preparation opportunities. The district continued to offer multiple career readiness pathways and increased opportunities for student participation in leadership and skills development activities. Evidence of effectiveness showed significant improvement in student outcomes. The percentage of students successfully completing A-G requirements increased from 0% in 2023–2024 to 47% in 2024–2025, exceeding the district goal of 10%. Additionally, the percentage of students successfully completing both A-G requirements and CTE pathways increased from 0% in 2023–2024 to 18% in 2024–2025. While the district did not fully meet the 20% goal for A-G and CTE pathway completion, the increase demonstrates substantial progress toward improving college and career readiness outcomes for students.

Action 1.6 – In-School and After-School CCR Enrichment: Action 1.6 was effective in supporting targeted students participating in after-school enrichment opportunities. Teachers and staff reported improvements in student behavior, attitude, academic performance, and test scores among participating students. Additionally, approximately 25% of 8th grade students participated in the FFA program, increasing student engagement in college and career readiness activities.

Action 1.8 – Instructional Support Positions: Action 01.08 was partially effective in supporting student achievement through instructional support positions. The district continued to provide instructional aides and support staff at the K–8 level to assist with classroom instruction, targeted interventions, and student academic support. However, limited staffing levels continued to impact the ability to provide consistent instructional support across grade levels and student groups. The percentage of English Learners making progress, English Learner Progress, increased from 43.8% in 2023–2024 to 61.9% in 2024–2025. While the district did not fully meet the goal of 75%, the increase demonstrates meaningful progress toward improving English Learner achievement and the effectiveness of academic intervention supports, however the percentage of students meeting standards on the CAASPP ELA assessment decreased from 41.6% in 2023–2024 to 32.1% in 2024–2025, falling below the district goal of 50%. While instructional support positions continued to provide valuable assistance to students and teachers, the decrease in CAASPP ELA performance indicates that additional staffing capacity and academic supports may be needed to improve student achievement outcomes.

Action 1.9 – Special Education Consortium and Action 1.10 – Special Ed Services: These actions were somewhat effective. The percentage of students with disabilities meeting standards on the CAASPP ELA assessment increased from 13.3% in 2023–2024 to 14.3% in 2024–2025. While performance remains below desired levels, the increase demonstrates modest progress toward improving academic achievement for students with disabilities and reflects the continued value of specialized support services.

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 2026-27 LCAP.

The following metrics were added to fulfill the requirements of Priority 7. Additionally, CJUSD could no longer use previously established metrics because the prior LCAP was prepared and completed by an outside contractor, and CJUSD was unable to obtain or complete third-year data. The new metric was also selected because it is applicable, measurable, and appropriate for a small school setting:
1.18: % of unduplicated students who participated in one or more enrichment activities, extracurricular programs, or field trip opportunities and/or were enrolled in Career Technical Education (CTE), Arts, A-G, Advanced Placement (AP), or Dual Enrollment courses.
1.19: % of students with disabilities who participated in one or more enrichment activities, extracurricular programs, or field trip opportunities and/or were enrolled in Career Technical Education (CTE), Arts, A-G, Advanced Placement (AP), or Dual Enrollment courses.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2026-27 LCAP.
Action 1.2 – Instructional Materials: CJUSD will be increasing the budget for this action due to the incorporation of Career Technical Education Incentive Grant (CTEIG) fund.
Action 1.5 – College Career Ready at the H.S.: CJUSD will be increasing the budget for this action due to the incorporation of Career Technical Education Incentive Grant (CTEIG) fund.
Action 1.6 – In-School and After-School CCR Enrichment: CJUSD will be increasing the budget for this action due to the increase in the district's Expanded Learning Opportunities Program (ELOP) allocation.
Action 1.7 – MTSS (Academic): CJUSD will be eliminated and combined with Action 1.3 due to both being associated with RTI/MTSS support and targeting the same unduplicated students.
Action 1.9 – CJUSD will eliminate Action 1.9 – Special Education Consortium and combine it with Action 1.10 – Special Education Services. Both actions were determined to be serving the same student population and reflecting a single, unified Special Education program. In addition, CJUSD does not operate a Special Education consortium; therefore, maintaining a separate action was not appropriate for program alignment or reporting purposes. As a result of this consolidation and a review of prior-year expenditures, CJUSD is also increasing the budget allocation for Special Education Services. Prior costs were under projected, and actual expenditures indicate higher-than-anticipated needs to adequately support services for students with disabilities. The increased allocation will better reflect current service demands and ensure appropriate staffing, supports, and program delivery for identified students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class-size Reduction	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	Yes
1.2	Instructional Materials	Purchase additional materials for classrooms instruction including: ancillary materials in core subjects, paper based materials and computer based services.	$49,580.00	No
1.3	RTI / ASES Program Coordinator	Staff and retain a Program Coordinator (RTI Teacher) position to lead the district's MTSS/RTI framework, including coordination of the English Learner (EL) Program, Assessment Program, and After School Education and Safety (ASES) Program. The position supports the development and implementation of a tiered intervention system for all K–12 students requiring strategic or intensive academic support. The coordinator focuses on addressing pupil learning loss at the K–8 level through targeted interventions in English Language Arts and Mathematics, aligned with State Board of Education recommended instructional time and evidence-based practices. This action is partially funded by Learning Recovery Emergency Block Grant (LREBG) funds in the amount of $12,946.00. These funds support staffing retention to ensure continuity of services, program stability, and consistent implementation of academic interventions, expanded learning opportunities, and progress monitoring across sites. Metric to Measure Impact (Required for LREBG): Impact will be measured using CAASPP English Language Arts and Mathematics assessment results, specifically the percentage of students meeting or exceeding standards. Data will be reviewed annually to determine whether MTSS/RTI interventions supported by this action result in improved student achievement outcomes. In accordance with EC Section 32526(c)(2), this action represents an allowable use in that it provides one-on-one and small group learning supports provided by	$89,535.00	No

Action #	Title	Description	Total Funds	Contributing
		certificated or classified staff. Research from J-PAL North America identifies tutoring as one of the most widespread and versatile educational tools and notes that supplemental one-on-one and small-group instruction is an effective method for helping students learn, particularly those who have fallen behind academically. Further, a meta-analysis of randomized evaluations found that tutoring programs consistently produce large, positive impacts on student achievement across a wide range of program characteristics (Nickow, Oreopoulos, & Quan, J-PAL North America, The Transformative Potential of Tutoring for PreK–12 Learning Outcomes: Lessons from Randomized Evaluations).		
1.4	Professional Development	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	Yes
1.5	College Career Ready at the H.S.	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)	$88,981.00	No
1.6	In-School and After-School CCR Enrichment	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.)	$73,781.00	No
1.7	**Action consolidated with 1.3**	Action 1.7 has been eliminated and consolidated with Action 1.3 – RTI / ASES Program Coordinator for clarity, as both actions are part of the same RTI/MTSS framework and support the same unduplicated student groups through coordinated academic interventions in English Language Arts and Mathematics. (1.7: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic interventions.	$0.00	

Action #	Title	Description	Total Funds	Contributing
		The academic interventions will include both ELA and Math and will comply with SBE time recommendations.)		
1.8	Instructional Support Positions	Staff all appropriate instructional support positions to support unduplicated students especially EL and LTEL students. (3 FTE @ $32,094 / FTE)	$96,282.00	Yes
1.9	**Action consolidated with 1.10**	Action consolidated with 1.10 for clarity. (1.9: 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))	$0.00	
1.10	Special Ed Services	Contract with SBCEO Special Education to provide direct special education services and supports, including two special education teachers, five special education instructional aides, speech and language therapy, psychologist counseling, physical and occupational therapy, orientation and mobility services, and assistive technology services to ensure students receive services in the least restrictive environment.	$525,630.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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 Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed to ensure that all students are supported in a physically safe, socially connected, and emotionally healthy learning environment that promotes student engagement, attendance, and overall success. Analysis of district metrics demonstrates positive growth in several key indicators connected to this goal. The Facilities Inspection Tool overall rating increased from 73.0% at baseline to 95.8% in Year 2, indicating improved school conditions and safe learning environments. Chronic absenteeism rates improved from 29.7% to 19.4%, surpassing the Year 3 target of 20%, while school attendance rates increased from 92.5% to 93.6% at the elementary level and 93.9% at the high school level.

Additional climate and connectedness data also support the need for continued focus in this area. The District School Climate Survey overall index increased from 72.6 to 80, educational partners reporting schools as safe or very safe increased from 59% to 70.4%, and educational partners reporting high connectedness with school increased from 60.4% to 64.3%. Suspension and expulsion rates remained low, demonstrating the district’s continued commitment to maintaining positive school climates and restorative practices.

Educational partner input consistently identified student wellness, school safety, engagement, and connectedness as priorities. As a result, CJUSD will continue implementing actions designed to strengthen student support systems, including maintaining a strong ASES program, providing social-emotional learning (SEL) supports and professional development, expanding student engagement and connectedness activities, and promoting safe and supportive school environments. These actions are intended to further improve attendance, student well-being, and overall school climate outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of ELs with CA State Standards aligned ELD curriculum (BL Yr: 22-23, Local Indicator 1)	100%	100%	100%	100%	0%
2.2	% on the Facilities Inspection Tool overall rating (BL Yr: 23-24; Local Indicator 1)	73.0%	99.0%	95.8%	90%	26%
2.3	School attendance rate (BL Yr: 23-24; DataQuest and Local Indicator 5)	92.5%	93.6%	93.9%	94%	1.4%
2.4	% on Chronic absenteeism rate (BL Yr: 22-23; Dashboard)	29.7%	25.8%	19.4%	20%	10.3%
2.5	Middle school dropout rate (BL Yr: 22-23; DataQuest)	0%	0%	0%	0%	0%
2.6	High School dropout rate (BL 22-23; DataQuest)	0%	0%	0%	0%	0%
2.7	High school graduation rate (BL Yr: 22-23; DataQuest)	100%	100%	93%	100%	-7%
2.8	Suspension Rate (BL Yr: 22-23; DataQuest)	1.0%	0%	0%	1.0%	-1%
2.9	Expulsion rate	0%	0%	0%	0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(BL Yr: 22-23; DataQuest)					
2.10	# on the District School Climate Survey overall index School Climate Rating (BL Yr: Spring 2024 Survey)	72.6	76.2	80	80	7.4
2.11	% of educational partners who perceive school as safe or very safe (BL Yr: Spring 2024 Survey)	59%	68.3%	70.4%	65%	11.4%
2.12	% of educational partners who report high connectedness with school (BL Yr: Spring 2024 Survey)	60.4%	60.7%	64.3%	65%	3.9%
2.13	% of students enrolled in required courses of study (BL Yr: 23-24)	100%	100%	100%	100%	0%
2.14	Metrics 2.14 and 2.15 were removed for clarity, and revised versions of these metrics were added to Goal 1- Metric 1.18 and 1.19. (2.14: # of instances each unduplicated	(2.4)	(4.7)	Goal 1- Metric 1.18 and 1.19	(2.5)	(2.3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	student participates in programs or services for UDS (per UDS average) (BL Yr: 23-24))					
2.15	Metrics 2.14 and 2.15 were removed for clarity, and revised versions of these metrics were added to Goal 1- Metric 1.18 and 1.19. (2.15: # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) (BL Yr: 23-24))	(2.8)	(2.7)	Goal 1- Metric 1.18 and 1.19	(3.0)	(-.1)

Goal Analysis [2025-26]

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

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

The goals and actions under Goal 2 were implemented largely as planned, with the exception of Action 2.5 – Professional Development, which was implemented under Action 1.4 – Professional Development and therefore was not carried out as a separate, stand-alone action. Overall, CJUSD experienced several successes in improving school connectedness, student engagement, social-emotional supports, and extracurricular opportunities, while also facing challenges related to staffing capacity and maintaining consistent support services in a small rural district.

Successes:
Action 2.1 – Instructional Technology Access:
CJUSD partnered with community partner Blue Sky, which received a grant to remodel the computer labs at both Cuyama Elementary/Junior High School and Cuyama Valley High School. Through this partnership, students received access to new and modern computers as well as updated interactive screens, significantly improving instructional technology access and learning environments.
Action 2.2 – MTSS (Social Emotional) and Action 2.3 – MTSS (Behavioral):

Despite ongoing staffing challenges, CJUSD successfully retained its school counselor, strengthening continuity of services. This continuity supported the development of trusted relationships with students and improved access to social-emotional and behavioral supports across the district.
Action 2.4 – ASES Program:
The ASES Program continued to expand, providing students with academic support and enrichment opportunities that increased student engagement and school connectedness.
Action 2.6 – Athletic Programs:
Athletic participation increased across TK–12, supported by community partnerships and expanded opportunities for inter-district competition, contributing to stronger student engagement and school connectedness.
Action 2.7 – Socialization Activities:
CJUSD continued to provide a wide range of school culture and engagement activities, including dances, field trips, FFA events, and school-wide activities that strengthened student connectedness and engagement.

Challenges:
Action 2.2 – MTSS (Social Emotional) and Action 2.3 – MTSS (Behavioral):
Due to staffing limitations, the school counselor was often required to take on additional responsibilities beyond counseling services, reducing available time for direct student supports and small group interventions. This continues to limit full implementation capacity for social-emotional services.
Action 2.5 – Professional Development:
CJUSD did not implement this action as a stand-alone action due to budget constraints and competing fiscal priorities. Additionally, similar professional development opportunities are already embedded within Action 1.4, resulting in redundancy and consolidation of implementation under that action.

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

Action 2.1 – Instructional Technology Access: We had material differences between budgeted expenditures and estimated actual expenditures as a result of additional technology devices, increased repairs and maintenance, higher subscription and licensing fees, and expanded use of cloud-based programs and platforms to support instruction, communication, and district operations.
Action 2.2 – Multi-Tiered System of Supports (MTSS): The 2025–26 expenditures for Multi-Tiered System of Supports (MTSS) were under projected. Even with the combination of Action 2.2 and Action 2.3, actual costs exceeded initial estimates because CJUSD incorporated the school counselor's salary into this action to more accurately reflect the costs associated with providing social-emotional and behavioral support services.
Action 2.3 – MTSS (Behavioral) – CJUSD combined Action 2.2 with Action 2.3; therefore, all expenses associated with this action will be accounted for in a single lump sum under Action 2.2 – Multi-Tiered System of Supports (MTSS).
Action 2.5 – Professional Development: CJUSD combined Action 2.5 with Action 1.4; therefore, all expenses associated with this action will be accounted for in a single lump sum under Action 1.4 – Professional Development due to the redundancy of the action.
Action 2.6 – Athletic Programs: CJUSD had material differences between budgeted expenditures and estimated actual expenditures in Action 2.6. Expenditures were higher than expected because CJUSD added youth sports programs that were not originally anticipated. In addition,

there were enough high school boys participating to support both a JV Basketball team and a Varsity Basketball team, which increased overall program costs.
Action 2.7 – Socialization Activities: There were material differences between budgeted and estimated actual expenditures for Action 2.7. The district budgeted $500 for this action; however, actual expenditures totaled $3626.00. This increase reflects higher-than-anticipated costs associated with fully implementing socialization and school connectedness activities, including events and student engagement opportunities that required additional resources beyond the original estimate.
Action 2.8 – Attendance: CJUSD had material differences between budgeted and estimated actual expenditures due to the realization that additional efforts were needed to continue encouraging and incentivizing regular student attendance. CJUSD offered incentives to students with perfect attendance.

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

Action 2.1 – Instructional Technology Access: Action 2.1 was effective in supporting student engagement, access to instruction, and overall student success. By providing upgraded computers, maintaining classroom technology, and ensuring students and staff had access to reliable devices, CJUSD was able to support learning opportunities both inside and outside of the classroom. The district maintained a 0% high school dropout rate and a 0% expulsion rate, while also maintaining a low suspension rate of 0%. In addition, the high school graduation rate remained high at 92.9%. Access to updated instructional technology helped students remain connected to coursework, improve engagement, and provided teachers with the tools necessary to deliver instruction effectively.
Action 2.2 – MTSS (Social Emotional) and Action 2.3 – MTSS (Behavioral): These actions were effective CJUSD maintained a suspension rate of 0%. CJUSD continues to implement restorative practices and positive behavior interventions to support student success.
Action 2.3 – MTSS (Behavioral): Action 2.3 was implemented under Action 2.2 – MTSS (Social Emotional) and therefore was not carried out as a separate, stand-alone action.
Action 2.4 – ASES Program: Action 2.4 was considered effective, as CJUSD decreased the chronic absenteeism rate from 29.7% to 19.4%, exceeding the targeted rate of 20%. Through continued implementation of the ASES program, CJUSD provided after-school academic support, enrichment opportunities, transportation, and social-emotional supports to improve student engagement, attendance, and academic success.
Action 2.5 – Professional Development: Action 2.5 was implemented under Action 1.4 – Professional Development and therefore was not carried out as a separate, stand-alone action. As a result, Action 2.5 is considered redundant, and all professional development activities and outcomes are captured within Action 1.4.
Action 2.6 – Athletic Programs: Action 02.06 was effective in increasing student connectedness, engagement, and participation in school activities. Athletics continue to serve as a key driver of school connectedness by providing students with opportunities to build teamwork, leadership skills, school pride, and positive relationships with peers and staff. Cuyama Joint Unified School District demonstrated a positive upward trend in educational partner perceptions of school connectedness over a three-year period. The percentage of educational partners reporting high connectedness with schools increased from 60.4% (2023–24) to 60.7% (2024–25) and then increased to 64.3% (2025–26), indicating a notable improvement in overall school connectedness. Additional student outcome indicators also reflect a strong school climate. The district maintained a 0% dropout rate and a 0% expulsion rate, while the graduation rate remained high at 93%. These outcomes suggest that sustained investment in athletic programs (including transportation, equipment, uniforms, coaching stipends, field maintenance, and student recognition) has supported improved engagement and a more positive school environment across the district.
Action 2.7 – Socialization Activities: Action 02.07 was effective in promoting student connectedness, leadership development, and positive school culture. By continuing to provide socialization and school connectedness activities such as dances, parties, and community service

projects, CJUSD created opportunities for students to build relationships, develop social skills, and strengthen engagement with their school community. The percentage of educational partners reporting high connectedness with schools increased from 60.4% (2023–24) to 60.7% (2024–25) and then increased to 64.3% (2025–26), indicating a notable improvement in overall school connectedness.
Action 2.8 – Attendance: Action 2.8 was effective in improving student attendance and reducing chronic absenteeism. CJUSD implemented coordinated attendance supports through Attendance and Student Study Team meetings, regular review of attendance data, identification of chronic absentees, family outreach, and referrals to SARB when necessary. Chronic absenteeism rates showed a consistent and meaningful decline over a three-year period, decreasing from 29.7% (2022–23) to 25.8% (2023–24), and further improving to 19.4% (2024–25). This downward trend indicates that targeted attendance interventions and early identification systems are contributing to improved student attendance outcomes and stronger school engagement across the district.
Action 2.9 – School Safety: Action 2.9 was implemented in the prior year and continued to demonstrate maintained effectiveness in supporting school safety. Implementation efforts have contributed to sustained improvements in perceived school safety among educational partners. The percentage of educational partners who reported the school as safe or very safe increased from 59% (2023–24) to 68.3% (2024–25) and further increased to 70.4% (2025–26), indicating continued progress in strengthening school climate, safety, and overall school connectedness.
Action 2.10 – Maintain 2 School Sites: Action 2.10 was determined to be effective. District data supports the effectiveness of this action. The percentage of educational partners reporting a high level of connectedness to the schools increased from 60.4% (2023–24) to 60.7% (2024–25), and then significantly increased to 64.3% (2025–26), indicating notable improvement in overall school connectedness and safety. These results suggest that families, staff, and community members generally feel positive about the school environment and safety conditions across campuses. Additionally, chronic absenteeism rates showed a consistent and meaningful decline over the three-year period, decreasing from 29.7% (2022–23) to 25.8% (2023–24), and further improving to 19.4% (2024–25).

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 2026-27 LCAP.

Metrics 2.14 and 2.15 were removed for clarity, and revised versions of these metrics were added to Goal 1 - Metric 1.18 and 1.19.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2026-27 LCAP.
Action 2.1 – Instructional Technology Access: CJUSD will be increasing the budget for this action due to the growing number of users requiring access to technology resources and services. Costs are expected to increase as a result of additional technology devices, increased repairs and maintenance, higher subscription and licensing fees, and expanded use of cloud-based programs and platforms to support instruction, communication, and district operations. For clarity, CJUSD changed the description of Action 2.1 to: "Provide access to technology resources and services. This includes additional technology devices, repairs and maintenance, higher subscription and licensing fees, and expanded use of cloud-based programs and platforms to support instruction, communication, and district operations."
Action 2.2 – MTSS (Social Emotional) and Action 2.3 – MTSS (Behavioral): CJUSD will combine Actions 2.2 and 2.3, as both actions are implemented and supported by the same school counselor. The district will increase the budget allocation for this action to more accurately reflect the costs associated with providing social-emotional and behavioral support services. Additionally, the action has been renamed to “Multi-Tiered System of Supports (MTSS).”

Action 2.3 – MTSS (Behavioral): CJUSD will be eliminated and combined with Action 2.2 due to both being associated with RTI/MTSS support and targeting the same unduplicated students. Action 2.4 – ASES Program: “Transportation” was removed from the action due to the ongoing challenge rural schools face in recruiting qualified personnel to provide transportation for the after-school program. Action 2.5 – Professional Development: CJUSD will eliminate Action 2.5 because it was not implemented as a stand-alone action due to budget constraints and is redundant, as similar professional development activities are already included under Action 1.4. Action 2.6 – Athletic Programs: CJUSD will increase the budget for this action. In addition, CJUSD added this as a contributing action based on educational partner feedback and the identified need to provide additional support and opportunities for students. Action 2.7 – Socialization Activities: CJUSD will increase the budget for this action to improve awareness and access to Associated Student Body (ASB) and club financial information. Action 2.8 – Attendance: CJUSD will increase the budget for this action to continue improving student attendance outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Technology Access	Provide access to technology resources and services. This includes additional technology devices, repairs and maintenance, higher subscription and licensing fees, and expanded use of cloud-based programs and platforms to support instruction, communication, and district operations.	$80,149.00	No
2.2	Multi-Tiered System of Supports	Continue to develop the MTSS tiered intervention system for all students (K–12) in need of strategic or intensive supports, including both social-emotional and behavioral interventions.	$146,548.00	No
2.3	**Action consolidated with 2.2**	CJUSD will eliminate Action 2.5. Action 2.3 has been consolidated with Action 2.2 – Multi-Tiered System of Supports for clarity, as both actions are implemented through the same school counselor and support the district’s MTSS framework for social-emotional and behavioral services. (Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive behavioral interventions.)	$0.00	

Action #	Title	Description	Total Funds	Contributing
2.4	ASES Program	Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, and supplies. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional earning opportunities.	$42,633.00	No
2.5	**Action consolidated with 1.4**	CJUSD will eliminate Action 2.5 because it is redundant and has been consolidated under Action 1.4 – Professional Development, where similar activities are already implemented. (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.)	$0.00	
2.6	Athletic Programs	Provide funding for athletic programs. (transportation, fees, equipment, uniforms, football field maintenance, awards ceremonies, coaches and A.D. stipends, etc.)	$60,000.00	Yes
2.7	Socialization Activities	Continue to provide socialization and school connectedness activities like dances, parties, community service projects to assist students in building leadership opportunities and social skills	$3,000.00	No
2.8	Attendance	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.	$2,000.00	No
2.9	School Safety (Completed in school year 2024-25)	Add security cameras to the sites and restroom sensors at the high school.	$0.00	No
2.10	Maintain 2 School Sites	Maintain two separate campuses with attendant costs such as additional secretary, custodial staff, cafeteria workers, maintenance staff and utilities	$320,468.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 was developed to strengthen partnerships between schools, families, and the community in order to support student success and increase connectedness across the district. CJUSD recognizes that meaningful parent and community engagement contributes to improved student attendance, academic achievement, social-emotional well-being, and overall school climate. As a small rural district, maintaining strong communication and collaboration with families is especially important to ensure that parents feel informed, supported, and involved in their children's education.

The district developed this goal to expand opportunities for parent participation through conferences, workshops, SSC and DELAC participation, parent education programs, and improved communication systems. Feedback from parents and educational partners indicated a need for continued growth in communication and engagement efforts, particularly in ensuring that families consistently receive clear and timely information. Additionally, the district identified the importance of providing parents with resources and training to better support student learning at home and navigate college and career readiness opportunities.

Through actions such as parent workshops, PIQE programming, the Community Liaison position, and expanded outreach efforts supported by the Community Engagement Initiative Grant, the district aims to build stronger relationships with families and increase meaningful participation in school programs and decision-making processes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% on the District Parent Survey agreeing that district seeks parent input (Item 24) (BL Yr: 23-24)	71%	78.9%	80.8%	75%	9.8%
3.2	% of households responding to the District	7%	37%	40.3%	30%	33.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Survey (BL Yr: 23-24)					
3.3	Metrics 3.3 and 3.4 were removed for clarity, and revised versions of these metrics were added to Goal 3- Metric 3.6 and 3.7. (3.3: # 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)	Metric 3.6 and 3.7	(1.5)	(-.2)
3.4	Metrics 3.3 and 3.4 were removed for clarity, and revised versions of these metrics were added to Goal 3- Metric 3.6 and 3.7. (3.4: # 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)	Metric 3.6 and 3.7	(2.0)	(0)
3.5	% of educational partners who report high connectedness with	60.4%	60.7%	64.3%	65%	3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school (BL Yr: Spring 2024 Survey)					
3.6	% of parents/guardians of unduplicated students who participated in one or more school-related programs or services, including school events, parent workshops, enrichment activities, extracurricular events, field trips, or other school engagement opportunities designed to strengthen family and school connectedness.	N/D	N/D	100%	100%	0%
3.7	% of parents/guardians of exceptional needs students who participated in one or more school programs or services, including school events, parent workshops, meetings, enrichment activities, or other engagement opportunities designed to support student learning and strengthen school-to-home connections.	N/D	N/D	100%	100%	0%

Goal Analysis [2025-26]

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

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

Overall, Goal 3 was implemented with a continued focus on increasing parent and community participation and strengthening connectedness between families and schools. The district carried out a range of planned actions designed to improve communication, provide meaningful engagement opportunities, and build parent capacity to support student learning.

Successes:
Action 3.1 – Parent Conferences:
Cuyama Valley High School met with all freshmen parents as well as families of students with attendance issues or low academic performance. Cuyama Elementary School and Cuyama Valley Junior High School also held parent conferences. At the TK/K level, two conferences were held, one at the beginning of the year and one at the end of the year, to strengthen ongoing parent involvement and communication regarding student progress.
Action 3.2 – Parent Workshops:
CJUSD hosted a FAFSA workshop to support families with postsecondary planning. The FFA program also hosted a parent meeting. In addition, CJUSD received the Community Engagement Initiative Grant for the first time, which supported expanded engagement opportunities. Through this grant, the district held meetings with community partners and parents and organized educational travel opportunities, including two trips to San Diego and one trip to Anaheim to increase family engagement and exposure to college and career experiences.
Action 3.4 – SSC and DELAC:
The DELAC committee met regularly and conducted its required business. Membership remained consistent, and participants actively engaged in discussions, asked questions, and provided input on district programs and supports
Action 3.6 – Parent Education:
The Parent Institute for Quality Education (PIQE) provided a series of eight parent workshops on campus, strengthening parent knowledge of academic expectations and strategies to support student success.

Challenges:
Action 3.3 – Community Liaison:
The Community Schools Coordinator transitioned into the Business Manager position during the implementation year. Due to the district's rural location and limited applicant pool, CJUSD experienced challenges in recruiting and filling the Community Liaison position. As a result, the district reevaluated the use of the allocated funds and determined that investing in district vans would better support student and family access to programs, services, and community engagement opportunities. The vans have enhanced the district's ability to provide transportation for educational activities, student support services, and community school initiatives, while addressing a critical operational need within the district. Consequently, funds originally designated for the Community Liaison position were redirected to the purchase of district vans to support the goals of the Community Schools Program.
Action 3.5 – Parent Communication:

Despite investments in PowerSchool Messenger and other communication tools, parent feedback indicated that families still did not consistently feel informed. This suggests a need to further evaluate communication methods and improve the clarity, frequency, and accessibility of district messaging.

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

Action 3.3 – Community Liaison:
There were no significant material differences between budgeted and estimated actual expenditures, as overall spending remained generally aligned with projections. However, due to the vacancy in the Community Liaison position, salary expenditures were not utilized as originally planned. Instead, funds were redirected, with Governing Board approval, toward the purchase of two district vans to support community engagement and strengthen school-to-home connectivity. As a result, expenditures were used in a different manner but remained close to the original budgeted amount.

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

Action 3.1 – Parent Conferences:
The action is considered effective, as parent engagement and communication metrics increased during implementation. The percentage of parents agreeing that the district seeks parent input increased from 71% at baseline to 80.8% in Year 2, while parent survey participation increased from 7% to 40.3%. Educational partner connectedness with school also increased from 60.4% (2023-24) to 64.3% (2025-26). Parent conferences and parent night activities provided families with opportunities to discuss student progress, learn strategies to support academic achievement, and strengthen relationships between home and school.
Action 3.2 – Parent Workshops:
The action is considered effective, as district data demonstrates increased parent participation and engagement. Parent survey participation increased significantly from 7% to 40.3%, and the percentage of parents reporting that the district seeks parent input increased from 71% to 80.8%. Workshops focused on academics, social-emotional wellness, technology, and college and career readiness helped families build skills needed to support student success. Providing childcare and accessible meeting opportunities also supported increased family participation.
Action 3.3 – Community Liaison:
The action is considered somewhat effective in supporting improved communication and school-to-community engagement. Although the Community Liaison position remained vacant due to staffing challenges, outreach and communication efforts were maintained through the Business Manager assuming responsibilities associated with the role, as well as the use of alternative supports to maintain family engagement. Educational partner connectedness with school increased from 60.4% (2023–24) to 64.3% (2025–26), and the percentage of parents reporting that the district seeks parent input increased to 80.8% (2025–26), exceeding the Year 3 target. Additionally, the purchase of two district vans supported increased access and connection between families and school services. While progress was achieved in engagement indicators, the absence of a dedicated liaison limited the district’s ability to fully implement consistent, targeted outreach efforts.
Action 3.4 – SSC and DELAC:
The action is considered effective, as the district continued to increase opportunities for parent voice and participation in decision-making processes. Parent survey participation increased from 7% to 40.3%, and the percentage of parents reporting that the district seeks parent

input increased from 71% to 80.8%. Continued promotion of SSC and DELAC participation provided educational partners with opportunities to contribute feedback and participate in district and school planning processes.
Action 3.5 – Parent Communication:
The action is considered somewhat effective, as communication systems helped improve family awareness, engagement, and connectedness with schools; however, some parents reported that they still feel "out of the loop." The percentage of households responding to the District Parent Survey increased from 7% to 40.3%, while educational partners reporting high connectedness with schools increased from 60.4% to 64.3%. Regular newsletters, PowerSchool messages, emails, and website updates improved communication between the district and families and increased access to important school information.
Action 3.6 – Parent Education:
The action is considered effective, as parent education opportunities increased family engagement and strengthened parent capacity to support student learning. The percentage of parents agreeing that the district seeks parent input increased from 71% to 80.8%, and parent participation in surveys and engagement activities increased substantially. Parent education workshops provided through PIQE or similar organizations supported families of unduplicated students with strategies and resources to support academic achievement, college readiness, and student success.

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

This goal remains unchanged in the 2026–27 LCAP.

Metrics 3.3 and 3.4 were removed for clarity, and revised versions of these metrics were incorporated into Goal 3- Metric 3.6 and 3.7. CJUSD added Metric 3.5 to Goal 3 and duplicated it from Metric 2.12 because it directly aligns with Goal 3, which focuses on increasing parent and community participation and strengthening school connectedness. The addition of this metric allows the district to better monitor and evaluate the effectiveness of parent engagement and communication efforts.

No actions associated with Goal 3 were added, deleted, modified, combined, or completed in the 2026–27 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Conferences	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	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Workshops	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	No
3.3	Community Liaison	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	No
3.4	SSC and DELAC	Continue to encourage parent participation in the District English Learner Advisory Committee (DELAC) and SSC.	$0.00	No
3.5	Parent Communication	Provide regular newsletters, Parent Square messages, emails and website posts to enhance communication with parents and the community.	$600.00	No
3.6	Parent Education	Contract with PIQE or a similar organization to provide parent education workshops to the parents of unduplicated students.	$12,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$636,877.00	$76,478.00

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
24.516%	0.000%	$0.00	24.516%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Class-size Reduction **Need:** 2024–2025 CAASPP data shows that 28.36% of socioeconomically disadvantaged students (SED) met or exceeded standards in ELA and 11.94% met or exceeded standards in math. By comparison, 47.06% of non-SED students met or exceeded standards in ELA, while 11.76% met or exceeded standards in math.	With base staffing alone, the small size of the district would result in three-grade combination classes in grades TK–5 and would limit elective, intervention, and College and Career Readiness (CCR) opportunities at the middle school and high school levels. Because the district serves a high percentage of unduplicated students, including socioeconomically disadvantaged students, and research shows these students are disproportionately impacted by larger class sizes and combination classes, the district will continue	% meeting standard on CAASPP, disaggregated by socioeconomic status

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Although the achievement gap in ELA between SED and non-SED students narrowed compared to prior years, SED student performance continues to remain below desired levels, particularly in both ELA and math. Educational partners continue to emphasize the importance of maintaining small class sizes and avoiding three-grade combination classes in order to provide more individualized academic support, targeted intervention, and improved learning conditions for unduplicated student groups, including socioeconomically disadvantaged students. **Scope:** LEA-wide	to use Supplemental and Concentration (S&C) funds to maintain smaller class sizes, reduce combination classes in grades TK–5, and provide additional staffing and intervention support in grades 6–12. This action is designed to provide more individualized instruction, targeted academic intervention, and increased access to academic and CCR opportunities in order to improve student achievement outcomes, including CAASPP performance in ELA and math. Because all students benefit from smaller class sizes and expanded instructional support, the action is provided on an LEA-wide basis.	
1.4	**Action:** Professional Development **Need:** 2024–2025 CAASPP data shows that 28.36% of socioeconomically disadvantaged (SED) students met or exceeded standards in ELA and 11.90% met or exceeded standards in Math. By comparison, 47.06% of non-SED students met or exceeded standards in ELA, while 11.76% met or exceeded standards in Math. Although the ELA achievement gap between SED and non-SED students has narrowed compared to prior years, overall academic performance for SED students continues to remain below desired levels in both ELA and Math.	This action addresses the identified need by providing ongoing professional development for teachers and paraprofessionals in areas such as MTSS, SEL, ELD standards, EL redesignation, ELPAC, and data analysis to strengthen instructional practices and improve targeted academic and social-emotional supports for unduplicated student groups. Through continued training and collaboration, staff will be better equipped to identify learning gaps, implement effective interventions, analyze student performance data, and support English Learners and socioeconomically disadvantaged students. This action is provided on an LEA-wide basis because the academic and instructional needs identified through CAASPP and local data are present across all grade levels and school sites. A consistent districtwide approach to professional	% of students meeting or exceeding standards on the CAASPP English Language Arts and Mathematics assessments, disaggregated by socioeconomic status English Learner Progress Indicator (ELPI) scores English Learner reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In addition, English Learner progress data indicates continued need for targeted instructional supports. The English Learner Progress Indicator (ELPI) shows that 61.9% of English Learners are making progress, which remains below the district target of 75%. Reclassification rates have improved to 30.8%, but continued gaps indicate a need to further strengthen designated and integrated ELD instruction, ELPAC support, and targeted interventions to improve English Learner language acquisition and academic achievement outcomes. Educational partners identified the need for continued professional development for teachers and paraprofessionals in areas such as MTSS, SEL, ELD standards, EL redesignation, ELPAC, and data analysis in order to strengthen instructional practices, improve targeted supports and interventions, and better address the academic and social-emotional needs of unduplicated student groups. **Scope:** LEA-wide	development ensures equitable access to high-quality instruction, intervention, and support services for all students while particularly benefiting unduplicated student groups.	
1.8	**Action:** Instructional Support Positions **Need:** English Learner progress data indicates a significant need for continued targeted supports. The English Learner Progress Indicator (ELPI) declined by 26.2 percentage	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 English Learner reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points, from 70% in 2022–23 to 43.8% in 2023–24, demonstrating a decline in the percentage of English Learners making progress toward English proficiency. Although ELPI improved to 61.9% in 2024–25, it remains below the district's 75% target, indicating continued need for targeted instructional supports. Reclassification rates have shown some improvement, increasing from 22% to 30.8%, but remain an important area for continued monitoring to ensure English Learners are successfully progressing toward English language proficiency and academic readiness. These data points highlight the need to strengthen designated and integrated English Language Development (ELD) instruction, targeted interventions, and assessment practices to better support English Learners in achieving language proficiency and academic success. **Scope:** LEA-wide		
2.6	**Action:** Athletic Programs **Need:** Data indicates a continued need to improve student attendance, engagement, and school connectedness, particularly for unduplicated student groups. While the district's overall attendance rate has improved from 92.5% to	Unduplicated students face disproportionate barriers to participation in extracurricular activities, including transportation limitations, financial constraints, and reduced access to out-of-school enrichment opportunities. School-based athletics provide an equitable and accessible pathway for these students to participate in structured, supervised activities that promote engagement and belonging.	School attendance rate Chronic absenteeism % of educational partners who report high connectedness with school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	93.9%, it remains below the 94% target. Chronic absenteeism has also improved from 29.7% to 19.4%, but continues to require ongoing attention and support. Educational partner feedback highlights the importance of strengthening student connectedness to school. The percentage of educational partners reporting high connectedness increased from 60.4% to 64.3%, and the percentage of parents reporting that students feel safe or very safe increased from 59% to 70.4%, demonstrating positive progress while still indicating room for continued growth in engagement and school climate. These data support the continued need for athletic programs and extracurricular opportunities, which provide structured, positive engagement that improves attendance, strengthens school connectedness, and increases student participation for unduplicated student groups. This action is principally directed toward unduplicated students and is expected to increase access to extracurricular participation, strengthen school attachment, and improve student motivation and attendance. Expanded athletics is intended to support a positive school climate and contribute to improved student engagement and academic outcomes by increasing meaningful participation in school activities.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.10	**Action:** Maintain 2 School Sites **Need:** 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. **Scope:** LEA-wide	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.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,597,806.00	$636,877.00	24.516%	0.000%	24.516%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,313,998.00	$528,344.00	$52,685.00	$26,904.00	$1,921,931.00	$857,405.00	$1,064,526.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class-size Reduction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$208,519.00	$0.00	$208,519.00				$208,519.00	
1	1.2	Instructional Materials	All	No				ongoing	$0.00	$49,580.00		$49,580.00			$49,580.00	
1	1.3	RTI / ASES Program Coordinator	All	No				ongoing	$89,535.00	$0.00		$12,946.00	$49,685.00	$26,904.00	$89,535.00	
1	1.4	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$20,350.00	$20,350.00				$20,350.00	
1	1.5	College Career Ready at the H.S.	All	No				ongoing	$0.00	$88,981.00		$88,981.00			$88,981.00	
1	1.6	In-School and After-School CCR Enrichment	All	No				ongoing	$33,781.00	$40,000.00		$73,781.00			$73,781.00	
1	1.7	**Action consolidated with 1.3**							$0.00	$0.00	$0.00				$0.00	
1	1.8	Instructional Support Positions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$96,282.00	$0.00	$96,282.00				$96,282.00	
1	1.9	**Action consolidated with 1.10**							$0.00	$0.00	$0.00				$0.00	
1	1.10	Special Ed Services	Students with Disabilities	No				ongoing	$0.00	$525,630.00	$525,630.00				$525,630.00	
2	2.1	Instructional Technology Access	All	No				ongoing	$0.00	$80,149.00	$80,149.00				$80,149.00	
2	2.2	Multi-Tiered System of Supports	All	No				ongoing	$146,548.00	$0.00		$146,548.00			$146,548.00	
2	2.3	**Action consolidated with 2.2**							$0.00	$0.00	$0.00				$0.00	
2	2.4	ASES Program	All	No				ongoing	$21,365.00	$21,268.00		$42,633.00			$42,633.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	**Action consolidated with 1.4**							$0.00	$0.00	$0.00				$0.00	
2	2.6	Athletic Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$10,000.00	$50,000.00	$60,000.00				$60,000.00	
2	2.7	Socialization Activities	All	No				ongoing	$0.00	$3,000.00			$3,000.00		$3,000.00	
2	2.8	Attendance	All	No				ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.9	School Safety (Completed in school year 2024-25)	All	No				ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.10	Maintain 2 School Sites	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$150,000.00	$170,468.00	$320,468.00				$320,468.00	
3	3.1	Parent Conferences	All	No				ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Parent Workshops	All	No				ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Community Liaison	All	No				ongoing	$101,375.00	$0.00		$101,375.00			$101,375.00	
3	3.4	SSC and DELAC	All	No				ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5	Parent Communication	All	No				ongoing	$0.00	$600.00	$600.00				$600.00	
3	3.6	Parent Education	All	No				ongoing	$0.00	$12,500.00		$12,500.00			$12,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,597,806.00	$636,877.00	24.516%	0.000%	24.516%	$705,619.00	0.000%	27.162 %	**Total:**	$705,619.00
								LEA-wide Total:	$705,619.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Class-size Reduction	Yes	LEA-wide	English Learners Low Income	All Schools	$208,519.00	
1	**1.4**	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$20,350.00	
1	**1.8**	Instructional Support Positions	Yes	LEA-wide	English Learners Low Income	All Schools	$96,282.00	
2	**2.6**	Athletic Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$60,000.00	
2	**2.10**	Maintain 2 School Sites	Yes	LEA-wide	English Learners Low Income	All Schools	$320,468.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,458,315.00	$2,071,045.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Class-size Reduction	Yes	$208,519.00	$249,229.00
1	**1.2**	Instructional Materials	No	$18,013.00	$121,356.00
1	**1.3**	RTI / ASES Program Coordinator	No	$89,535.00	$50,934.00
1	**1.4**	Professional Development	Yes	$20,350.00	$20,350.00
1	**1.5**	College Career Ready at the H.S.	No	$10,000.00	$88,981.00
1	**1.6**	In-School and After-School CCR Enrichment	No	$31,483.00	$73,781.00
1	**1.7**	MTSS (Academic)	No	0	0
1	**1.8**	Instructional Support Positions	Yes	$96,282.00	$164,111.00
1	**1.9**	Special Education Consortium	No	$330,720.00	0
1	**1.10**	Special Ed Services	No	$15,000.00	$525,630.00
2	**2.1**	Instructional Technology Access	No	$25,000.00	$80,149.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	MTSS (Social Emotional)	No	$2,500.00	$146,548.00
2	2.3	MTSS (Behavioral)	No	$2,000.00	0
2	2.4	ASES Program	No	$42,633.00	$33,449.00
2	2.5	Professional Development	No	$98,387.00	0
2	2.6	Athletic Programs	No	$32,450.00	$60,000.00
2	2.7	Socialization Activities	No	$500.00	$3,626.00
2	2.8	Attendance	No	0	$1,223.00
2	2.9	School Safety	No	0	0
2	2.10	Maintain 2 School Sites	Yes	$320,468.00	$337,203.00
3	3.1	Parent Conferences	No	0	0
3	3.2	Parent Workshops	No	0	0
3	3.3	Community Liaison	No	$101,375.00	$101,375.00
3	3.4	SSC and DELAC	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	Parent Communication	No	$600.00	$600.00
3	**3.6**	Parent Education	No	$12,500.00	$12,500.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$632,042.00	$645,619.00	$747,193.00	($101,574.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Class-size Reduction	Yes	$208,519.00	$249,229.00		
1	**1.4**	Professional Development	Yes	$20,350.00	$20,350.00		
1	**1.8**	Instructional Support Positions	Yes	$96,282.00	$140,411.00		
2	**2.10**	Maintain 2 School Sites	Yes	$320,468.00	$337,203.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,552,059.00	$632,042.00	0	24.766%	$747,193.00	0.000%	29.278%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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