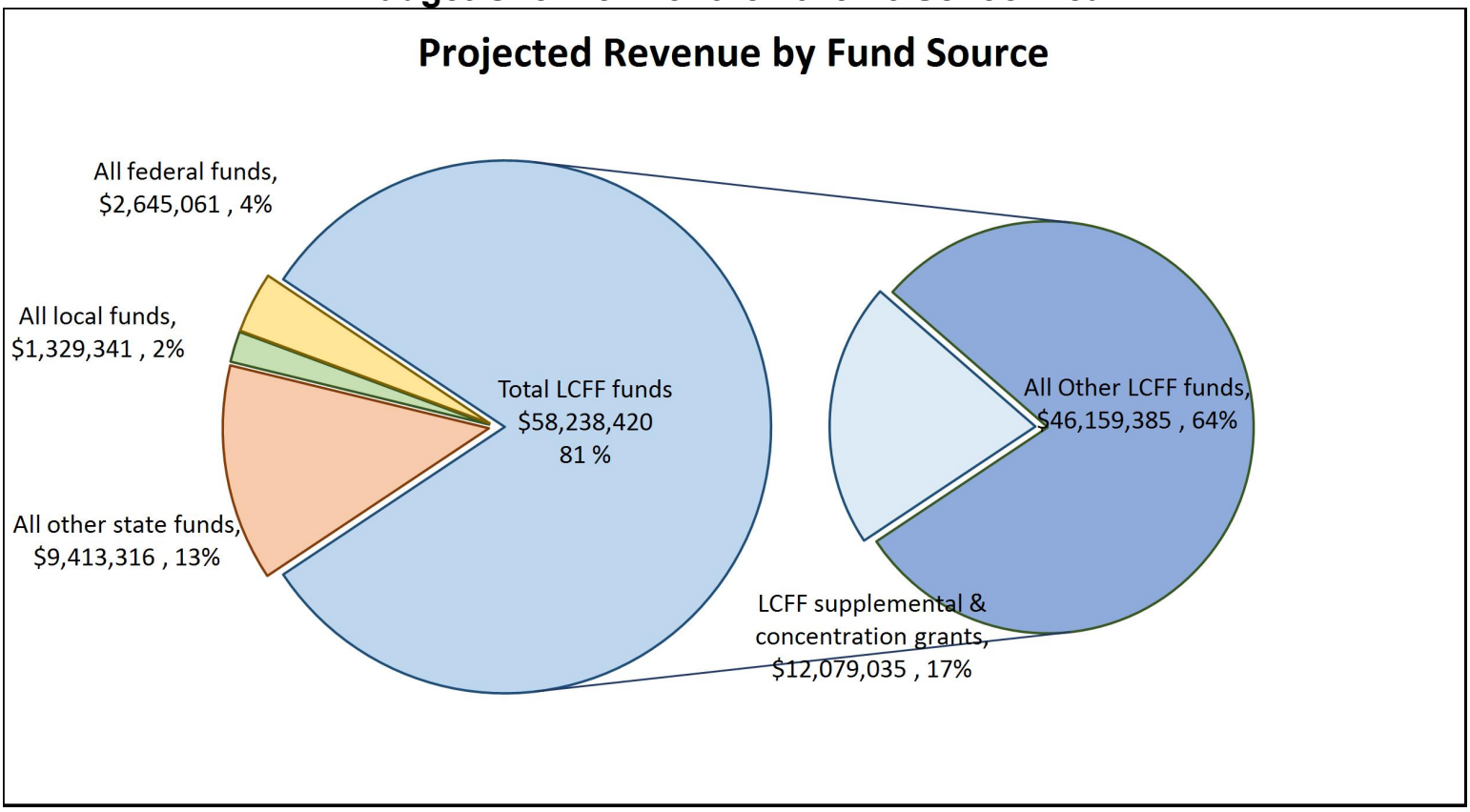
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central School District
CDS Code: 36676450000000
School Year: 2025-26
LEA contact information:
Dr. Amy Nguyen-Hernandez
Superintendent
anguyen-hernandez@csd.k12.ca.us
(909) 989-8541

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

Budget Overview for the 2025-26 School Year

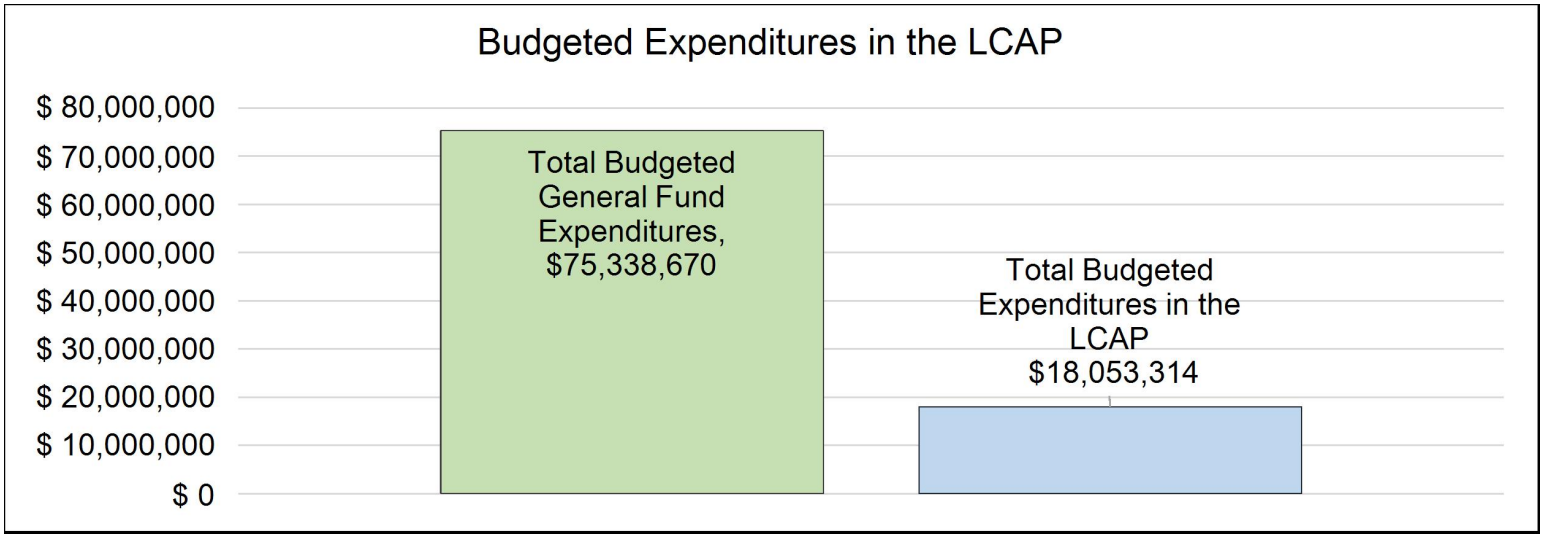


This chart shows the total general purpose revenue Central School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central School District is $71,626,138, of which $58,238,420 is Local Control Funding Formula (LCFF), $9,413,316 is other state funds, $1,329,341 is local funds, and $2,645,061 is federal funds. Of the $58,238,420 in LCFF Funds, $12,079,035 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 Central School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Central School District plans to spend $75,338,670 for the 2025-26 school year. Of that amount, $18,053,314 is tied to actions/services in the LCAP and $57,285,356 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

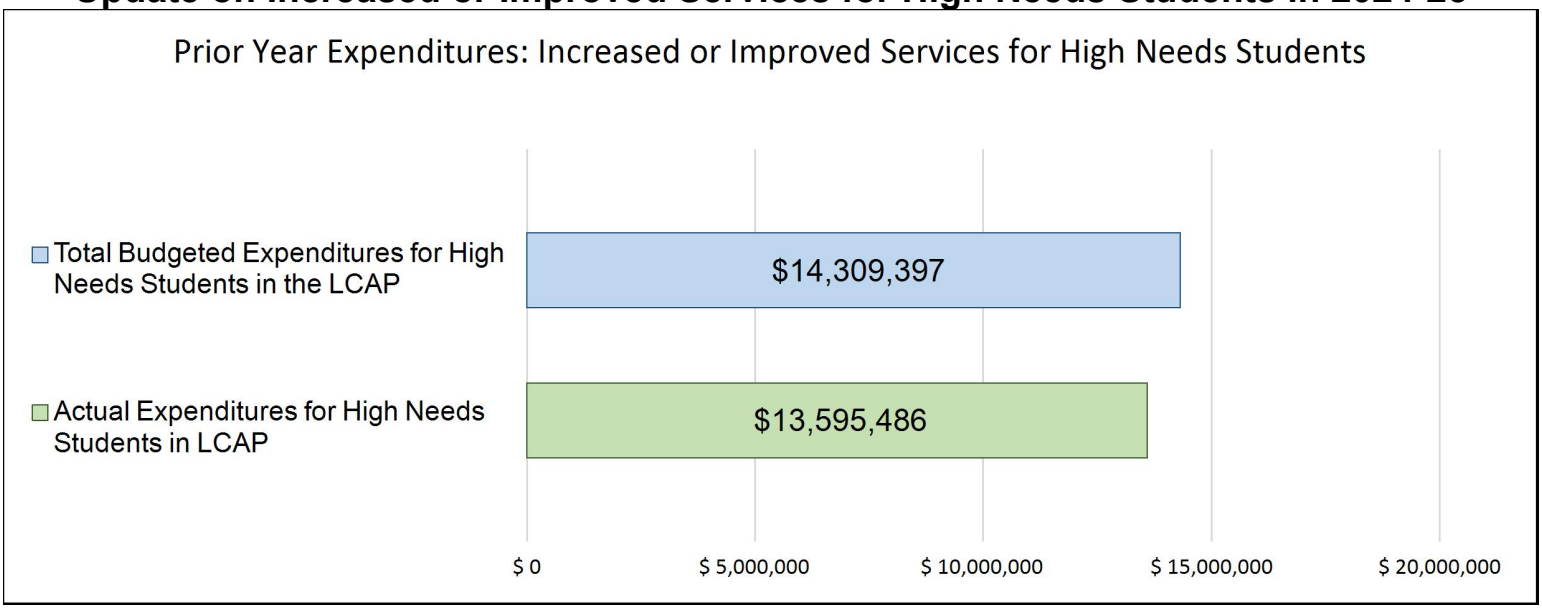
$23 million for general education instruction; $15.5 for Special Education; $6 million for pupil support; $5.1 million for custodial and maintenance support; $1.1 million for clerical support; $3.3 million for utilities and insurance; $3.2 for general operational support.

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

In 2025-26, Central School District is projecting it will receive $12,079,035 based on the enrollment of foster youth, English learner, and low-income students. Central School District must describe how it intends to increase or improve services for high needs students in the LCAP. Central School District plans to spend $14,792,281 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Central 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 Central School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Central School District's LCAP budgeted $14,309,397 for planned actions to increase or improve services for high needs students. Central School District actually spent $13,595,486 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $713,911 had the following impact on Central School District's ability to increase or improve services for high needs students:

While there was a difference between budgeted and estimated actual expenditures, this variance did not negatively impact the implementation of increased or improved actions and services for students. The difference was primarily due to a combination of staffing vacancies and a conservative budget estimate over projected expenditures.

Staffing vacancies across various positions resulted in lower-than-anticipated salary and benefit costs. Additionally, the initial budget included contingency allocations to ensure adequate funding for planned services; however, not all funds were ultimately required. Despite these variances, the district maintained its focus on delivering the intended services through strategic adjustments, temporary staffing solutions, and realignment of resources.

As a result, all planned actions and services were implemented without disruption or reduction in scope, and the goals to support unduplicated students were met as outlined in the LCAP.

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
Central School District	Dr. Amy Nguyen-Hernandez Superintendent	ANguyen-Hernandez@csd.k12.ca.us (909) 989-8541

Plan Summary [2025-26]

General Information

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

Central School District (CSD) is located in Rancho Cucamonga, California. It serves approximately 4,327 students in grades TK-8. The district comprises five elementary schools and two middle schools. CSD takes pride in serving a richly diverse student population. As of the 2024 California Schools Dashboard, the demographics of our total student enrollment are as follows: English Learners 12.5%, Foster Youth 0.5% Homeless 2.3%, Socioeconomically Disadvantaged 72.5%, Hispanic 57%, White 15.2%, Students with Disabilities 16%, African American 11.3%, Filipino 1.7%, Asian 7.6%, Two or more Races 5.2%, and Pacific Islander 0.2%. Our American Indian population went from 0.2% to 0% from 2023 to 2024.

Over the last four years, the district has increased the percent of Low-income students from 2020-2021 to 2024-25 from 59.8% to 72.5% which presents an opportunity for the district to refine its instructional and wellness programs to meet their identified needs. Our LCAP goals, actions, and aligned resources are informed through a effective community engagement process designed to support our rich and diverse student and school communities. At the heart of Central School Districts' LCAP is student-centered, data-driven instructional and social-emotional services and guided by the California Multi-Tiered System of Support (MTSS) framework. All schools in the district are fully implementing MTSS practices as of 2024-25.

The diversity of our students, staff, and community strengthens our commitment to high-quality instruction that ensures the Central School District’s Vision and Mission.The CSD vision is to "ignite endless possibilities for all" and its mission is to "inspire learners to be future ready." The CSD student profile guides our commitment to students to become a confident: Communicator, Leader, Problem Solver, Relationship Builder and Reflective Thinker. As a Communicator, CSD students read, write, speak and express views clearly and with conviction. As a

Leader, CSD students learn and lead. They encourage others through collaboration, respect, and shared accountability. As a Problem Solver, CSD students are adaptable and resilient. They treat setbacks as opportunities and take resourceful actions to make their community a better place. As a Relationship Builder, CSD students are caring with their words, and their actions. They show empathy, kindness, and are helpful to others. As a Reflective Thinker, CSD students are self-aware and ask questions to bring about new understanding. They make sense of new ideas through curiosity and discovery. Our CSD vision, mission and learner profile ensures our students matriculate to the Chaffey Joint Union School District prepared to further their journey towards college and career.

Reflections: Annual Performance

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

2025–26 LCAP Development Cycle

The [California School Dashboard](https://www.caschooldashboard.org/reports/36676450000000/2024) provides data for the Central School District using a color-coded rating system based on both the prior year's performance (status) and the change from that baseline. The performance levels range from Red (lowest) to Orange, Yellow, Green, and Blue (highest). The Dashboard also reports academic performance using Distance from Standard (DFS), a metric that reflects how far students are from meeting grade-level standards in English Language Arts (ELA) and mathematics.

According to the 2024 Dashboard, students in grades 3–8 in Central School District performed at the Orange level in both ELA and math, indicating a slight decline from the previous year. In ELA, students are performing at -5.2 DFS below standard. In math, they are performing at -44.1 DFS below standard. Notably, 2024 also marked the first year that Long-Term English Learners (LTELs)—students who have been enrolled in U.S. schools for over seven years without reclassification—were reported as a distinct group.

The 2024 Dashboard further identifies several student groups performing at the lowest level (Red) across academic and engagement indicators:

Districtwide:
- ELA and Math: Homeless Youth, LTELs, and Students with Disabilities.
- Chronic Absenteeism: African American students, Homeless Youth, and LTELs.
- Suspension Rate: African American students, Foster Youth, Homeless Youth, and LTELs.

By School Site:

- Bear Gulch Elementary: Students with Disabilities (ELA and Math); Low-Income Students (Chronic Absenteeism).
- Central Elementary: Students with Disabilities (ELA); Low-Income Students (Chronic Absenteeism).
- Coyote Canyon Elementary: African American Students (Chronic Absenteeism).
- Dona Merced Elementary: African American Students (Chronic Absenteeism).

- Cucamonga Middle School: Students with Disabilities (ELA); African American and Students with Disabilities (Math); African American, English Learners, Two or More Races, and White students (Chronic Absenteeism); African American students (Suspension).
- Ruth Musser Middle School: Students with Disabilities (ELA); African American students (Chronic Absenteeism); African American and Students with Disabilities (Suspension).

Despite several challenges, the Dashboard also reflects areas of progress. Chronic absenteeism decreased by 3.2% from the previous year, although the overall rate remains high at 22.8%. African American students remain disproportionately impacted with a 27.8% absenteeism rate (Red), and Homeless Youth report a rate of 29.8% (Orange). While 2024 assessment results do not yet reflect the impact of actions taken in the first year of our current three-year Local Control and Accountability Plan (LCAP), targeted interventions are being developed to address these areas. These actions will prioritize support for low-income students, while also benefiting student groups marked in Red (Goal 2, Action 2.4).

Key contributors to improved student engagement include the expanded roles of counselors, attendance clerks, Parent Involvement Coordinators, and mentors across all school sites. These professionals have played a vital role in maintaining connections with students and families and offering timely support (Goal 2, Actions 2.4 and 2.5). In 2024–25, the district is also deepening its implementation of a Multi-Tiered System of Support (MTSS), designed to promote positive behavior and strengthen social-emotional outcomes for all students, as outlined in Goal 2 of the LCAP.

In response to partner feedback throughout 2023–24, we prioritized social-emotional learning and behavior supports. Teachers received training on trauma-informed practices and Restorative Practices in the 2024–25 school year. These professional development efforts reflect our continued focus on addressing students' academic and social-emotional needs. Looking ahead to 2025–26, additional actions funded by LREGB will enable the hiring of specialized staff to expand behavioral and social-emotional support services (Goal 2, Action 2.8).

In parallel, our academic focus remains centered on equity-driven instruction and targeted interventions. In ELA, student groups requiring the most support include Homeless students (maintained Red), English Learners (maintained Orange), Students with Disabilities (moved from Orange to Red), Long-Term English Learners (newly reported group), and Hispanic students (maintained Orange). These groups will be supported through progress monitoring, data-driven interventions, and focused instruction (Goal 1, Action 1.2). Engagement strategies will continue to be reinforced through TOSA-led coaching and professional learning, monitored by administrative walkthroughs and PLC collaboration (Goal 1, Action 1.6).

In math, overall student achievement declined by 6.4 DFS points—from -37.7 in 2023 to -44.1 in 2024. This trend largely reflects the transitional phase during which TK–5 teachers implemented the new Eureka2 math program and grades 6–8 adjusted core instructional materials to better align with the California Math Framework. While these shifts were necessary, the misalignment of materials and the steep learning curve posed implementation challenges. All elementary and grades 3–8 math teachers participated in year one of professional development aligned to the new framework in 2023–24 and completed year two in 2024–25.

To ensure deeper implementation, the 2025–26 plan includes two Teachers on Special Assignment (TOSAs)—one for grades 3–5 and one for grades 6–8—who will collaborate with teacher teams to support high-quality math instruction (Goal 1, Action 1.1). The student groups requiring the most targeted math support remain consistent with ELA: Homeless students (maintained Red), English Learners (maintained

Orange), Students with Disabilities (moved from Orange to Red), Long-Term English Learners, and Hispanic students (maintained Orange). Their progress will be supported by tiered academic interventions and regular assessments to inform instruction (Goal 1, Action 1.2).

To further bolster achievement and well-being, a districtwide MTSS Implementation Team launched in 2024–25 (aligned with Goal 1 and Goal 2). This team will refine Tier 2 and Tier 3 intervention strategies—both academic and social-emotional (Goal 1, Action 1.2; Goal 2, Actions 1.2.2 and 2.3)—and lead the development of data systems to support continuous monitoring of student progress.

Central School District continues to meet its maintenance goal related to teacher assignments, facilities, and instructional materials. The district increased its teacher assignment rates, thanks to regular credential monitoring and close coordination with Human Resources. Facilities are maintained through routine inspections and timely repairs, ensuring safe and clean learning environments. Instructional materials are reviewed annually to ensure every student has access to up-to-date, standards-aligned resources.
By focusing on these key areas, Central upholds its commitment to equitable and supportive learning conditions for all students.

In order to address the statutory Learning Recovery Education Block Grant (LREBG) funds requirement, the following information will address exclusively LREBG funded actions in LCAP Goal 1, Action 1.7 Staffing to support small group instruction and differentiated strategies and in LCAP Goal 2, Actions 2.7 - After-school tutoring and enrichment learning opportunities, and 2.8 - Certificated and classified staffing to support tier II and III targeted behavior interventions and support. The district has unexpended LREBG funds in the amount of $3,726,586.60, these funds have been allocated in the following actions and identified in the action descriptions. A comprehensive needs assessment was conducted and the following actions were developed in response to the needs.

LCAP Goal 1, Action 1.7: Certificated and Classified Staffing to Support Small Group Instruction and Differentiated Strategies. Educational partners, including teachers, site leaders, and families, consistently identified the need for additional support for Kindergarten students and those in combination classes. Input was gathered through teacher and staff surveys, cabinet in-person school staff meetings, school site council meetings, principal feedback sessions, and DAC/DELAC family engagement forums. Teachers and staff directly expressed the need for additional personnel to provide small group intervention during school hours, especially in classrooms with diverse academic needs. Data showed learning gaps in foundational literacy and numeracy, particularly for early learners. Educational partners emphasized the value of small group instruction for addressing academic needs, promoting student engagement, and fostering connectedness in the classroom. Research supports that small group instruction and differentiated strategies lead to measurable academic gains, especially for young learners and those requiring individualized support (IES, 2021; Hattie, 2018). Small group settings allow for tailored instruction and increased student-teacher interaction, which correlates with improved academic outcomes and social-emotional connection. LREBG Allowable Use Addressed: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, including evidence-based practices.

LCAP Goal 2, Action 2.7: After-School Tutoring and Enrichment Learning Opportunities. Educational partners emphasized the importance of extending learning time beyond the school day. Specific needs included after-school academic support, interest-based enrichment programs, access to technology, and structured opportunities for clubs and social connection. Families and staff expressed that after-school offerings are critical for both academic recovery and student engagement. Studies indicate that high-quality extended learning opportunities can improve academic achievement and school engagement, particularly for underserved students (Pierce et al., 2010; Afterschool Alliance, 2020). Enrichment activities tied to student interests promote motivation and a sense of belonging. LREBG Allowable Use Addressed: Extending instructional learning time, including before or after school, summer school, or intersessional instructional programs. Program

development was informed by family and teacher surveys, input from cabinet in-person school staff meetings, and DAC/DELAC, LCAP Middle School Advisory Student Committee, and Administrator needs assessments. Student feedback helped prioritize programs that were both academically supportive and personally meaningful.

LCAP Goal 2, Action 2.8: Certificated and Classified Staffing to Support Tier II and III Targeted Behavior Interventions and Support. Educational partners—including site administrators, general education teachers, and student services staff—noted a sharp increase in behavioral challenges, especially among students experiencing trauma. There is a growing need for targeted Tier II and Tier III supports to provide timely behavioral intervention, promote positive behavior, and ensure classroom environments conducive to learning. Research underscores that multi-tiered systems of support (MTSS), especially when implemented with fidelity, reduce disciplinary incidents and improve student outcomes (Sugai & Horner, 2009; CASEL, 2021). Tiered behavioral interventions aligned with trauma-informed practices are particularly effective in supporting students' social-emotional recovery. LREBG Allowable Use Addressed: Providing integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services. Input was collected through surveys, staff meetings, MTSS teams, and school site staff meeting, DAC/DELAC, and administrative input. Staff highlighted the need for additional trained personnel—including behavior support specialists and aides—to deliver consistent intervention aligned with behavioral student needs to support teachers. LREBG Allowable Use Addressed: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as referrals for support for family or pupil needs. Program development was informed by family and teacher surveys, input from cabinet in-person school staff meetings, and DAC/DELAC, LCAP Middle School Advisory Student Committee, and Administrator needs assessments.

LCAP Goal 2, Action 2.9: Staff for Expanding Family Engagement. Educational partners—including families, site staff, and community liaisons—identified a need for stronger, more inclusive family engagement, particularly for families facing barriers to access. Increased staffing was needed to support culturally responsive outreach, improved communication, and greater family participation in student learning and school life. Research shows that strong family-school partnerships lead to higher academic achievement, better attendance, and stronger social-emotional development (Henderson & Mapp, 2002; Jeynes, 2005; PTA, 2021). The California Department of Education emphasizes family engagement as essential to equity and student success. LREBG Allowable Use Addressed: Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Input was gathered from parent advisory groups, school site councils, and district forums. Families asked for more communication and outreach, while staff highlighted the need for support in building trust and collaboration with families.

These LREBG-funded actions reflect the district's commitment to leveraging one-time resources in a way that responds directly to the expressed needs of our school communities, utilizes research-backed practices, and centers equity in recovery efforts. LREBG estimated balance as of 6/30/25: $3,726,586.60

2024-25 LCAP Development Cycle is found below, as required by statute the district is required to maintain all historic data analysis information from years prior.

The California School Dashboard is found at https://www.caschooldashboard.org/reports/36676450000000/2023 for the Central School District. It shows a rating scale that is based on the status the year prior and the change of the current year, then assigns a color from Red as lowest performance, to Orange, Yellow, Green and finally Blue indicating the highest performance. It also measures progress towards standard met for ELA and math for the previous year. A DFS, or Distance from Standard, indicates how far above the standard or below the standard a group of students are performing. According to the results from the 2023 California Schools Dashboard, our students in grades 3 through 8 performed at an overall level of Yellow in ELA and Yellow in Math, indicating they maintained growth. In ELA our students are at 3.6 DFS, above grade level. In math, our students are performing at -37.7 DFS which is below grade level.

The 2023 California School Dashboard indicates that the following student groups are at the lowest performance level (Red):

Districtwide
Academic Indicators: English Language Arts – Homeless Youth; Math - Homeless Youth
Student Engagement Indicator: Chronic Absenteeism – African American

School Sites:

Bear Gulch Elementary School
Academic Indicator: English Language Arts - Students with Disabilities; Math - Students with Disabilities
Student Engagement Indicator: Chronic Absenteeism - Students with Disabilities, African American

Central Elementary School
English Learner Progress Indicator: English Learners
Student Engagement Indicator: Chronic Absenteeism - Low Income

Coyote Canyon Elementary School
Student Engagement Indicator: Chronic Absenteeism - African American

Dona Merced Elementary School
Student Engagement Indicator: Chronic Absenteeism - All Students, Low Income, Students with Disabilities, hispanic, African American

Valle Vista Elementary School
Student Engagement Indicator: Chronic Absenteeism - Low Income, Students with Disabilities, Two or More Races

Cucamonga Middle School
Academic Indicator: English Language Arts - Students with Disabilities; Math - English Learners, Students with Disabilities

Ruth Musser Middle School
Academic Indicator: English Language Arts - Students with Disabilities
Student Engagement Indicator: Chronic Absenteeism - African American

Districtwide, our local STAR data indicates that 54% of our 3rd grade students are reading proficiently at the end of the 2023-24 school year. One challenge we have faced is that our current ELA adoption lacks reading materials that align with the Science of Reading's explicit phonics and phonemic reading strategies. Throughout the 2023-24 school year, all Kindergarten through second grade teachers, RSP, Intervention Coordinators, Intervention Teachers, and SDC teachers received training in the Science of Reading via the Institute for Multi-sensory Education (IMSE) Comprehension Plus explicit reading program. Additionally, IMSE-trained teachers benefited from dedicated coaching and professional development. As part of our multi-year literacy initiative, we plan to extend training to the next set of grades in the coming years using either IMSE Comprehension Plus or Morphology (Goal 1 Action 1.1). We are also bolstering our intervention programs with dedicated staff to support tier 2 strategies in the classroom and tier 3 schoolwide intervention programs (Goal 1 Action 1.2). Our aim is to foster literacy development across all content areas with further professional development and coaching. Goal 1 of our LCAP is designed to enhance our academic multi-tiered system of support to ensure that the needs of all students are met.

The comprehensive math data reveals that not all students meet the grade-level standards. The analysis suggests a need for high-quality initial instruction in math for all students. To support this, additional professional development, engagement strategies, and coaching will aid our teachers in enhancing their use of the newly adopted Eureka2 math program for grades TK-5 and the Envision program for grades 6-8 (Goal 1 Action 1.1). The student groups requiring the most support in math instruction and intervention have been identified as: homeless students (red), English learners (orange), students with disabilities (orange), and Hispanic students (orange). Targeted school interventions and progress monitoring assessments will guide teaching and learning in the upcoming year (Goal 1 Action 1.2). Furthermore, we are committed to ensuring that teachers apply engagement strategies through focused coaching and professional development, which will be overseen through administrative walkthroughs and professional learning communities (Goal 1 Action 1.6).

The 2023 California School Dashboard reflects progress, showing a 3.2% decrease in chronic absenteeism from the previous year. However, the overall rate remains high at 22.8%. African American students have a 27.8% absenteeism rate, marked as Red, and homeless youth are at 29.8%, indicated as Orange. Targeted actions are being planned to provide the necessary support for these groups to help reduce chronic absenteeism. While these actions primarily focus on low-income students as an unduplicated group, they will also benefit groups marked in Red (Goal 2, Action 2.4). The recent success in student engagement is partly due to the new roles of counselors, attendance clerks, Parent Involvement Coordinators, and mentors in all schools. These professionals have been instrumental in connecting with students and parents, offering enhanced support for those who are struggling (Goal 2 Actions 2.4 and 2.5). To further improve engagement, we are implementing a Multi-tiered System of support for student social-emotional and positive behavior outcomes, as outlined in Goal 2 of our LCAP.

Reflections: Technical Assistance

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

As part of our ongoing efforts to improve outcomes for all students, our district continues to engage in Differentiated Assistance (DA) with a focused lens on several student groups and performance indicators. The California School Dashboard identifies the following student groups for DA: Homeless students in the areas of Chronic Absenteeism, ELA, Math, and Suspension; Long-Term English Learners (LTELs) in ELA, Math, Chronic Absenteeism, and Suspension; and African American students in Chronic Absenteeism and Suspension.

Our identified Problem of Practice (POP) centers on reducing chronic absenteeism among African American students. Throughout the 2024–25 school year, we have met monthly with our support administrator from the San Bernardino County Superintendent of Schools (SBCSS) to

monitor progress on this focus area. These meetings guide our review of data, implementation of strategies, and alignment of resources toward measurable improvement.

This year, we implemented several key initiatives aligned to our LCAP goals. We launched an early warning system to proactively identify students at risk of chronic absenteeism. Staff at school sites conducted outreach efforts including parent/family connection efforts, family surveys and personalized support plans. We expanded professional development on culturally responsive engagement practices and piloted a mentoring program designed to increase school connectedness and attendance for African American students. In support of our LTEL and Homeless student populations, we reviewed site-based MTSS frameworks to strengthen tiered interventions addressing both academic and attendance needs. Notably, we also transitioned to districtwide publisher ordering for OG+ materials to improve efficiency and support early literacy—an area connected to both academic success and student engagement.

These actions are directly aligned to LCAP Goal 1, actions 1.1, 1.2, & 1.3 which prioritizes high-quality, inclusive instruction, and LCAP Goal 2, actions 2.2, 2.3, and 2.4 which aims to foster a safe, supportive school culture. Through this alignment, our DA efforts not only target required indicators but also reinforce broader district commitments to educational equity.

Looking ahead to 2025–26, we will expand our mentoring and outreach models across all schools, implement targeted attendance improvement plans at the site level, and deepen partnerships with community organizations to address barriers affecting our Homeless and LTEL students. We will also strengthen ELA and Math interventions and continue to refine our progress monitoring tools to ensure timely and effective responses. Ongoing collaboration with SBCSS will guide our adjustments and support sustained improvement across all identified student groups.

This focused work reflects our commitment to serving the whole child and ensuring that every student—particularly those historically underserved—has access to the supports they need to succeed.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Parents/Guardians representing schools throughout the district for the following student groups: English learners, low-income, students with disabilities, foster youth, homeless, Hispanic, and African American Community Members	The 2025-26 Local Control and Accountability Plan (LCAP) survey, conducted from April 1 to April 30, 2025, reached out to families and community members through emails, Parent Square, school announcements, school site council meetings, district website, Superintendent monthly communications and board meeting presentations. This survey collected feedback on various topics, including school academic programs, school climate, communication between school and home, student achievements and difficulties, the effectiveness of instructional programs and student interventions, as well as opportunities for community involvement and decision-making.
CSD Principals and District Administrators	Instructional team meetings, designed to inform and solicit feedback, were held bi-monthly from July 2024 to June 2025. These sessions included a detailed analysis of CAASPP scores and local data pertinent to the 2025-26 academic year, encompassing suspensions, expulsions, attendance, and chronic absenteeism. Data specific to each school site was also shared. Administrators were equipped with strategies based on this data to enhance academic performance and the overall school environment for students. Moreover, they had the chance to discuss the successes and challenges encountered in engaging with students at their respective sites.
CSD Classified and Certificated Staff	The LCAP staff survey was conducted from April 1 to April 30, 2025. It reached out to certificated and classified staff through emails, superintendent announcements, principal staff meetings and board meeting presentations. This survey collected feedback on various topics, including school academic programs, school climate,

Educational Partner(s)	Process for Engagement
	professional development needs, student achievements and difficulties, expanded course offerings, the effectiveness of instructional programs and student interventions.
District Parent Advisory Committee (DAC) District English Language Advisory Committee (DELAC)	The revised 2025-26 LCAP, prior to the June Board of Trustees meeting, was reviewed and discussed by the DAC and DELAC on May 20, 2025. Opportunity for written comments to the Superintendent was provided and none were received, therefore the Superintendent did not need to respond in writing. The LCAP for 2025-26 was informed by meetings also held on February 25, 2025, and April 15, 2025.
Special Education Local Plan Areas (SELPA)	On April 24, 2025, a meeting took place with the SELPA Administrator to provide input on the development of the 2025-26 LCAP. A draft of the LCAP was submitted to the SELPA Administrator on May 30, 2025.
Middle School Student Advisory Committee	On April 3, 2025, a meeting was held with middle school students from both schools to review student engagement data and solicit feedback on successes, challenges, and areas of growth they deem important for their schools. They discussed the draft 2025-26 LCAP goals and actions. Opportunity for written comments to the Superintendent was provided and none were received, therefore the Superintendent did not need to respond in writing.
5th and 7th Grade Students	During the month of May 2025, an LCAP student survey was carried out with 5th and 7th graders to gather their opinions on school connectedness and safety, evaluate courses and classes, and assess instructional effectiveness.
Central Teachers Organization (CTO)	Meetings were conducted to collect input for the 2025-26 LCAP concerning programs and services affecting certificated staff. These sessions involved executive board members and district administrators and took place monthly. Draft LCAP Goals and Actions were reviewed and input gathered monthly.
Classified School Employee Association (CSEA)	Meetings were conducted to collect input for the 2025-26 LCAP concerning programs and services affecting classified staff. These sessions involved executive board members and district administrators and took place monthly. Draft LCAP Goals and Actions were reviewed and input gathered on monthly.

Educational Partner(s)	Process for Engagement
CSD Governing Board and Community	The 2025-26 LCAP draft was presented at the Public Hearing during the regular Board of Education meeting on June 5, 2025. Opportunity for written comments to the Superintendent was provided to the Community.
CSD Governing Board	The Governing Board received the 2024-25 Mid-Year LCAP Report at a regular meeting on February 13, 2025.
CSD Governing Board and Community	The Local Control and Accountability Plan (LCAP) for 2025-26 was adopted at the regular Board of Education meeting on June 12, 2025.

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

Collaboration with our educational partners has been essential in shaping the 2025–26 Local Control and Accountability Plan (LCAP). Feedback from meetings, surveys, and discussions throughout the 2024–25 school year has informed key goals and actions. As the second year in our 2024–27 three-year LCAP cycle, we continue to focus on three clear goals to address equity and improve outcomes, especially for unduplicated students across all programs. Middle School Input under Action 3.3, to impact student safety and wellbeing. Middle Group Tech Advisory Group created to advise the district on aspects of how to ensure student safety with technology use.

Families, community members, educators, staff, and administrators across the district, including SELPA (Special Education Local Plan Area) and bargaining units, have highlighted the necessity for continuous professional development particularly in supporting student academic and social-emotional needs. In response to teacher input about needing more time to implement new initiatives such as Kagan Engagement, Trauma Informed classroom practices, Restorative Practices and best quality Tier I instruction, the district added additional professional development days outside the contract year (Goal 1, Action 1). Teachers also emphasized the need for coaching and support aligned to PBIS (Goal 2, Action 2) and SEL (Goal 2, Action 3). As a result, in 2025-26 our TOSAs will be spending 75% of their time at school sites supporting best tier I instruction and behavioral supports. Dedicated PD days and after-school opportunities will support implementation of Restorative Practices, PBIS Rewards, Trauma-Informed strategies, and coaching for new and temporary teachers (Goal 1, Action 1). The focus also remains on teacher retention to ensure consistent support for students, based on feedback from administrators, the certificated bargaining unit, DELAC, and DAC as informed in Goal 3, Action 1 where the district will implement a robust annual Hiring Fair in the Spring.

There is a continued need to strengthen interventions for students not meeting grade-level standards. This includes maintaining intervention staff, expanding access to intervention programs, improving centralized strategies within the student data system, supporting weekly professional learning communities, and refining assessment systems to track progress (Goal 1, Action 2). The district is responding by reallocating staffing support in intervention programs to push into the classroom and diminish pull-out support so we can promote daily continuity of learning for students.

A further need, identified by teachers, administrators, instructional staff, DELAC, DAC, and district leadership, is enhanced support for English learners. Actions include additional resources and materials, increased paraprofessional support in middle schools, parent workshops, additional site capacity around Newcomer support, and maintaining EL Support teachers (Goal 1, Action 3). Also, targeted

professional development will be provided to Intervention Coordinators, Intervention Teachers, principals, TOSAs and other site and district leaders to build capacity around EL support across our schools.

Educational partners—including parents, staff, students, site and district administrators, DAC, DELAC, and SELPA—have consistently emphasized the importance of preparing all students for high school and beyond. The district remains focused on expanding college and career initiatives and services (Goal 1, Action 4), providing a broad curriculum to support a well-rounded education (Goal 1, Action 5), and ensuring students develop essential literacy skills in reading, writing, speaking (discourse), and listening across all content areas (Goal 1, Action 6). A key area of input has been in the area of providing after-school tutoring. As a result, a new action under Goal 2, Action 7 will provide LREGB funds to support schools in providing after-school tutoring by certificated teachers.

Concerns around student behavior and social-emotional needs have been raised by parents, teachers, administrators, staff, DAC, DELAC, SELPA, and the broader community. One LCAP action addresses tiered PBIS supports through professional development, schoolwide programs, resources, and incentives (Goal 2, Action 3). Another action provides expanded SEL supports, including mental health staffing, SEL curricula, restorative and trauma-informed practices, family workshops, and targeted services for foster youth and other identified student groups (Goal 2, Action 2). The LCAP Middle School advisory committee also informed the need to consult middle school students in areas where our Department of Technology can prevent the firewall being compromised by middle school students who code programs that target bullying at schools.

Educational partners have also called for greater family engagement. The district continues to provide workshops to help families support academic success, understand the U.S. school system, promote digital citizenship and wellness, and access SEL and academic resources (Goal 2, Action 1). To further meet student needs, the district has hired additional BCBAs, RBTs under Goal 2, Action 8 and paraeducators under Goal 1, Action 7, and School Psychologists under Goal 1, action 2. Middle school students have also voiced the need for continued support in these areas and thus at one of our middle schools an African American Parent Committee has been established with district representation and guidance.

Chronic absenteeism remains a concern. The District Attendance Team monitors attendance data, meets with families, and ensures supports are in place (Goal 2, Action 4). Additionally, partners have emphasized the importance of allocating staff for students needing Tier 2 and 3 individualized supports, including check-ins, behavior redirection, family communication, and implementation of restorative and trauma-informed strategies (Goal 2, Action 5).

Support for the whole child continues to be a priority. This includes student physical wellness, and in response to the shift to full-day kindergarten, the district added additional paraprofessionals to support young learners (Goal 1, Action 7).

Staff recruitment and retention remain central to achieving district goals. Educators, support personnel, leaders, DAC, DELAC, SELPA, and bargaining units have all emphasized the need to attract and retain qualified staff to meet the diverse needs of our students (Goal 3, Action 1). Increased teacher coaching and support as embedded in Goal 1, action 1 will provide onsite support for new teachers on a weekly basis.

Teachers, parents and administrators also highlighted the need to strengthen the district’s foundational instructional program, particularly for Tier 1. Materials should be student-centered, culturally relevant, and provide robust support for teachers, while offering broader learning

opportunities (Goal 3, Action 2). Lastly, there is broad agreement on the importance of engaging students with relevant and rigorous curriculum to prepare them for future success (Goal 3, Action 3).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will access a Multi-Tiered System of Support to make achievement on state content standards to be future ready and English learners will demonstrate progress on English language proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 ensures all students will access a Multi-Tiered System of Support to achieve on state content standards to be future ready and English learners will demonstrate progress on English language proficiency. This goal aims to address the disparities, with a particular focus on supporting underperforming groups, while also maintaining and enhancing the achievements of those student groups performing at or above standard levels. Central School District is committed to dedicating resources to this goal that demonstrates its commitment to ensuring every student has access to a high-quality learning experience.

The data used to develop our goal was sourced from the 2023 California Schools Dashboard, providing us with valuable insights into student performance across English Language Arts (ELA) and math academic proficiency. Overall, students perform better in ELA compared to Math, with a positive Distance from Standard (DFS) score of 3.6 for ELA and a negative DFS score of -37.7 for Math, indicating a smaller achievement gap in ELA. However, there is still a clear need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students, while performing better in ELA compared to Math with a DFS score of -8.3 vs. -49.3, still demonstrate a significant achievement gap in Math. Similarly, Foster Youth and Homeless Youth students exhibit better performance in ELA compared to Math, but still face substantial achievement gaps in both subjects, underscoring the critical need for improvement.

This data was further analyzed by student demographics, revealing disparities in ELA and math achievement among different student groups. Foster youth, homeless youth, English learners, students with disabilities, and low-income students all demonstrate varying degrees of performance below the standard in both ELA and math. These disparities highlight the necessity for focused support, particularly for Low-income, English learners, foster youth, homeless youth, to address the achievement gaps and ensure equitable opportunities for all students. Moving forward, our district is committed to implementing targeted interventions and support services to address the unique needs of each student subgroup and close the achievement gaps across ELA and math proficiency.

Additionally, English learners' achievement on the state's English Language Proficiency Assessment for California as indicated on the English Learner Performance Indicator (ELPI) on the California Schools Dashboard shows there is a significant need for improvement in math performance among English Learners, as they are performing below the standard in this subject. While data is currently not available for LTELs, the district is committed to providing services and support for this student group to provide opportunities of growth in ELA and math. With 52.5% of ELs making progress towards proficiency as measured by the annual English Language Proficiency Assessment, there is evident need in language acquisition and skill development within this student group. This baseline underscores the efficacy of targeted instructional interventions and support services implemented to address the unique needs of ELs.

Educational partner engagement was crucial in this decision-making process towards developing this goal. Educators, administrators, parents, students, collective bargaining units, and community members underscore the need to focus resources to increase the capacity of the educational staff, provide intervention and support, EL and LTEL (Long Term English Learner) support, college and career preparedness, broad course of study and engagement strategies. The overarching goal is to ensure all students, including English learners, achieve academic and linguistic proficiency through MTSS (Multi-Tier System of Support). The metrics below have been identified in partnership with our educational partners to help monitor progress towards our strategic goals.

By aligning actions with measurable outcomes, the district aims to create a transparent, accountable framework for improving ELA, math and ELPI achievement levels for all students. This strategic approach, informed by data and educational partner input, is designed to ensure all students can achieve and excel in ELA, math and ELPI for English learners, laying a solid foundation for their future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA – District Student Group Source: CA School Dashboard DFS - Distance From Standard	2022-23 All +3.6 DFS LI -8.3 DFS EL -21.3 DFS FY -71.4 DFS HY -70.7 DFS 2023-24 LTEL -79.2 DFS	2023-24 All -5.2 DFS LI -18.9 DFS EL -30.3 DFS LTEL -79.2 DFS FY -127.2 DFS HY -68.5 DFS		All +10 DFS LI +1 DFS EL -5 DFS LTEL -71.2 DFS FY -5 DFS HY -5 DFS	All -8.8 DFS LI -10.6 DFS EL -9 DFS LTEL not applicable FY -55.8 DFS HY -2.2 DFS
1.2	CAASPP ELA – School Student Group Source: CA School Dashboard	2022-23 Elementary Bear Gulch	2023-24 Elementary Bear Gulch		Elementary Bear Gulch SWD -5 DFS	Elementary Bear Gulch SWD -12.7 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DFS - Distance From Standard	SWD -115 DFS Middle Cucamonga MS SWD -102.7 DFS Ruth Musser MS SWD -82.9 DFS	SWD -127.7 DFS Middle Cucamonga MS SWD -119.6 DFS Ruth Musser MS SWD -86 DFS		Middle Cucamonga MS SWD -5 DFS Ruth Musser MS SWD -5 DFS	Middle Cucamonga MS SWD -16.9 DFS Ruth Musser MS SWD -3.1 DFS
1.3	STAR ELA - District Student Group Grades 1 and 2 Source: Local Data	2023-24 First Grade End of Year All - 53.4% Proficient/Exceed LI - 49.5% Proficient/Exceed EL - 54.4% Proficient/Exceed FY - 33.3% Proficient/Exceed 2023-24 Second Grade End of Year All - 54.3% Proficient/Exceed LI - 47.4% Proficient/Exceed EL - 40.3% Proficient/Exceed FY - 0% Proficient/Exceed	2024-25 First Grade End of Year All - 55% Proficient/Exceed LI - 52% Proficient/Exceed EL - 47% Proficient/Exceed FY - 60% Proficient/Exceed 2024-25 Second Grade End of Year All - 63% Proficient/Exceed LI - 58% Proficient/Exceed EL - 44% Proficient/Exceed FY -25% Proficient/Exceed		First Grade End of Year All - 60% Proficient/Exceed LI - 60% Proficient/Exceed EL - 60% Proficient/Exceed FY - 70% Proficient/Exceed Second Grade End of Year All - 70% Proficient/Exceed LI - 60% Proficient/Exceed EL - 60% Proficient/Exceed FY - 60% Proficient/Exceed	First Grade End of Year All +1.6% Proficient/Exceed LI +2.5% Proficient/Exceed EL -7.4% Proficient/Exceed FY -26.7% Proficient/Exceed Second Grade End of Year All +8.7% Proficient/Exceed LI +10.6% Proficient/Exceed EL +3.7% Proficient/Exceed FY +25% Proficient/Exceed
1.4	STAR Math - District Student Group Grades 1 and 2 Source: Local Data	2023-24 First Grade End of Year	2024-25 First Grade End of Year		First Grade End of Year	First Grade End of Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All - 64.3% Proficient/Exceed LI - 62.8% Proficient/Exceed EL - 72.2% Proficient/Exceed FY - 0% Proficient/Exceed 2023-24 Second Grade End of Year All - 50.5% Proficient/Exceed LI - 43.8% Proficient/Exceed EL - 48.6% Proficient/Exceed FY - 0% Proficient/Exceed	All - 58% Proficient/Exceed LI - 53% Proficient/Exceed EL - 48% Proficient/Exceed FY - 20% Proficient/Exceed 2024-25 Second Grade End of Year All - 51% Proficient/Exceed LI - 47% Proficient/Exceed EL - 44% Proficient/Exceed FY - 50% Proficient/Exceed		All - 75% Proficient/Exceed LI - 75% Proficient/Exceed EL - 75% Proficient/Exceed FY - 75% Proficient/Exceed Second Grade End of Year All - 60% Proficient/Exceed LI - 60% Proficient/Exceed EL - 60% Proficient/Exceed FY - 60% Proficient/Exceed	All -6.3% Proficient/Exceed LI -9.8% Proficient/Exceed EL -24.2% Proficient/Exceed FY +20% Proficient/Exceed Second Grade End of Year All +.5% Proficient/Exceed LI +3.2% Proficient/Exceed EL -4.6% Proficient/Exceed FY +50% Proficient/Exceed
1.5	CAASPP Math – District Student Group Source: CA School Dashboard DFS - Distance From Standard	2022-23 All -37.7 DFS LI -49.3 DFS EL -51.1 DFS FY -120 DFS HY -109 DFS 2023-24 LTEL -142.3 DFS	2023-24 All -44.1 DFS LI -57.5 DFS EL -58.7 DFS LTEL - 142.3 DFS FY -141.6 DFS HY -120.7 DFS		All -25 DFS LI -25 DFS EL -25 DFS LTEL - 137.1 FY -25 DFS HY -25 DFS	All -6.4 DFS LI -8.2 DFS EL -7.6 DFS LTEL not applicable FY -21.6 DFS HY -11.7 DFS
1.6	CAASPP Math – School Student Group Source: CA School Dashboard	2022-23 Elementary	2023-24 Elementary		Elementary Bear Gulch SWD -25 DFS	Elementary Bear Gulch SWD +6.2DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DFS - Distance From Standard	Bear Gulch SWD -132.9 DFS Middle Cucamonga MS EL -118.8 DFS SWD -161 DFS	Bear Gulch SWD -126.7 DFS Middle Cucamonga MS EL -114.5 DFS SWD -172.3 DFS		Middle Cucamonga MS EL -25 DFS SWD -25 DFS	Middle Cucamonga MS EL +4.3 DFS SWD -11.3 DFS
1.7	Percentage of English learners making progress toward English proficiency ELPI – District Source: CA School Dashboard	2022-23 EL - 52.5% Making Progress LTEL - 66% Making Progress	2023-24 EL - 50.6% Making Progress LTEL - 45.7% Making Progress		EL - 65% Making Progress LTEL - 73% Making Progress	EL -1.9% Making Progress LTEL -20.3% Making Progress
1.8	English Learner Reclassification Rate (RFEP) Source: California Department of Education Dataquest % English Learners Reclassifying % Long Term English Learners Reclassifying	2023-24 30.6% RFEP 13.4% LTEL	2024-25 32.4% RFEP 13.1% LTEL		10% or Above RFEP 10% or Above LTEL	+1.8% RFEP -0.3% LTEL
1.9	California Science Test Source: California Educator Reporting System (CERS)	2022-23 Grade 5 All - 34% Met/Exceeded Standard Grade 7 All - 30% Met/Exceeded Standard	2023-24 Grade 5 All - 34.84% Met/Exceeded Standard Grade 7		Grade 5 All - 50% Met/Exceeded Standard Grade 7 All - 50% Met/Exceeded Standard	Grade 5 All +0.84% Met/Exceeded Standard Grade 7 All +0.87% Met/Exceeded Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All - 30.87% Met/Exceeded Standard			

Goal Analysis [2024-25]

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

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

All actions in Goal 1 have been fully implemented during the 2024-25 school year as planned. Action 1.1: Professional Development has been fully implemented, with Teachers-on-Assignment effectively delivering training and coaching on standards and instructional strategies, positively impacting student academic literacy through engagement strategies. Action 1.2: Tiered Intervention Support has achieved substantial progress, with additional teachers and resources enhancing targeted student academic interventions in ELA and math. Action 1.3: EL Academic and Language Support has been implemented successfully, with parent workshops and staff development boosting English learner performance, though addressing the needs of Long-Term English Learners requires further innovation. Action 1.4: College and Career Preparedness has been successfully implemented with counselors effectively supporting student readiness to improve academic outcomes, though additional outreach is needed to ensure equitable access for all targeted groups. Action 1.5: Broad Course of Study has expanded academic offerings, particularly in science and the arts, increasing student engagement, though recruiting additional qualified new teachers is an ongoing challenge. Action 1.6: Engagement Strategies Support has been implemented with fidelity, with evidence-based engagement strategies improving student participation and discourse, though ensuring consistent application across all classrooms is still in progress. While significant strides have been made, the district will continue to support professional development and coaching to build teacher capacity.

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

No material differences for any one action.

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

Actions 1&2: Evaluating the effectiveness of actions under Goal 1 using the provided metrics highlights areas of progress and persistent challenges. Action 1.1 (Professional Development) showed moderate success, as overall CAASPP ELA scores improved from -5.2 DFS to +3.6 DFS, indicating that literacy-focused strategies are benefiting most students. However, Low-income (LI) students (-8.3 DFS) and English Learners (ELs) (-21.3 DFS) continue to face notable gaps, suggesting a need for more targeted differentiation or follow-up training to address specific barriers for these groups. Action 1.2 (Tiered Intervention Support) resulted in improvements for Students with Disabilities (SWD) at Bear Gulch Elementary (-127.7 to -115 DFS) and Cucamonga MS (-119.6 to -102.7 DFS overall and for Students with Disabilities moving down -11.3 DFS, reflecting additional work needed for seeing student progress through intervention strategies. Similarly, in CAASPP

Math, overall DFS improved from -44.1 to -37.7, with LI students seeing gains (-57.5 to -49.3 DFS). English learners, LTELs and SWD students demonstrate a need for continued differentiated instruction during first best instruction. Actions toward LCAP Goal 1 have been partially effective in improving academic success. Areas of success are at Bear Gulch for the Students with Disabilities group, showing a positive +6.2DFS movement. As well at Cucamonga Middle School, with ELs growing +4.3 DFS.

Evidence of success is showing up in our early grades. Overall proficiency in STAR ELA increased from 53.4% to 55% in first grade and from 54.3% to 63% in second grade. Low-income students also showed growth, with first-grade proficiency rising from 49.5% to 52% and second grade from 47.4% to 58%. However, progress for English Learners was mixed—first-grade proficiency declined from 54.4% to 47%, while second grade saw a slight increase from 40.3% to 44%. Foster Youth outcomes remain inconsistent, with first grade improving from 33.3% to 60%, but second grade rising only from 0% to 25%. These results highlight strong gains for all students and LI groups, but also a continued need for focused support for EL and FY students. In math in our early grades, in STAR Math, overall, first-grade proficiency shifted from 64.3% in 2023–24 to 58% in 2024–25, while second grade held relatively steady, increasing slightly from 50.5% to 51%. Low-income students followed a similar trend, with first grade moving from 62.8% to 53% and second grade improving from 43.8% to 47%. English Learners saw a notable change in first grade, from 72.2% to 48%, and a small decline in second grade, from 48.6% to 44%. Foster Youth demonstrated growth, rising from 0% to 20% in first grade and from 0% to 50% in second grade. These results indicate that while some groups are making gains, particularly in second grade, continued focus on strengthening math instruction and differentiation is needed to support all learners.

Action 3: English learners There are some encouraging signs of progress for English Learners (ELs), particularly in reading. In STAR Reading, second grade EL proficiency increased from 40.3% in 2023–24 to 44% in 2024–25, indicating that targeted supports such as integrated ELD and literacy interventions may be beginning to show results. While EL performance in STAR Math declined in both first and second grades, the growth in reading suggests a positive shift in literacy outcomes for EL students as they advance through the grades. Continued focus on language-rich instruction across content areas will be important to build on this momentum to improve EL -1.9% decline on the ELPI and LTEL decline of -20.3% on the ELPI. However, some positive grown is shown at CMS as our EL student group gained 4.3 DFS points in ELA. Districtwide we increased the percent of Redesignated students up 1.8% and decreased the percent of LTEL students 0.3%.

Actions 4&6: Action 1.6 (Engagement Strategies Support and smaller class sizes) we see declines at Bear Gulch Elementary SWD in Math (-126.7 DFS), Cucamonga MS EL students (-114.5 DFS) and at RMMS a decline of -3.1 DFS from 2023 to 2024. The deficits for SWD at Cucamonga MS (-172.3 DFS) indicate a need for more intensive engagement strategies and additional class-size reduction certificated teachers. Declines at BG and RMMS also would benefit from continued intensive engagement strategies. Overall CAASPP ELA scores improved from -5.2 DFS to +3.6 DFS, indicating that literacy-focused strategies are benefiting most students. However, Low-income (LI) students (-8.3 DFS) and English Learners (ELs) (-21.3 DFS) continue to face notable gaps, suggesting a need for more targeted differentiation or follow-up training to address specific barriers for these groups. Action 1.2 (Tiered Intervention Support) resulted in improvements for Students with Disabilities (SWD) at Bear Gulch Elementary (-127.7 to -115 DFS) and Cucamonga MS (-119.6 to -102.7 DFS), reflecting progress in intervention strategies. Similarly, in CAASPP Math, overall DFS improved from -44.1 to -37.7, with LI students seeing gains (-57.5 to -49.3 DFS). English learners, LTELs and SWD students demonstrate a need for continued differentiated instruction during first best instruction. While progress is evident in some areas, persistent gaps for foster youth, ELs, and SWD suggest that current strategies, though effective for some, require refinement and deeper focus on equity-driven implementation to achieve broader and more consistent success.

Action 5: Under Action 1.5, offering a broad course of study is helping to increase reclassification by 1.8% and a 0.3% decrease in Long-Term English Learners (LTELs), which reflects progress in language development efforts. STAR Reading data shows growth in early literacy: first-grade proficiency increased from 53.4% to 55%, and second grade rose from 54.3% to 63%. Low-income students followed a similar trend, and second-grade English Learners improved from 40.3% to 44%, though first grade EL proficiency declined. Foster Youth also showed gains—first grade from 33.3% to 60%, and second grade from 0% to 25%. We see declines at Bear Gulch Elementary SWD in Math (-126.7 DFS), Cucamonga MS EL students (-114.5 DFS) and at RMMS a decline of -3.1 DFS from 2023 to 2024. The deficits for SWD at Cucamonga MS (-172.3 DFS) indicate a need for intentional outreach to these student groups to access a broad course of study. Declines at BG and RMMS also would benefit from continued outreach to these student groups as well to access a broad course of study. Positive growth from 2023 to 2024 at BG for the SWD student group, where they grew +6.2DFS in math and at CMS where ELs grew 4.3 DFS in math. However, additional work is needed to support SWD -11.3 DFS in math overall, and at CMS with a decrease in ELA -12.7 DFS at Cucamonga Middle, decrease in ELA of -12.7 DFS at Bear Gulch, and a decrease in ELA of -3.1 at Ruth Musser for the SPED group which demonstrates that while ELA declined for our SPED students, in math we show positive growth at Bear Gulch for SPED with +6.2 DFS gains. In STAR Math, second-grade proficiency remained stable (50.5% to 51%), while first grade declined from 64.3% to 58%. Low-income and EL students showed similar patterns, with second-grade improvement and first-grade decline. Foster Youth demonstrated strong growth in both grades. CAASPP scores also improved: ELA moved from +3.6 DFS to -5.2 DFS and in math it declined -37.7 to -4.1 DFS which both indicate a need for continued opportunities to engage students with a well-rounded board course of study to include programs to help them build strengths in such areas as VAPA. Finally, we improved in Grade 5 on CST, by increasing +0.84% Met/Exceeded Standard and in Grade 7 increasing +0.87% Met/Exceeded Standard Providing students access to a broad course of study is supporting growth in some areas, particularly where instructional opportunities are aligned with student needs.

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.

Action 1.6 was amended to include additional 10 teachers to support smaller class sizes for increased student engagement purposes. Action 1.7 was added using LREGB funds. Long Term English Learners (LTEL) student group was added in the metric sections above for M1.1, and M1.5, for baseline and targeted outcomes. Change to Target Outcomes for Year 3 for FY increasing to 70% for M1.3 for First Grade due to meeting target in 2024 and for M1.3 Second Grade due to meeting target in 2024. In the 2024–25 LCAP, the LTEL data for Metric M1.7 was listed as 68.2%. In the 2025–26 LCAP, this data has been revised to 66%.

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	Professional Development	The district will provide Teachers-on-Assignment and services to provide professional development for teachers, staff, and administrators, on	$972,805.39	Yes

Action #	Title	Description	Total Funds	Contributing
		content standards, evidence-based instructional strategies, reading instruction, and differentiation techniques to enhance literacy across all subject areas, with a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.3, M1.4, M1.5, M1.6.		
1.2	Tiered Intervention Support	The district will allocate additional teachers, Intervention Coordinators, materials and teacher release time for Professional Learning Communities in order to ensure students obtain academic intervention tailored to their specific needs, aiming to increase performance in English Language Arts and math. with a primary focus on Low-income students and foster youth students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.3, M1.4, M1.5, M1.6.	$4,432,019.28	Yes
1.3	EL Academic and Language Support	The district will implement a comprehensive program for English Learners, encompassing EL support teachers, staff, resources, professional development and parent workshops, to ensure that both English learner and Long-Term English learner (LTELs) students enhance their performance in language proficiency and academic language development. The effectiveness of this action will be evaluated by: M1.7, M1.8	$292,332.14	Yes
1.4	College and Career Preparedness	The district will offer counselors, as well as student and family resources, to ensure services are available to aid students in becoming academically prepared for college and career opportunities, with a primary focus on English learner, Low-income and foster youth students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.5, M1.6.	$298,549.43	Yes
1.5	Broad Course of Study	The district will allocate teachers and resources to expand the range of science, visual performing arts, and other courses to students, aiming to boost academic involvement and achievement, with a focus on assisting Low-income students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.5, M1.6, M1.9	$956,415.19	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Engagement Strategies Support	The district will assist teachers and oversee the application of evidence-based academic engagement strategies and add additional class-size reduction teachers in classrooms to promote active engagement, differentiate instruction, and improve student learning outcomes, with a focus on Low-income and English learner students. The effectiveness of this action will be evaluated by:M1.1, M1.2, M1.5, M1.6.	$3,943,887.40	Yes
1.7	Small Group Support	The district will provide additional certificated staff, paraprofessionals in kindergarten and combination classrooms to support small group, differentiated instruction in ELA and math. The effectiveness of this action will be evaluated by:M1.1, M1.3, M1.4, M1.6 and M1.7. This added support will help meet diverse student needs and improve core instruction; this action is being funded in 2025-2026 and 2026-2027. LREBG Action $541,470.51	$541,470.51	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will access a Multi-Tiered System of Support to ensure social-emotional wellness within a positive learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
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 ensures all students will access a Multi-Tiered System of Support to ensure positive behavior, increased engagement in school, and social-emotional wellness. to be future ready and English learners will demonstrate progress on English language proficiency. This goal aims to address the disparities, with a particular focus on supporting underperforming groups, while also maintaining and enhancing the achievements of those student groups performing at or above standard levels. Central School District is committed to dedicating resources to this goal that demonstrates its commitment to ensuring every student has access to a positive and engaging school climate to ensure a quality learning experience that ignites endless possibilities for all.

The data used to develop the goal was sourced from the 2023 California Schools Dashboard. This data was broken down by student demographics, revealing that certain groups face more challenges than others in Chronic Absenteeism and Suspension Rates. The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, indicating that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners exhibit a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster Youth students have a suspension rate of 0%, indicating that no foster youth students received suspensions during the academic year. The analysis of both Chronic Absenteeism and Suspension Rates has revealed an achievement gap across various student demographics, highlighting the need for targeted support.

In addition to Dashboard insights, the district's own data collection and analysis shed light on the distinct needs of students, offering a perspective on where additional help is needed. Engagement with educational partners was pivotal in the decision-making process for this goal's development. The collective input of educators, administrators, parents, students, bargaining units, and community members highlighted the necessity to allocate resources towards enhancing the educational staff's capabilities, offering support and interventions, and implementing PBIS (Positive Behavioral Interventions and Supports), SEL (Social Emotional Learning), Restorative Practices, Trauma-Informed Practices, and engagement strategies. The primary objective is to guarantee that all students experience a supportive school climate via MTSS (Multi-Tier System of Support).

The district is committed to establishing a transparent and accountable structure by aligning actions with measurable outcomes, aiming to enhance the rates of Chronic Absenteeism and Suspensions for all students. This strategic method, guided by data and input from educational partners, strives to guarantee that every student is actively and positively engaged in school and with their peers, thereby building a solid groundwork for their future achievements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate – District Source: CA School Dashboard % of students absent, 10% or more	2022-23 All 22.8% LI 25.7% EL 17.9% FY 9.3% AA 27.8% 2023-24 LTELs 24.6% HML 32.1%	2023-24 All 20.1% LI 23.2% EL 14.8% LTEL - 24.6% FY 18.5% AA 31.8% HML 32.1%		All 10% LI 10% EL 10% LTEL 10% FY 7.8% AA 10% HML 22.1%	All -2.7% LI -2.5% EL -3.1% LTEL -not applicable FY +9.2% AA +4% HML -not applicable
2.2	Chronic Absenteeism Rate - School and Student Group Source: CA School Dashboard	2022-23 Elementary Bear Gulch SWD 41.8% AA 34.4%	2023-24 Elementary Bear Gulch SWD 32.2% AA 38.5%		Elementary Bear Gulch SWD 10% AA 10%	Elementary Bear Gulch SWD -9.6% AA +4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students absent, 10% or more	Central Elementary LI 21.3% Coyote Canyon AA 32.1% Dona Merced All 20.8% LI 23.6% SWD 32.1% AA 23.9% HI 26.3% Valle Vista LI 25.1% SWD 25.7% 2 or More 22.2% Middle School Ruth Musser AA 23.5%	Central Elementary LI 18.2% Coyote Canyon AA 35% Dona Merced All 12.8% LI 15.6% SWD 18.6% AA 21.7% HI 4.2% Valle Vista LI 17.9% SWD 16.8% 2 or More 13.2% Middle School Ruth Musser AA 29.7%		Central Elementary LI 10% Coyote Canyon AA 10% Dona Merced All 10% LI 10% SWD 10% AA 10% HI 4.1% Valle Vista LI 10% SWD 10% 2 or More 10% Middle School Ruth Musser AA 10%	Central Elementary LI -3.1% Coyote Canyon AA +2.9% Dona Merced All -8% LI -8% SWD -13.5% AA -2.2% HI -22.1% Valle Vista LI -7.2% SWD -8.9% 2 or More -9% Middle School Ruth Musser AA +6.2%
2.3	Suspension Rate – District Source: 2023 CA School Dashboard % of students suspended at least 1 day	2022-23 All 1.5% LI 1.8% EL .8% FY 0% 2023-24 LTELs 5.2% HML 11.2% AA 31.8%	2023-24 All 3% LI 3.5% EL 1.6% LTEL - 7.6% FY 11.8% HML 11.2% AA 31.8%		less than 1.5% All less than 1.5% LI less than 1% EL less than 1% LTEL less than 1% FY Less than 1% HML Less than 1% AA	All +1.5% LI +1.7% EL +0.8% LTEL Not applicable FY +11.8% HML Not applicable AA Not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Family Engagement Survey Source: Local Survey	2023-24 95% 'Feel Confident in Child's Safety at School'	2024-25 95.6% 'Feel Confident in Child's Safety at School'		90% or higher 'Feel Confident in Child's Safety at School'	+0.6% 'Feel Confident in Child's Safety at School'
2.5	Middle School Dropout Source: CALPADs Number of students who dropped out	2023-24 1.7% ALL 1.0% LI 0.3% EL 0% FY	2024-25 1.0% ALL 0.6% LI 0.3% EL 0% FY		less than 1% ALL less than 1% LI less than 1% EL less than 1% FY	-0.7% ALL -0.4% LI Maintained 0%EL Maintained 0% FY
2.6	School Attendance Rate Source: Local Data End of Year Attendance Rate	2023-24 End of Year Attendance Rate 94.2%	2024-25 End of Year Attendance Rate 95.6%		End of Year Attendance Rate 96% or above	End of Year Attendance Rate 1.4% positive increase
2.7	Parent Involvement Indicator Source: Ca Schools Dashboard	2022-23 Creating welcoming environments: Full Implementation Opportunities for school-to-home communication: Full Implementation Engaging families to be decision makers: Full Implementation	2023-24 Creating welcoming environments: Full Implementation Opportunities for school-to-home communication: Full Implementation Engaging families to be decision makers:		Creating welcoming environments: Full Implementation Opportunities for school-to-home communication: Full Implementation Engaging families to be decision makers: Full Implementation	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Full Implementation			
2.8	Expulsion Rate Source: CALPADs % of Students Expelled	2022-23 All 0% LI 0% EL 0% FY 0%	2023-24 All 0% LI 0% EL 0% FY 0%		Maintain All 0% LI 0% EL 0% FY 0%	All 0% LI 0% EL 0% FY 0%

Goal Analysis [2024-25]

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

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

All actions in Goal 2 were successfully implemented, resulting in significant progress in family engagement, student health, and staff training. Notable successes include the centralization of enrollment (action 2.1), which created a single hub to connect families with support services and strengthen home-school connections. Vaccination clinics and the Friendly Flosser program (action 2.4) were established to reduce student absences by promoting overall health. Elementary teachers continued receiving training on restorative practices, while all certificated teachers, administrators, mental health support staff, and mentors participated in Trauma-Informed Practices (action 2.2) training on two of the three student-free release days. However, challenges arose due to the high turnover rate among classified mentors (action 2.5), prompting efforts to provide additional support and resources. Additionally, staff survey results highlighted the growing need for behavioral support in classrooms, leading to plans to allocate additional personnel to assist students in self-regulation and enhance learning outcomes.

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

For action 2.2, change in budgeted verses expended is attributed to a three-year contract with Rennaissance Learning that was expended last year in 23-24, it did not carry over into this year.

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

Action 2.1 Family Engagement Support has effectively strengthened family-school partnerships by centralizing enrollment, improving communication, and providing certificated and classified staff to support engagement, particularly for low-income and foster youth. Success is reflected in the Family Engagement Survey, aiming to increase parent confidence in school safety from 95% in 2023-24 to 96% in 2024-25, and meeting the Parent Involvement Indicator on the California Schools Dashboard for both years.

Actions 2.2 Social-Emotional Learning, 2.3 Positive Behavior and Support, 2.4 Engagement and Attendance Support and 2.5 Mentor Support have contributed to fostering a supportive and engaging school environment through counseling, mental health resources, behavior interventions, and mentorship programs. These efforts have led to a reduction in overall chronic absenteeism from 22.8% in 2022-23 to 20.1% in 2023-24, with notable decreases among low-income students and English Learners. However, foster youth and African American students experienced an increase in absenteeism, highlighting the need for continued focus on engagement and attendance strategies. School-specific data shows improvements at Dona Merced and Valle Vista, while Coyote Canyon and Bear Gulch saw increases in absenteeism among certain student groups. Additionally, expulsion rates remained at 0% for both years, indicating that while suspensions increased, +1.5% for all student group, +1.7% for Low Income students, +0.8 for English learners and +11.8% for Foster Youth students. No students were permanently removed from the educational environment. End of Year Attendance Rate has demonstrated an increase in attendance by 1.4% which is a positive increase which demonstrate these actions are contributing to greater attendance rates. e district achieved Full Implementation across all areas of the Parent Involvement indicator on the California School Dashboard. This includes creating welcoming environments for families, providing meaningful school-to-home communication, and actively engaging families as decision-makers in the educational process. These results reflect the district's strong commitment to building inclusive, collaborative partnerships with families to support student success. We are encouraged by the effectiveness of these actions as our drop-out rate decreased -0.7% ALL, -0.4% LI, maintained at 0%EL and 0% FY. Our families also increased their confidence in their child's safety at school by +0.6%.

Action 2.6 Health and Wellness Support has positively influenced student well-being, attendance, and engagement through programs promoting physical health, wellness education, and family involvement. A key indicator of effectiveness is the reduction in chronic absenteeism, with overall district absenteeism decreasing from 22.8% in 2022-23 to 20.1% in 2023-24. Notable improvements were seen among low-income students (from 25.7% to 23.2%) and English Learners (from 17.9% to 14.8%), suggesting that wellness initiatives contributed to improved student attendance. However, foster youth absenteeism nearly doubled from 9.3% to 18.5%, and African American students saw an increase from 27.8% to 31.8%, indicating that additional targeted health and wellness interventions may be necessary for these groups.
At the school level, improvements in chronic absenteeism were evident at Dona Merced Elementary, where overall absenteeism decreased from 20.8% to 12.8%, and Valle Vista, where low-income student absenteeism declined from 25.1% to 17.9%. However, absenteeism increased among African American students at Coyote Canyon and Bear Gulch.
Family involvement has remained strong, as evidenced by consistent full implementation of welcoming environments, school-to-home communication, and family decision-making engagement in consecutive years as evidenced by our local indicators. Additionally, parent confidence in school safety increased from 95% in 2023-24 to a projected 96%(change with results) in 2024-25, reinforcing the positive impact of wellness initiatives on overall school climate and parental perception.

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.

Actions 2.7, 2.8 and 2.9 were added using LREGB funds, Long Term English Learners (LTEL) student group was added in the metric sections above, for baseline and targeted for Metrics 2.1 and 2.3. Homeless HML was added to metrics 2.1 and 2.3. The Target for Year 3

Outcome was decreased to 4.1% as this target was met in M2.2. Addition of the African American student group in Metric 2.3 due to Differentiated Assistance. The Title of Action 2.4 was changed to better reflect the action and increase public transparency.

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	Family Engagement Support	The district will implement family engagement strategies and initiatives designed to build stronger bonds between families and the school community and provide certificated and classified staffing at the district and site levels to bolster family engagement. These efforts aim to encourage families to actively participate in their children's education, reinforce home-school partnerships, and improve students' academic achievements and overall well-being, with a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by: M2.4, M2.7	$544,421.93	Yes
2.2	Social-Emotional Learning Support	The district will provide site counselors, mental health clinicians and resources to create a positive and inclusive learning environment for students that fosters emotional growth, self-awareness, and interpersonal skills to enhance their overall well-being and academic success, with a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by: M2.1, M2.2, M2.3, M2.5, M2.6, M2.8	$2,761,269.58	Yes
2.3	Positive Behavior and Support	The district and school staff, in collaboration with students, families, and community organizations, will integrate a positive behavior intervention system framework into the school environment. This initiative aims to foster students' positive behavior skills, including self-awareness, self-management, relationship building, and responsible decision-making, ultimately improving their well-being and academic success. This action will have a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by M2.1, M2.2, M2.3, M2.5, M2.6, M2.8	$145,648.48	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Attendance	The district will provide district and site staff and resources to support a range of student and family engagement strategies to promote active involvement of families in their children's education, build stronger connections between home and school and increase student daily attendance, with a primary focus on Low-income students. This action will be measured by: M2.1, M2.2, M2.4, M2.5, M2.6, M2.7	$316,241.40	Yes
2.5	Mentor Support	The district will provide certificated and classified staff to implement targeted strategies to improve student school attendance and engagement in school to increase student participation in learning, increase peer-to-peer positive interactions, reduce absenteeism and suspension, and create a positive school culture conducive to academic success with a primary focus on Low-income students. This action will be measured by: M2.1, M2.2, M2.3, M2.5, M2.6, M2.8	$951,657.17	Yes
2.6	Health and Wellness Support	The district will provide certificated and classified staff, resources and comprehensive programs to promote student physical health and wellness to enhance student well-being by fostering healthy lifestyle habits, promoting physical activity, and offering workshops for families, with a focus on Low-income students, foster youth and English learners. This action will be measured by: M2.1, M2.2, M2.4, M2.7	$824,075.14	Yes
2.7	After-school Tutoring and Clubs	The district will provide after-school tutoring and enrichment clubs at sites to increase academic support and engagement opportunities for students. These programs will provide structured time for learning, social connection, and skill development beyond the school day. This action will be measured by: M2.1, M2.2, M2.4, M2.7. LREBG Action $140,000.00	$140,000.00	No
2.8	Tiered Behavior Supports	The district will expand access to Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs) and school psychologists to provide Tier II and III behavioral supports for students.	$236,184.61	No

Action #	Title	Description	Total Funds	Contributing
		These staff will also collaborate with teachers to build capacity for consistent Tier I behavior practices, ensuring greater continuity and effectiveness of schoolwide behavior systems, principally dedicated to support unduplicated students. The effectiveness of this action will be evaluated by: M2.1, M2.3, and M2.7. LREBG Action $236,184.61		
2.9	Family Extended Supports	The district will add staff to support expanded family engagement efforts across school sites. These roles will assist with outreach, communication, and coordination of workshops and events to strengthen school-home partnerships, principally dedicated to support unduplicated students. The effectiveness of this action will be evaluated by: M2.4, M2.7. LREBG Action $75,749.00	$75,749.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will access standards-based instructional materials, expanding learning opportunities, integrated technology into the classroom, by highly qualified staff, appropriately credentialed teachers, in safe, well-maintained facilities.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to sustain and build upon the district's ability to provide a high-quality learning environment, a foundational element for student success. Recognizing additional resources enables the district to continue to meet and exceed state requirements. Ensuring that every student benefits from qualified teachers that receive support and professional development resulting in retention over time, appropriate resources and technology, expanded learning time, supplemental resources, and materials to enhance the core instructional program. This goal reflects ongoing dedication to upholding high standards to foster positive academic and student engagement outcomes.

As part of monitoring this goal, the district will ensure teachers are properly credentialed, students have sufficient access to standard aligned instructional materials, implementation of state standards, and facilities are conducive to learning for our district to focus on quality instruction to ensure all students have access to high-quality education and conducive learning environments. This commitment aims to enhance instructional effectiveness, improve student outcomes, and support equitable educational opportunities across our district.

The outlined actions are intended to guarantee continuous support and access to the high standards anticipated by educational parents and the district collectively. By persistently enhancing core materials with supplemental resources and programs that uniquely respond to the needs of our unduplicated students, we ensure they meet expectations on state standards. Through ongoing monitoring of teacher assignments through the Teacher Misassignment Rate, students' access to instructional materials, and instances that facilities are in the rating of 'good' repair, the district is committed to proactive measures that enhance the quality of education and align with the district's mission to inspire learners to be future-ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Misassignment Rate Source: Ca Schools Dashboard	2022-23 83.9% Clear Credential	2023-24 86.9% Clear Credential		Maintain 83.9% or higher Clear Credential	Increased 3%
3.2	Instances that Facilities 'do not' meet the 'good' repair standard Source: Ca Schools Dashboard	2022-23 0 Instances	2023-24 0 Instances		Maintain 0 Instances	Maintained
3.3	Students without access to their own instructional materials Source: Ca Schools Dashboard	2022-23 0 Instances	2023-24 0 Instances		Maintain 0 Instances	Maintained
3.4	Implementation of State Standards Source: Ca Schools Dashboard	2022-23 Professional Development average score 5 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5	2023-24 Professional Development average score 5 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5		Professional Development average score 5 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5	Maintained

Goal Analysis [2024-25]

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

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

No substantive differences were noted. Goal 3 was implemented as planned with notable maintenance of progress in staff recruitment and retention, instructional material support, and technology access for students and staff. The district's first Annual Hiring Fair (Action 3.1) on April 24, 2025, helped expand applicant pools and fill vacancies earlier, with strong participation from school sites. Continued recruitment efforts supported better alignment between site needs and district hiring. Supplemental instructional materials (Action 3.2) were provided to enhance Tier I instruction, with flexibility for schools to select resources aligned to their specific student needs. Teachers reported improved student engagement and better support for diverse learners. Technology staff and resources (Action 3.3) were expanded to support device access, troubleshooting, and instructional integration. A Middle School Technology Advisory Group was formed to guide safe tech use and provide student voice in planning. Challenges included the need for earlier onboarding and stronger mentorship for new hires, finding VAPA teachers to support music and art instruction, ongoing Special Education staff shortages, as well as increased training for integrating instructional technology. These needs will guide future improvements in staffing and support systems.

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

No material differences

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

Action 3.1 Staff Recruitment and Retention supported stable staffing through continued recruitment efforts and the successful launch of the district's first Annual Hiring Fair. Key staffing metrics were maintained from 2023–24 to 2024–25, including fill rates and hiring timelines. However, a slight 3% increase in mis-assignments—primarily at the middle school level—was noted. The district will address this through improved communication between HR, principals, and counselors to ensure proper placement and credential alignment. The difference between the 2023 and 2024 CAASPP ELA results show a decline across most student groups. All Students declined by 8.8 points in Distance from Standard (DFS), with Low-Income (-10.6) and English Learners (-9.0) also showing similar downward trends. While Homeless Youth experienced only a slight decline (-2.2), Foster Youth had a significant drop of -55.8 points, highlighting an urgent need for staff retention and quality recruitment efforts. We maintained the 'met' expectation that all students have access to instructional materials as this is a core component of our educational programs. Action 3.1 was effective in the implementation of the first year and will continue to be monitored in future years.

Action 3.2 Supplemental Instructional Materials provided student-centered, culturally responsive resources to support differentiated instruction. Usage remained high across sites, and teachers reported greater flexibility in meeting diverse learner needs. Material access and fulfillment metrics were consistent with the previous year. The difference between the 2023 and 2024 CAASPP ELA results show a decline across most student groups. All Students declined by 8.8 points in Distance from Standard (DFS), with Low-Income (-10.6) and English Learners (-9.0) also showing similar downward trends. While Homeless Youth experienced only a slight decline (-2.2), Foster Youth had a significant drop of -55.8 points, highlighting an urgent need for supplemental instructional reading foundation materials. The end-of-year 2024

reading data shows encouraging growth, especially in second grade, where All Students improved by 8.7%, Low-Income students by 10.6%, English Learners by 3.7%, and Foster Youth showed a significant gain of 25%. First grade also demonstrated progress, with All Students increasing by 1.6% and Low-Income students by 2.5%. These gains reflect the positive impact of the newly implemented evidence-based reading program. While first-grade English Learners declined by 7.4%, this highlights a need for more targeted support to ensure all students benefit equitably from the program. The 2023–2024 STAR Math results show mixed outcomes. Second grade demonstrated modest overall growth, with All Students improving by 0.5%, Low-Income students by 3.2%, and Foster Youth making an exceptional gain of 50%. However, English Learners in second grade declined by 4.6%, indicating a need for more targeted math instruction. In first grade, Foster Youth again showed strong growth (+20%), but All Students (-6.3%), Low-Income (-9.8%), and English Learners (-24.2%) saw notable declines. These results suggest that while some subgroups are benefiting from supports, additional focus is needed in early math instruction, particularly for English Learners and Low-Income students in first grade. This will be addressed in 2025-26 with K, 1st and 2nd grade math pd in Action 1.1. The 2023–2024 CAASPP Math results reflect a decline across all reported student groups. All Students declined by 6.4 DFS, with Low-Income (-8.2) and English Learners (-7.6) showing slightly greater drops, suggesting that existing supports may not be adequately addressing foundational math needs. Foster Youth experienced a significant decline of 21.6 points, and Homeless Youth declined by 11.7 points, highlighting urgent equity gaps that need targeted intervention. These results underscore the need to strengthen core math instruction and consider more intensive, differentiated supports for historically underserved groups.The district has maintained a performance level of 5—the highest rating—on all local indicators, including Professional Development, Instructional Materials, Policy and Program Support, and Implementation of State Standards. This reflects the district's continued commitment to providing high-quality teaching and learning conditions aligned with state expectations. Action 3.2 was effective in supporting students with materials to provide access and equity to the state content standards. It will continue to be monitored in future years.

Action 3.3 Technology Staff and Resources maintained strong device access, help desk support, and classroom integration assistance. Metrics related to student-device ratios and tech support response times held steady. The Middle School Technology Advisory Group continued to inform district planning around safe tech use and digital citizenship.The 2023–2024 ELPI results show a decline in the percentage of students making progress. English learners overall dropped by 1.9%, while Long-Term English learners (LTELs) experienced a significant decline of 20.3%. The data indicates a need to strengthen instructional integration with technology to make instruction engaging. The district made meaningful progress in reducing chronic absenteeism among most student groups. All students decreased by 2.7%, with notable reductions among English learners (-3.1%) and Low-income students (-2.5%), indicating positive impacts from attendance initiatives. However, Foster Youth (+9.2%) and African American students (+4%) experienced increased chronic absenteeism, highlighting a need for more targeted, culturally responsive supports. In addition, to sustain and expand these gains, the district must continue investing in staff support, effective technology integration, and access to high-quality digital supplemental programs that engage students and support consistent attendance. The district has maintained facilities are in good repair meaning the district can support 21st century technology student access and staff support in facilities that are clean, conducive to learning and well maintained. Action 3.3 was effective in ensuring students have the best access to provide equity in learning and promote career and college preparedness.

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.

No changes made

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	Induction, Recruitment and Retention	The district will recruit and retain qualified staff to meet the needs of students by offering a teacher induction program, delivery of strategic plans to recruit and maintain high-caliber personnel, and fostering a work environment that promotes staff well-being and retention, in order to increase student achievement for our unduplicated students so they have continuity of personnel to support their needs. This action is focused on Low-income, foster youth and English learner students. It will be measured by: M1.1, M3.3	$114,001.60	Yes
3.2	Supplemental Instructional Materials	The district will allocate resources to procure and distribute supplemental instructional materials across all grade levels and subject areas to enhance teaching and learning that support diverse learning styles, address individual student needs, and reinforce core curriculum objectives, focusing on Low-income and English learner students in order to increase student achievement. This action will be measured by. This action will be measured by M1.1, M1.3, M1.4, M1.5, M3.4	$32,100.00	No
3.3	Technology Engagement	The district will integrate technology and adopt innovative teaching practices to enhance the core program by providing certificated and classified staff to ensure technology materials are student-focused, culturally relevant, increase student engagement and monitoring of learning progress, focused on Low-income and English learner students in order to increase student achievement. This action will be measured by: M.1.7, M2.1, M3.2.	$474,486.17	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$12,079,035	$1,253,672

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
26.348%	0.000%	$0.00	26.348%

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:** Professional Development **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA	To enhance ELA and math skills across all grades and student groups, particularly to address Low-income and foster youth students as they lag significantly below the general student group. The district is providing LEA-wide targeted professional development to support educators (teachers, instructional staff, and administrators) so Low-income and foster youth students at Central School District have access to best first instruction. According to the research of Linda Darling Hammond from the Learning Policy Institute, in	This action will be measured by the metrics identified in the action description.

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
	(3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA compared to Math, indicating a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. While both ELA and Math scores indicate significant challenges, Foster Youth students perform better in ELA compared to Math, with a smaller DFS score (-71.4 DFS vs. -120 DFS) indicating a smaller achievement gap. There is a critical need for improvement in both ELA and Math performance among Foster Youth students, with particularly urgent attention required in math. In summary, while the overall student group performs better in ELA compared to Math, there are significant variations in performance and achievement gaps across different student subgroups. STAR ELA data for EL, foster youth and Low-income indicate a need to increase professional development in the Science of Reading and application of a minimum of 60 minutes per day in grades K, 1 and 2. According to the assessment data from the 2023-24 academic year and the input provided by educational partners, it has become evident a need for ongoing professional development	turn, effective professional development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills. Our Teacher on Assignment (TOA) and job-embedded coaching initiatives are fundamental components in our strategy to address academic gaps, particularly among students who may have limited opportunities to receive academic support at home. Professional development will be provided to classroom teachers, administrators and other instructional staff ensuring they have the tools and knowledge necessary to effectively promote ELA and math literacy development in grades TK-8. The district's job-embedded coaching model integrates professional development directly into the day-to-day work of teachers. Administrators, TOAs, and release teachers serving as coaches work closely with teachers to identify areas for growth, develop action plans, and provide ongoing feedback and support. This approach ensures that professional learning is relevant, contextualized, and immediately applicable to classroom practice, to address our Low-income and foster youth students who depend on differentiated instruction. The district will also contract with experts in math and ELA to provide teachers with explicit content knowledge to plan effective instruction. The district also recognizes the importance of equipping administrators with the knowledge and skills to support and sustain effective teacher efficacy schoolwide. To this end, the district will	

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	for educators and administrators is critical to improve outcomes for the identified students, particularly Low-income and foster youth. Parents, community members, educators, staff, and administrators across the district, including SELPA (Special Education Local Plan Area) and bargaining units, have highlighted the necessity for continuous professional development. This development would support educators and staff with resources addressing student academic needs, formative assessments, dedicated Teachers-On-Assignment, development of administrative capacity, and centralized professional development available throughout the day, after school, and through job-embedded coaching on engagement strategies, as well as coaching for new and temporary teachers. Targeted interventions and support are essential to address the specific needs of each subgroup and promote equitable educational outcomes. Hence, educators at all levels will need professional development and coaching to improve classroom instruction, tiered interventions and differentiated lessons. **Scope:** LEA-wide	offer capacity-building workshops and training opportunities for school leaders, focusing on topics such as instructional leadership, data analysis, and creating a culture of continuous improvement.	
1.2	**Action:** Tiered Intervention Support **Need:**	To enhance ELA and math skills across all grades, the district is launching LEA-wide interventions implemented at each school site to support Low-income and foster youth students. Through an	This action will be measured by the metrics identified in the action description.

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
	The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA compared to Math, indicating a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. While both ELA and Math scores indicate significant challenges, Foster Youth students perform better in ELA compared to Math, with a smaller DFS score (-71.4 DFS vs. -120 DFS) indicating a smaller achievement gap. There is a critical need for improvement in both ELA and Math performance among Foster Youth students, with particularly urgent attention required in math. In summary, while the overall student group performs better in ELA compared to Math, there are significant variations in performance and achievement gaps across different student subgroups. STAR ELA data for EL, foster youth and Low-income indicate a need to increase professional development in the Science of Reading and application of a	LEA-wide integrated framework of Multi-Tiered System of Supports (MTSS) approach, it provides a comprehensive framework for identifying and addressing the academic and behavioral needs of all students, including low-income and foster youth populations. Through MTSS, we will systematically assess student needs, differentiate instruction based on individual learning profiles, and provide targeted interventions at various tiers of support. This proactive approach allows us to identify struggling students early, provide prompt interventions, and monitor their progress over time. To address the academic needs of low-income and foster youth students, our district is implementing a multifaceted approach that includes dedicated intervention teachers and coordinators at each school, along with the addition of extended intervention teachers at the elementary schools to provide targeted support. Additionally, we are committed to reducing class sizes in key intervention settings to facilitate more personalized instruction. To complement additional staffing, we are investing in a wide range of intervention materials tailored to meet the diverse learning needs of our students. To ensure effective monitoring of student progress, we are implementing various local assessment systems that provide timely and actionable data to inform instruction and intervention efforts. By aligning these initiatives with the unique needs of low-income and foster youth students, we aim to create a supportive learning environment that fosters academic growth and success for all. By embedding MTSS principles into our intervention	

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	minimum of 60 minutes per day in grades K, 1 and 2. According to the assessment data from the 2023-24 academic year and the input provided by educational partners, it has become evident a need for ongoing interventions that are tailored to identified student needs. During the LCAP development period, parents, guardians, teachers, staff, administrators, community members and students have shared a need to bolster interventions for students not meeting grade-level standards through more teachers, intervention programs, centralized strategies within the student data system, weekly professional learning communities, and assessment systems to track progress particularly for our Low-income and foster youth students. Targeted interventions and support are essential to address the specific needs of each subgroup and promote equitable educational outcomes. The district is working to implement a multi-tiered system of support which outlines how schools will create opportunities in tier I, tier II and tier III interventions so students have support matched to their identified need. **Scope:** LEA-wide	strategies, we aim to create a cohesive system of support that ensures equitable access to high-quality education and promotes positive outcomes for every student, particularly those facing additional challenges due to socioeconomic factors or foster care involvement.	
1.4	**Action:** College and Career Preparedness	To enhance college and career preparedness across all grades, the district is launching districtwide programs and resources at each	This action will be measured by the metrics

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	Need: The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA compared to Math, showing a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. In summary, while the overall student group performs better in ELA compared to Math, there are significant variations in performance and achievement gaps across different student subgroups. Based on assessment data from the 2023-24 academic year and input from educational partners, LEA-wide programs are needed to prepare students matriculating out of the district prepared for a generative high school experience that leads them towards college and career pathways. Moreover, parents, DAC, DELAC, staff, teachers, students, site and district administrators, community members, and the SELPA (Special Education	school site to support Low-income and foster youth students have meaningful opportunities to develop college and career awareness and preparation. Low-income and foster youth students are underrepresented in college enrollment and career pathways due to limited experiences and access to enrichment programs. Our local student data confirmation process shows families of Low-income or foster youth students have not yet reached higher educational college degrees. Implementing LEA-wide initiatives such as the AVID program, college awareness activities at the elementary level, college visits, after-school enrichment clubs, and parent workshops serves as a crucial foundation for fostering college and career pathways for low-income and foster youth students as they transition from elementary school to high school and beyond. These programs provide invaluable exposure to college readiness skills, instilling the importance of higher education and career exploration early on. By offering opportunities for hands-on learning experiences, college campus visits, and engagement with professionals from various fields, students gain insight into potential career paths and develop the necessary skills and aspirations for post-secondary success. Moreover, parent workshops equip families with essential resources and support networks to navigate the college application process and advocate for their children's educational aspirations, empowering students from underserved backgrounds (Low-income, homeless youth and foster youth) to pursue and achieve their college and career goals.	identified in the action description.

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	Local Plan Area) administrator have all voiced the need to ensure the district offers programs and resources that prepare all students for high school and beyond, focusing on college and career initiatives, programs, and services. **Scope:** LEA-wide		
1.5	**Action:** Broad Course of Study **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA compared to Math, indicating a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. While both ELA and Math scores indicate significant challenges, Foster Youth students perform better in ELA	To address the specific needs of low-income and foster youth students identified on the 2023 CA School Dashboard, providing access to a broad course of study offers numerous benefits to all students, enriching their overall educational experience and fostering well-rounded development. These experiences are limited for these student groups as families often work more than one job and have limited resources and time to dedicate enrichment experiences to their children at home. The district is providing LEA-wide programs to scale up resources to support the objective of increasing academic achievement of Low-income and foster youth students by offering increased broad course of studies at the elementary and middle schools. Exposure to diverse subjects and extracurricular activities cultivates critical thinking skills, creativity, and problem-solving abilities, preparing students for success in an increasingly complex and interconnected world. Furthermore, participation in varied educational experiences promotes social and emotional growth, encouraging students to explore their interests, build confidence, and develop leadership qualities. By offering a	This action will be measured by the metrics identified in the action description.

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	compared to Math, with a smaller DFS score (-71.4 DFS vs. -120 DFS) indicating a smaller achievement gap. There is a critical need for improvement in both ELA and Math performance among Foster Youth students, with particularly urgent attention required in math. English Learners demonstrate stronger performance in ELA compared to Math, with a smaller DFS score (-21.3 DFS vs. -51.1 DFS) indicating a smaller achievement gap. There is a significant need for improvement in math performance among English Learners, as they are performing below the standard in this subject. While data is currently not available for LTELs (Long Term English Learners), the district is committed to providing services and support for this student group to provide opportunities of growth in ELA and math. With 52.5% of ELs making progress towards proficiency as measured by the annual English Language Proficiency Assessment, there is evident need in language acquisition and skill development within this student group. In summary, while the overall student group performs better in ELA compared to Math, there are significant variations in performance and achievement gaps across different student subgroups. Based on assessment data from the 2023-24 academic year and input from educational partners, an emphasis was noted in the importance of providing a broad curriculum that promotes a well-rounded education for	comprehensive range of enrichment opportunities, including classes in Visual and Performing Arts (VAPA), afterschool programs, and extracurricular clubs, schools create inclusive learning environments that celebrate students' diverse talents and interests, nurturing a sense of belonging and fostering a lifelong love of learning. Thus, ensuring access to a broad course of study for students on an LEA-wide basis, it not only enhances academic achievement but also contributes to the holistic development of students, equipping them with the skills and competencies needed to thrive in both their academic pursuits and future careers.	

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	every student, particularly focuses on Low-income and foster youth students. **Scope:** LEA-wide		
1.6	**Action:** Engagement Strategies Support **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA compared to Math, showing a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. While both ELA and Math scores indicate significant challenges, Foster Youth students perform better in ELA compared to Math, with a smaller DFS score (-71.4 DFS vs. -120 DFS) indicating a smaller achievement gap. There is a critical need for	To address the specific needs of low-income, English learner and foster youth students identified on the 2023 CA School Dashboard, the district will ensure students are provided daily opportunities to develop listening, speaking, reading, and writing skills across all content areas and elective courses. The LEA-wide initiative ensures evidence-based engagement strategies are embedded at least once in each content lesson daily. John Hattie's research underscores the vital importance of lessons incorporating cooperative learning and active student engagement. These approaches have a profound positive impact on learning outcomes, particularly benefiting low-income, foster youth, and English learner students. By fostering collaboration and active participation, these methods address educational disparities, promote critical thinking, and enhance social-emotional development. Hattie's findings highlight the significance of creating inclusive, interactive learning environments where all students can thrive academically and develop essential skills for future success. The LEA-wide implementation of dedicated coaching, administrator instructional walkthroughs and professional development for administrators and teachers will ensure all lessons include a minimum of one embedded active	This action will be measured by the metrics identified in the action description.

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	improvement in ELA and Math performance among Foster Youth students, with urgent attention needed to math. English Learners show stronger performance in ELA compared to Math, with a smaller DFS score (-21.3 DFS vs. -51.1 DFS) indicating a smaller achievement gap. There is a significant need for improvement in math performance among English Learners, as they are performing below the standard in this subject. While data is currently not available for LTELs (Long Term English Learners), the district is committed to providing services and support for this student group to provide opportunities of growth in ELA and math. With 52.5% of ELs making progress towards proficiency as measured by the annual English Language Proficiency Assessment, there is evident need in language acquisition and skill development within this student group. In summary, while the overall student group performs better in ELA compared to Math, there are significant variations in performance and achievement gaps across different student subgroups. All educational partners said students need to develop and practice daily literacy skills in reading, writing, speaking (discourse) and listening across all content subjects. Teachers must receive ongoing support to ensure engagement strategies are embedded in each lesson. This will ensure students develop communicative skills to be successful members of their school and community.	student engagement strategy to increase the academic performance in all content areas, particularly focused on low-income, foster youth and English learner students.	

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	Scope: LEA-wide		
2.1	**Action:** Family Engagement Support **Need:** According to the Annual Family Survey, in 2023-24 97% Feel School Encourages Family Engagement. This metric requires the district to maintain and expand on programs as student needs vary from student group to absenteeism and suspension data. The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance	As identified on the 2023 CA School Dashboard, Low-income students are experiencing increased suspension rates and chronic absenteeism rates. The district will ensure LEA-wide practices to increase the home-school connection by providing dedicated parent involvement coordinators, dedicated district and site certificated and classified staff, programs and workshops for Low-income, homeless, foster youth and English learner families so they may feel a greater capacity to support their child's academic and social-emotional wellness. Overall, the data underscores the importance of addressing chronic absenteeism as a barrier to academic success, particularly among student subgroups such as Low-Income students. In response to family surveys, the district will provide LEA-wide Parent Guardian Academy workshops (PGA) at school sites and the district office, according to the time families reported as most convenient from the Superintendent's monthly survey. Workshops on internet safety, wellness, drugs and substance abuse, English learner supports, foster youth and homeless resources, community outreach, culturally responsive practices, and basic needs support. These topics along with the implementation of evidence-based family engagement strategies will increase family engagement for Low-income students as well as other student groups at schools on an LEA-wide	This action will be measured by the metrics identified in the action description.

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	rates among foster youth students compared to other student subgroups which support foster youth family engagement at the district and site levels. To address the specific needs of low-income, foster youth and English learner students as identified through the educational partner engagement process. Parents, staff, DAC, DELAC, and community members have highlighted the necessity of workshops for families and guardians to aid them in supporting their children's success in school, understanding the US school system, digital citizenship, health, social-emotional learning, and academics. **Scope:** LEA-wide	basis. By implementing family engagement opportunities and workshops, the district provides support for families to remove barriers to their child attending school daily.	
2.2	**Action:** Social-Emotional Learning Support **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student	To address the specific needs of low-income students identified in the 2023 CA School Dashboard as experiencing increased suspension and chronic absenteeism rates, the district is implementing a comprehensive approach. This initiative involves LEA-wide programs focused on positive behavior intervention and support strategies across all tiers. By providing certificated and classified staff with curriculum on Social-Emotional Learning, as well as access to mental health clinicians and community referrals, counseling staff, and relevant materials, we aim to create a supportive environment conducive to student well-being and success. This LEA-wide initiative ensures that evidence-based social-	This action will be measured by the metrics identified in the action description.

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	population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, indicating that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners exhibit a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster Youth students have a suspension rate of 0%, indicating that no foster youth students received suspensions during the academic year. In response to feedback from educational partners and analyzing the data from the Ca School Dashboard, it has become clear that there is a pressing need for increased social-emotional interventions and support provided	emotional support and strategies are available to all students, particularly those experiencing higher rates of suspension. Tier II and III strategies, such as restorative practices, trauma-informed approaches, and dedicated staff to enhance the home-school connection with families, will be implemented to address the identified needs of these students effectively. To address these needs effectively, we are implementing several initiatives. Our mental health staff will be deployed to provide personalized support and guidance to students. Social-emotional curricula will be integrated into our educational programs to promote holistic well-being. Professional development opportunities in restorative practices and trauma-informed approaches will empower educators to create nurturing and inclusive environments. Furthermore, family workshops will be offered to enhance the home-school connection and support parents in fostering their children's social-emotional development. Specialized support will also be provided for foster youth and other identified student groups, ensuring that all students have access to the resources and support they need to thrive emotionally and academically.	

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	on an LEA-wide basis. Students are seeking connection, wellness, and strategies for positive conflict management and interaction among their peers. **Scope:** LEA-wide		
2.3	**Action:** Positive Behavior and Support **Need:** The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, showing that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners show a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster youth students have a suspension rate of 0%, indicating that no foster youth students received suspensions during the academic year. Concerns have been raised by various educational partners, including parents, teachers, site and district administrators, CTO, CSEA, staff, students, DAC, DELAC, SELPA	To address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased suspension rates challenges, the district is implementing multi-tiered systems of support (MTSS). Students will be provided with positive behavior intervention and support (PBIS) strategies at all tiers on an LEA-wide basis, utilizing progress monitoring inventory assessments at each school to track effectiveness. This LEA-wide initiative ensures evidence-based PBIS strategies are accessible to all students, particularly those facing higher rates of suspension. Tier II and III strategies, such as restorative practices, PBIS rewards program, school counseling services, trauma-informed approaches, and dedicated staff to nurture positive student interactions, will be employed to meet the identified needs of these students effectively. Additionally, proactive measures will be taken to promote attendance through PBIS strategies, fostering a positive school climate conducive to student engagement and success. Overall, the data suggests that English Learners and Foster Youth students experienced lower suspension rates compared to the overall student population and Low-Income students. This may	This action will be measured by the metrics identified in the action description.

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	(Special Education Local Plan Area), and the community, about the escalating need for attention to student behavior in schools, which directly affects student learning and wellness. **Scope:** LEA-wide	indicate the effectiveness of targeted counseling and mentor support and restorative practice strategies tailored to the needs of these student subgroups. However, the slightly higher suspension rate among Low-Income students calls for added districtwide PBIS tiered systems of support, schools can work towards creating more positive learning environments at school. To address the need raised by educational partners, an action within the LCAP focuses on implementing tiered positive behavior intervention strategies. This includes providing professional development, programs, resources, and incentives aimed at fostering a positive school climate conducive to student success.	
2.4	**Action:** Attendance **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners show a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent	To address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased chronic absenteeism rates, the district is implementing targeted measures. Dedicated staff will work closely with families to identify and remove barriers preventing their children from attending school regularly. Through differentiated monitoring programs, district and school-certified and classified staff will conduct on-the-spot attendance calls to families, providing personalized support to ensure daily attendance. Research indicates that chronically absent students are at greater risk of academic struggles, dropout, and decreased college and career readiness. Therefore, our LEA-wide initiative aims to provide comprehensive support through programs, initiatives, and dedicated staff to assist struggling students and their families in prioritizing regular and punctual	This action will be measured by the metrics identified in the action description.

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	from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This shows a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. Parents, administrators, teachers, and community members expressed concerns about increased student chronic absenteeism since the return to school from the COVID 19 pandemic. **Scope:** LEA-wide	school attendance, thus laying a solid foundation for academic success and future opportunities. To address the need raised by educational partners, an action has been included in the LCAP to provide dedicated district and school staff, programs, family resources and workshops, and District Attendance Team who will monitor attendance data regularly and meet with parents and students to determine that supports are being provided and student needs are being heard. Overall, the data underscores the importance of addressing chronic absenteeism as a barrier to academic success, particularly among student subgroups such as Low-Income students. By implementing LEA-wide targeted interventions and support services, schools can work towards reducing chronic absenteeism rates and ensuring that all students have equitable access to consistent and meaningful educational opportunities.	
2.5	**Action:** Mentor Support **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students	To address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased suspension and chronic absenteeism rates, the district is introducing districtwide mentorship services. Research indicates that when students form positive relationships with caring and responsible school staff, they are more likely to engage positively in school and with their peers. To ensure students receive tiered mentorship support (Tier I, II, and III), the district will maintain staff resources on a districtwide basis. These dedicated certificated and classified staff members will	This action will be measured by the metrics identified in the action description.

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
	from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, indicating that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners show a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster Youth students have a suspension rate of 0%, showing that no foster youth students received suspension during the academic year. Educational partners have collectively underscored the urgent importance of allocating staff to address the needs of	provide personalized mentorship to students, fostering a supportive environment conducive to academic success and improved attendance. This encompasses a range of vital activities, including regular student interactions, check-ins, modeling positive behavior, intervening to redirect negative behavior, fostering enhanced communication and collaboration with parents and guardians, and implementing restorative conflict management strategies alongside trauma-informed practices. Overall, the data suggests that English Learners and foster youth students experienced lower suspension rates compared to the overall student population and Low-Income students. This may show the effectiveness of districtwide targeted counseling and mentor support and restorative practice strategies tailored to the needs of these student subgroups. However, the slightly higher suspension rate among Low-income students calls for added mentorship support ensuring that all students have equitable access to consistent and meaningful educational opportunities.	

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
	students requiring tier 2 and 3 individualized supports. **Scope:** LEA-wide		
2.6	**Action:** Health and Wellness Support **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, showing that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, showing that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. The suspension rate data for the 2022-23 academic year shows significant variations	To effectively address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased chronic absenteeism and suspension rates, the district is implementing targeted measures. Additional staff and programs focused on student health and wellness will be provided districtwide. Research consistently highlights the pivotal role of prioritizing student health and wellness in fostering positive school attendance and peer interactions. When students' fundamental needs, such as access to nutritious meals, adequate sleep, and emotional support, are met, they are more likely to attend school regularly and engage positively with their peers. Studies further underscore that interventions addressing these needs positively impact students' overall well-being, leading to improved attendance and enhanced social interactions. By cultivating a school environment that prioritizes health and wellness, educators lay a solid foundation for academic success and positive social development, benefiting the entire school community. In response to the needs raised by educational partners, the district is committed to implementing a range of initiatives on an LEA-wide basis. This includes expanding elementary and middle school sports and activities, deploying health clerks at	This action will be measured by the metrics identified in the action description.

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
	across student subgroups. The overall suspension rate is 1.5%, indicating that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners exhibit a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster Youth students have a suspension rate of 0%, indicating that no foster youth students received suspensions during the academic year. Parents, staff, teachers, and community members have collectively underscored the critical importance of ensuring comprehensive support for every aspect of a child's well-being, including their physical health and wellness. **Scope:** LEA-wide	school sites, increasing the number of nurses, offering wellness programs and family workshops, and providing staff with professional development opportunities focused on student wellness. By prioritizing these measures, the district aims to create a nurturing environment that promotes the holistic health and well-being of all students. Overall, the data suggests that the slightly higher suspension rate among low-income students calls for the allocation of resources, staff, and support dedicated to health and wellness initiatives. By ensuring that students receive a well-rounded approach that encompasses their physical well-being and ability to participate in healthy peer-to-peer interactions, particularly through sports activities, we can better address the underlying factors contributing to suspension rates and foster a supportive environment conducive to student success.	
3.1	**Action:** Induction, Recruitment and Retention **Need:** According to the 2023-24 local survey, 89% of classified and certificated staff agree that they receive adequate support to excel in their roles. Furthermore, the district is steadfast in	To effectively address the specific needs of low-income students shown on the 2023 CA School Dashboard, including increased suspension rates, chronic absenteeism, and proficiency gaps in ELA and math, the district will enact a comprehensive set of initiatives. This includes implementing a LEA-wide staff induction program, enhancing recruitment efforts, providing targeted professional	This action will be measured by the metrics identified in the action description.

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
	its commitment to ensuring all teachers are appropriately credentialed teachers. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, Low-Income students also have a higher chronic absenteeism rate of 25.7%. Academically, overall students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. However, Low-Income students perform better in ELA compared to Math as a cohort, showing a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject and in ELA compared to the overall student group. Our educators, support personnel, leaders, bargaining entities, DAC, DELAC, and SELPA (Special Education Local Plan Area) have highlighted the necessity to bolster LEA-wide efforts in staff retention and recruitment, aiming to attract the most qualified professionals to serve our diverse student body, particularly our Low-income students. **Scope:**	development, and implementing strategies to promote staff retention so the district can ensure a greater benefit to low-income students as these students benefit best from consistent adults in their educational journey. These measures aim to ensure a stable and consistent workforce, reducing teacher and staff turnover, and fostering a supportive environment conducive to student success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	**Action:** Technology Engagement **Need:** In the 2023-24 academic year, 65.8% of educational partners strongly agreed or agreed on the effective application of technology in the classroom. This baseline metric serves as a foundation for our ongoing commitment to supporting technology integration in educational settings on a districtwide basis. Low-income students have a higher chronic absenteeism rate of 25.7%, English Learners at 17.9% chronically absent, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. Furthermore, there is unanimous agreement among our educational partners to involve students with state-of-the-art technological tools within the educational environment, preparing them for future pursuits. **Scope:** LEA-wide	Moving forward, our commitment to fostering innovative teaching practices that harness technology to enrich student learning experiences remains steadfast. This commitment is especially vital for our Low-income students, as highlighted by the 2023 CA School Dashboard results on Chronic Absenteeism, indicating a need to enhance their engagement in school. To address this, our district will allocate LEA-wide resources dedicated to technology integration. These resources will include specialized site technicians, certificated teacher training in technology integration, professional development opportunities focused on incorporating technology into lesson planning, access to resources and tools that promote student learning and engagement, opportunities for coding application and classes, parent workshops on digital literacy, and additional digital tools and hardware to support digital learning initiatives. Through these comprehensive efforts, we aim to create an inclusive and dynamic learning environment where all students, including those from Low-income backgrounds, can thrive academically and develop essential digital literacy skills for success in the 21st century. To address the feedback from our educational partners, we are implementing LEA-wide strategic initiatives and providing professional development opportunities to enable educators to seamlessly integrate technology into their teaching methods. By doing so, the district is providing greater benefit to Low-income students by equipping them with	This action will be measured by the metrics identified in the action description.

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
		the essential skills and competencies required to excel in an increasingly digitized world. Other students who are more affluent may have greater access at home. Through these comprehensive efforts, we aim to create an inclusive and dynamic learning environment where all students, including those from Low-income backgrounds, can thrive academically and develop essential digital literacy skills for success in the 21st century.	

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
1.3	**Action:** EL Academic and Language Support **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are	The district acknowledges the ongoing challenge of ensuring equitable access to resources and support for ELs to achieve full English proficiency. To enhance programs and services for English learners, districtwide efforts to refine and expand instructional strategies, along with sustained investment in professional development for educators, will be essential to further advance the language proficiency outcomes of ELs and promote educational equity within the district. Districtwide professional development will prioritize culturally responsive teaching practices to create inclusive learning environments that affirm and celebrate the diverse linguistic and cultural backgrounds of ELs and LTELs. To facilitate	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	performing below the standard in this subject. English Learners demonstrate stronger performance in ELA compared to Math, with a smaller DFS score (-21.3 DFS vs. -51.1 DFS) indicating a smaller achievement gap. There is a significant need for improvement in math performance among English Learners, as they are performing below the standard in this subject. The baseline data for LTELs in 2023-2024 is -72.2 DFS in CAASPP ELA and -142.3 DFS in CAASPP math, indicating stronger Tier I instruction and language supports for these students. LTELs decreased -20.3% in Making Progress on English which indicates a greater need to improve designated and integrated ELD at the Middle Schools. With 52.5% of ELs making progress towards proficiency as measured by the annual English Language Proficiency Assessment, there is evident need in language acquisition and skill development within this student group. This baseline underscores the efficacy of targeted instructional interventions and support services implemented to address the unique needs of ELs. Our LTELs total 69 students, with 10.1% at level 1, 15.9% at level 2, 43.5% level 3 and 30.4% at level 4. Our LTELs are clustered in grades 6, 7, and 8. We have identified a need to support our middle school teachers with professional development on improving differentiation and engagement strategies to support these students. Based on assessment data from the 2023-24 academic year and input from educational	ongoing progress monitoring, we will implement regular assessments to track academic and English proficiency growth, using data to inform instructional decision-making and intervention strategies. By ensuring daily language acquisition through dedicated English Language Development (ELD) instruction, teachers will ensure ELs receive targeted language support tailored to their proficiency levels. Additionally, educators will integrate language and content instruction across all subject areas, ensuring that ELs have meaningful access to grade-level curriculum while simultaneously developing their English language skills.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	partners, dedicated English Language Development (ELD) programs are essential to ensure academic gains for English learners and to close the achievement gap. Through engagement sessions with education partners, additional needs were identified by various educational partners, including teachers, administrators, instructional staff, DELAC, DAC, and district administrators. These needs include enhancing language and intervention support for English learners through additional resources, classified paraprofessionals, materials, increased paraprofessional support in middle schools, EL parent workshops, Newcomer professional development, AVID Excel for Long Term English Learners (LTEL) at middle schools, and dedicated EL support teachers at the middle school level. Targeted interventions and teacher capacity building in evidence based EL strategies, along with administrator workshops, are crucial for addressing academic gaps in CAASPP ELA and math for English learners. **Scope:** Limited to Unduplicated Student Group(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.

Not 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.

Maintain 10 Classroom Teachers FTE assigned in 2024-25 for class size reduction in 2025-26, as identified in Goal 1, action 6. The criteria to identify which schools require additional staffing was classroom projections and rosters to support class loads under the limit and to reduce combination classes as much as possible. This process occurs in spring with one-one meetings with cabinet and each principal.

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	No comparison schools, therefore not applicable.	No comparison schools, therefore not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools, therefore not applicable.	No comparison schools, therefore not applicable.

2025-26 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	$45,845,055	$12,079,035	26.348%	0.000%	26.348%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,792,280.76	$2,185,188.95	$0.00	$1,075,844.71	$18,053,314.42	$17,201,902.97	$851,411.45

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	Professional Development	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$771,719.39	$201,086.00	$885,316.46	$67,538.93	$0.00	$19,950.00	$972,805.39	
1	1.2	Tiered Intervention Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$4,417,765.03	$14,254.25	$3,570,288.36	$96,601.86	$0.00	$765,129.06	$4,432,019.28	
1	1.3	EL Academic and Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$243,382.14	$48,950.00	$237,518.35	$0.00	$0.00	$54,813.79	$292,332.14	
1	1.4	College and Career Preparedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$253,871.43	$44,678.00	$298,549.43	$0.00	$0.00	$0.00	$298,549.43	
1	1.5	Broad Course of Study	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$908,981.99	$47,433.20	$392,323.63	$542,335.36	$0.00	$21,756.20	$956,415.19	
1	1.6	Engagement Strategies Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	$3,930,387.40	$13,500.00	$3,464,878.72	$475,508.68	$0.00	$3,500.00	$3,943,887.40	
1	1.7	Small Group Support	All	No			All Schools	2025-26, 2026-27, 2027-28	$541,470.51	$0.00	$0.00	$541,470.51	$0.00	$0.00	$541,470.51	
2	2.1	Family Engagement Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$539,421.93	$5,000.00	$544,421.93	$0.00	$0.00	$0.00	$544,421.93	
2	2.2	Social-Emotional Learning Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$2,670,278.58	$90,991.00	$2,701,022.40	$9,800.00	$0.00	$50,447.18	$2,761,269.58	
2	2.3	Positive Behavior and Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$86,727.48	$58,921.00	$17,500.00	$0.00	$0.00	$128,148.48	$145,648.48	

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	2.4	Attendance	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$248,541.40	$67,700.00	$316,241.40	$0.00	$0.00	$0.00	$316,241.40	
2	2.5	Mentor Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$951,657.17	$0.00	$951,657.17	$0.00	$0.00	$0.00	$951,657.17	
2	2.6	Health and Wellness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$772,199.14	$51,876.00	$824,075.14	$0.00	$0.00	$0.00	$824,075.14	
2	2.7	After-school Tutoring and Clubs	All	No			All Schools	2025-26, 2026-27, 2027-28	$45,578.00	$94,422.00	$0.00	$140,000.00	$0.00	$0.00	$140,000.00	
2	2.8	Tiered Behavior Supports	All	No			All Schools	2025-26, 2026-27, 2027-28	$236,184.61	$0.00	$0.00	$236,184.61	$0.00	$0.00	$236,184.61	
2	2.9	Family Extended Supports	All	No			All Schools	2025-26, 2026-27, 2027-28	$75,749.00	$0.00	$0.00	$75,749.00	$0.00	$0.00	$75,749.00	
3	3.1	Induction, Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$44,501.60	$69,500.00	$114,001.60	$0.00	$0.00	$0.00	$114,001.60	
3	3.2	Supplemental Instructional Materials	All	No			All Schools	2024-27	$0.00	$32,100.00	$0.00	$0.00	$0.00	$32,100.00	$32,100.00	
3	3.3	Technology Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	$463,486.17	$11,000.00	$474,486.17	$0.00	$0.00	$0.00	$474,486.17	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$45,845,055	$12,079,035	26.348%	0.000%	26.348%	$14,792,280.76	0.000%	32.266 %	**Total:**	$14,792,280.76
								LEA-wide Total:	$14,554,762.41
								Limited Total:	$237,518.35
								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	Professional Development	Yes	LEA-wide	Foster Youth Low Income	All Schools	$885,316.46	
1	1.2	Tiered Intervention Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,570,288.36	
1	1.3	EL Academic and Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$237,518.35	
1	1.4	College and Career Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$298,549.43	
1	1.5	Broad Course of Study	Yes	LEA-wide	Low Income	All Schools	$392,323.63	
1	1.6	Engagement Strategies Support	Yes	LEA-wide	English Learners Low Income	All Schools	$3,464,878.72	
2	2.1	Family Engagement Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$544,421.93	
2	2.2	Social-Emotional Learning Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,701,022.40	

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 (%)
2	2.3	Positive Behavior and Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$17,500.00	
2	2.4	Attendance	Yes	LEA-wide	Low Income	All Schools	$316,241.40	
2	2.5	Mentor Support	Yes	LEA-wide	Low Income	All Schools	$951,657.17	
2	2.6	Health and Wellness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$824,075.14	
3	3.1	Induction, Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,001.60	
3	3.3	Technology Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$474,486.17	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,328,911.06	$16,399,630.82

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**	Professional Development	Yes	$1,181,504.02	$982,498.85
1	**1.2**	Tiered Intervention Support	Yes	$4,496,063.25	$4,304,534.17
1	**1.3**	EL Academic and Language Support	Yes	$331,286.60	$321,206.02
1	**1.4**	College and Career Preparedness	Yes	$265,950.49	$282,346.70
1	**1.5**	Broad Course of Study	Yes	$1,039,169.69	$697,127.64
1	**1.6**	Engagement Strategies Support	Yes	$3,283,820.35	$3,315,776.00
2	**2.1**	Family Engagement Support	Yes	$555,947.91	$527,648.25
2	**2.2**	Social-Emotional Learning Support	Yes	$3,228,151.87	$3,107,323.99
2	**2.3**	Positive Behavior and Support	Yes	$150,481.16	$143,989.02
2	**2.4**	Engagement and Attendance Support	Yes	$295,731.62	$285,024.18
2	**2.5**	Mentor Support	Yes	$1,108,811.00	$1,075,606.12

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	**2.6**	Health and Wellness Support	Yes	$783,987.07	$750,026.67
3	**3.1**	Induction, Recruitment and Retention	Yes	$94,363.50	$109,046.04
3	**3.2**	Supplemental Instructional Materials	No	$50,240.69	$50,493.00
3	**3.3**	Technology Engagement	Yes	$463,401.84	$446,984.17

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$11,611,872	$14,309,396.86	$13,595,486.05	$713,910.81	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	Professional Development	Yes	$1,059,232.25	$876,798.85		
1	1.2	Tiered Intervention Support	Yes	$3,369,572.10	$3,104,749.84		
1	1.3	EL Academic and Language Support	Yes	$220,244.81	$233,976.92		
1	1.4	College and Career Preparedness	Yes	$265,950.49	$282,346.70		
1	1.5	Broad Course of Study	Yes	$508,027.44	$340,985.18		
1	1.6	Engagement Strategies Support	Yes	$2,912,367.61	$2,960,964.86		
2	2.1	Family Engagement Support	Yes	$550,947.91	$523,258.25		
2	2.2	Social-Emotional Learning Support	Yes	$2,669,759.22	$2,588,000.27		
2	2.3	Positive Behavior and Support	Yes	$7,000.00	$17,718.00		
2	2.4	Engagement and Attendance Support	Yes	$295,731.62	$285,024.18		
2	2.5	Mentor Support	Yes	$1,108,811.00	$1,075,606.12		
2	2.6	Health and Wellness Support	Yes	$783,987.07	$750,026.67		
3	3.1	Induction, Recruitment and Retention	Yes	$94,363.50	$109,046.04		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Technology Engagement	Yes	$463,401.84	$446,984.17		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$44,714,775	$11,611,872	0.000%	25.969%	$13,595,486.05	0.000%	30.405%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **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 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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