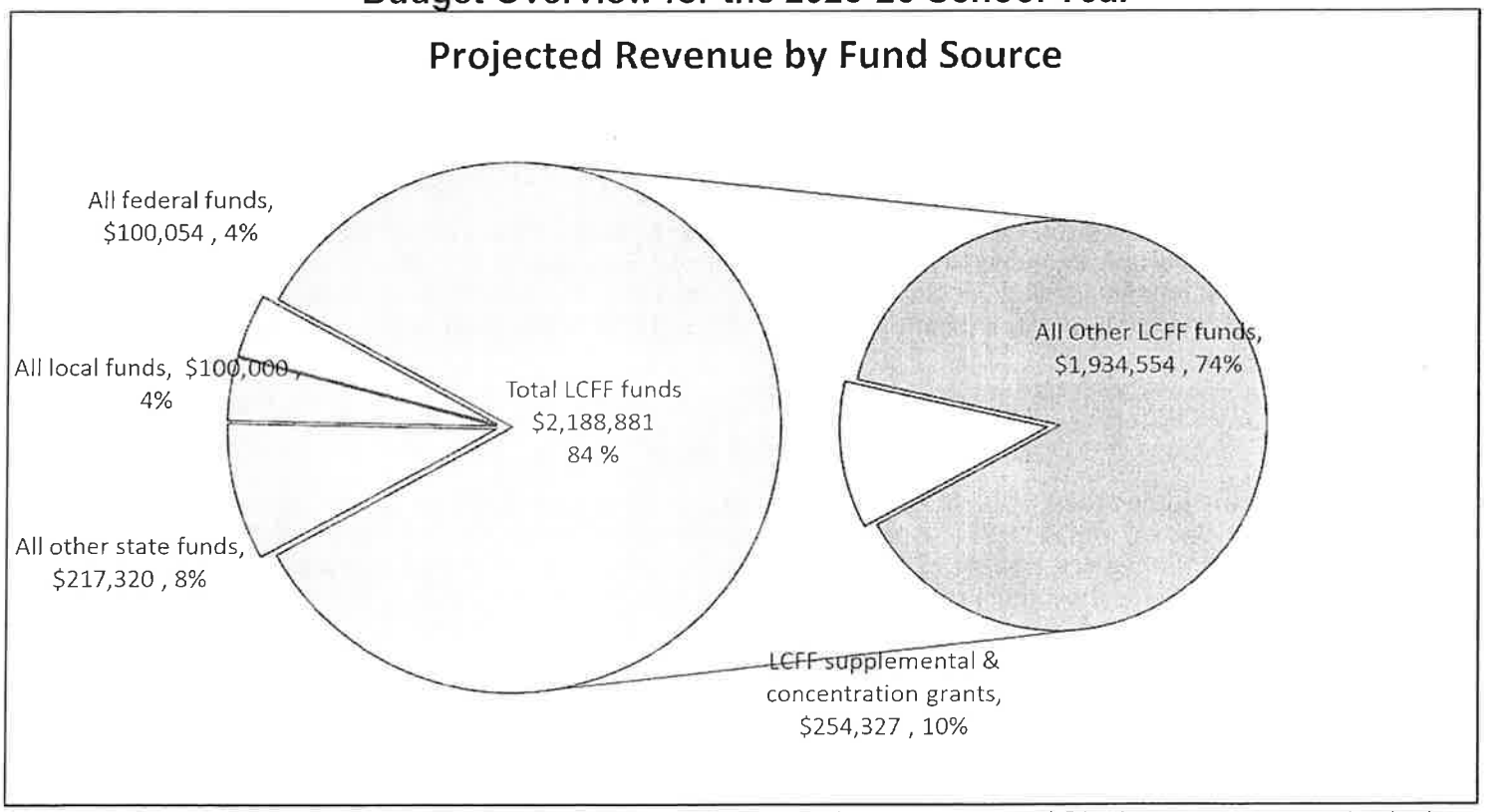
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Columbine Elementary School District
CDS Code: 54718526053896
School Year: 2025-26
LEA contact information:
Tim Jones
Principal/Superintendent
tcolschool@aol.com
(661) 725-8501

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

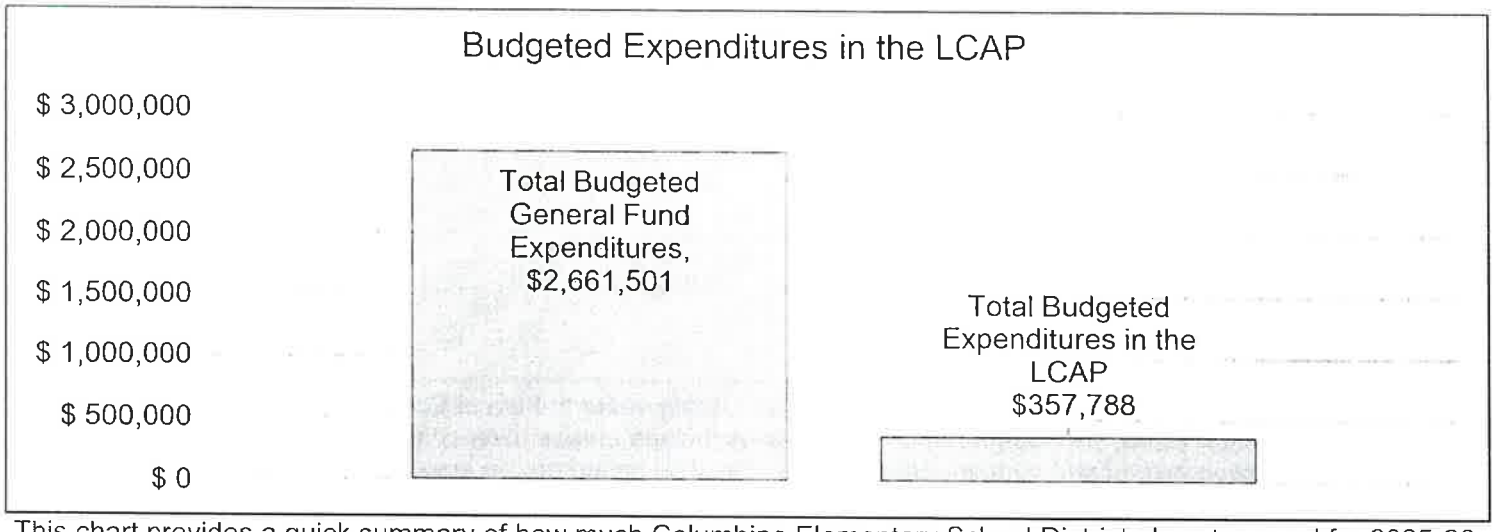


This chart shows the total general purpose revenue Columbine Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Columbine Elementary School District is $2,606,255, of which $2,188,881 is Local Control Funding Formula (LCFF), $217,320 is other state funds, $100,000 is local funds, and $100,054 is federal funds. Of the $2,188,881 in LCFF Funds, $254,327 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 Columbine Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Columbine Elementary School District plans to spend $2,661,501 for the 2025-26 school year. Of that amount, $357,788 is tied to actions/services in the LCAP and $2,303,713 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

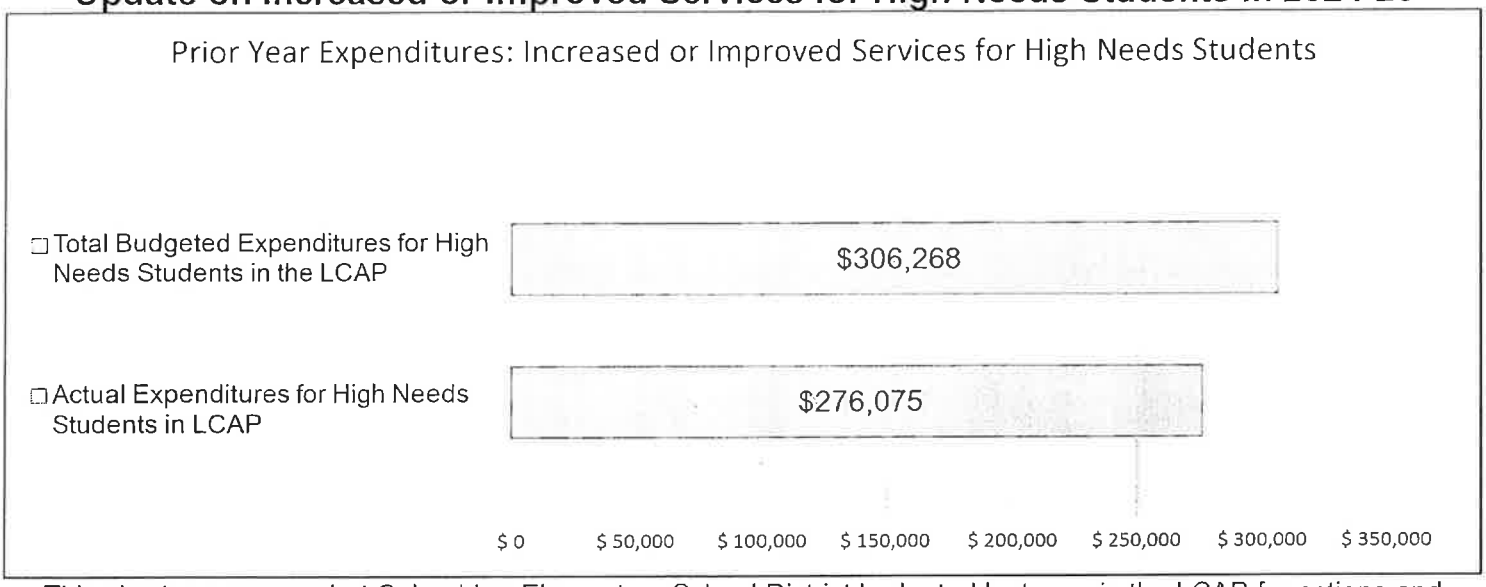
Columbine spends REAP money for one aide, after school classes, and summer school. Title I money is spent on an aide's salary, homework class, indirect costs, county expenses for the program, and after school class. Most salaries and benefits, fuel, heating and cooling, electricity, audit, legal services, insurances, curriculum costs, counseling, supplies, inspections, materials, some equipment, DEID water, transportation, and cafeteria food and supplies aren't in the LCAP.

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

In 2025-26, Columbine Elementary School District is projecting it will receive $254,327 based on the enrollment of foster youth, English learner, and low-income students. Columbine Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Columbine Elementary School District plans to spend $286,348 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 Columbine Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Columbine Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Columbine Elementary School District's LCAP budgeted $306,268 for planned actions to increase or improve services for high needs students. Columbine Elementary School District actually spent $276,075 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $30,193 had the following impact on Columbine Elementary School District's ability to increase or improve services for high needs students:

The main impact is that the library/ / faculty room wasn't purchased, and the library didn't have a place to function. Most of the other actions were carried out and supported. All groups would like to see the library / faculty be a part of the 2025-26 plan if it is feasible.

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
Columbine Elementary School District	Tim Jones Principal/Superintendent	tcolschool@aol.com (661) 725-8501

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.

Columbine has a rural community which serves our TK thru 8 grade school with one classroom for each grade. Columbine is located about 4 miles northeast of Delano in southern Tulare County. There isn't a lot of housing in our sparsely populated school district. Many students are provided district transportation to and from school. On October 2, 2024, the school had 172 students. The breakdown is 88.37% Hispanic, 6.4% Asian, 3.49% Filipino,1.7% White, .58% Multiple, and 0% Black. 26 students live in the district and 146 are School of Choice pupils. 58% of the students are in the socioeconomically disadvantaged category. 5.2% are English language learners and 5.2% have a learning disability. Overall, the school has a veteran staff who provide Columbine students with high-quality educational services.

Reflections: Annual Performance

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

Columbine performed well on the 2024 Dashboard with a blue score on suspension rate, and green on language arts and Math. Columbine district has a yellow score on the district chronic absenteeism but is green on Columbine Elementary School. The suspension rate is Blue for all significant student groups. In English Language Arts (ELA) the All Students and Hispanic groups are Green, while the SED group is yellow. This group scored 60% which is excellent, but the mark is down from 66%. Likewise, the All Students and Hispanic groups are Green in Math, while the SED group is yellow 8 points below the standard. The state average is 78 points below the standard. Language Arts and Math increased 5.1 points and 8.9 points respectively, relative to distance from standard. Columbine didn't receive a group 2024 Dashboard performance result for English Learners (ELs) due to less than 11 ELs in the testing group. However, individually the ELs are showing good

growth. Columbine met the standard for Basics covering Teachers, Instructional Materials, and Facilities, Implementation of academic standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study. Columbine continues to have superb parent support with excellent parent participation for parent conferences and student recognition. The cake auction and Halloween Carnival were enjoyed by all.

ENGLISH LANGUAGE ARTS (2024 Dashboard Performance) by SIGNIFICANT STUDENT GROUP (30 or more students):

All Students - 32.3 points above standard (Green)

Socioeconomically Disadvantaged - 2.3 points below the standard (Yellow)

Hispanic - 26.5 points above standard (Green)

ENGLISH LANGUAGE ARTS (2023-2024 CAASPP) by SIGNIFICANT STUDENT GROUP (30 or more students): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD

All Students - 71.05%

Socioeconomically Disadvantaged - 60.32%

Hispanic - 68.68%

MATH (2023 Dashboard Performance) by SIGNIFICANT STUDENT GROUP (30 or more students):

All Students - 14.9 points above standard (Green)

Socioeconomically Disadvantaged - 2.4 points above standard (Blue)

Hispanic - 2.9 points above standard (Green)

MATH (2023-2024 CAASPP) by SIGNIFICANT STUDENT GROUP (30 or more students): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD

All Students - 64.91%

Socioeconomically Disadvantaged - 57.14%

Hispanic - 63.63%

CHRONIC ABSENTEEISM (2023 Dashboard): PERCENTAGE OF ALL STUDENTS ABSENT 10% OR MORE OF INSTRUCTIONAL DAYS IN A SCHOOL YEAR

All Students
2024 Dashboard: 2.8% (Yellow)
2023 Dashboard: 2.1% (Blue)

Socioeconomically Disadvantaged
2024 Dashboard: 4.5% (Yellow)
2023 Dashboard: 2..8% (Green)

Hispanic
2024 Dashboard: 3.2% (Yellow)
2023 Dashboard: 2.4% (Blue)

SUSPENSION (2023 Dashboard): PERCENTAGE OF ALL STUDENTS ENROLLED SUSPENDED FROM SCHOOL AT LEAST ONE DAY

All Students
2024 Dashboard: 0% (Blue)
2023 Dashboard: 0% (Blue)

Socioeconomically Disadvantaged
2024 Dashboard: 0% (Blue)
2023 Dashboard: 0% (Blue)

Hispanic
2024 Dashboard: 0% (Blue)
2023 Dashboard: 0% (Blue)

The district has unexpended Learning Recovery Emergency Block Grant (LREBG) funding which it will begin utilizing in 2026-27. The intended use will be to support student academic needs. Some of these funds may also be utilized to address student overall health well-being. Use of these funds will be reflected in Actions in the 2026-27 LCAP. This balance may be spent on maintaining staffing by adding TK teacher to action,1.4 and providing extra time for aides or teachers to work with students - actions 1.2, 1.3, and 1.4. In addition, to after school, summer school, and increased support more times are allowed. Examples are before school and during school. Both teachers and aides may provide these services. 120,000 will support the TK teacher salary and benefits. 42,190 may be spent on teachers or aides working additional time with students.

Reflections: Technical Assistance

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

N/A Columbine doesn't require any technical assistance.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Columbine enjoys robust educational partner participation, especially parents, and values the contributions that these educational partners provide our district. Their voices, insight, and input assist in maintaining the providing of a high-quality education for all students. Columbine Elementary believes the engagement of educational partners in school decision-making and direction setting is a valuable and necessary process in order to provide the necessary best services to our students.	
Parents	Parents participated in a meeting on September 12, 2024. This meeting covered asking if there are any trainings that the parents would like and discussing handbook changes. There were two meetings in February. They were on February 12, 2025, and February 27, 2025. Parents reviewed and provided input into the school SARC, Mid-Year LCAP Update, school/student state assessment results, and school plans. The February 27th meeting focused on the School Safety Plan. The March 13, 2025, meeting focused on Transportation, Educator Effectiveness, and ELOP Plans.
Parent Advisory Committee	For purposes of development of the 2025-26 LCAP, the district's school site council also functioned as the Parent Advisory Committee. The district Superintendent/Principal regularly discussed student progress, performance results (including Dashboard), progress on LCAP actions throughout the school year. The group met on May 30, 2025, and June 12, 2025, to review current LCAP progress including

Educational Partner(s)	Process for Engagement
	discussion on the LCAP Draft and stressing the desire to continue after school and summer school classes, technology improvements, and getting a library/faculty room. Columbine averages 15 parents attending the Parent Advisory Committee meetings.
Other School Staff	Columbine doesn't have a classified bargaining unit for the LEA. However, there is a classified member on our school site council who is elected by her peers. Other school staff received ongoing information during meetings throughout the school year (often at weekly/monthly staff meetings) on LCAP development. This provided them with opportunities for feedback based on information shared by the district administrator and allowed for input related to student progress and identified needs.
Students and Student Body Council	Student Body Council met with the Superintendent/Principal on June 3, 2025. The group reviewed Columbine's assessment data, and LCAP draft and provided input and feedback. The members emphasized to continue summer school and after school programs. They unanimously approved of the LCAP draft and their support for the two student programs. Students at-large provide input via opportunities to share school-related information with classroom representatives on Student Body Council and vice-versa. Students are also administered a yearly survey (in Spring) related to their sense of school safety and connectedness.
School Site Council	The School Site Council receives ongoing data about Columbine's Dashboard and LCAP progress. On February 13, 2025, the council met, discussed and approved the LCAP Mid-Year Update report, and reviewed and approved the SARC report card. The council met on May 30, 2025, to review, discuss, and provide feedback on student data, the Dashboard, 2025-26 LCAP draft, Columbine's 2025-26 budget draft, the LCFF Budget Parent Overview for Parents, Local Indicators, and the LCAP Federal Addendum. The council met again on June 12, 2025, to review, comment, and approve the LCAP draft.

Educational Partner(s)	Process for Engagement
	The council approval motion supports all of the actions in the 2025-26 LCAP. School Site Council (functioned as the Parent Advisory Committee). The bargaining unit CTA representative is a member of the School Site Council.
Administrators	The district has one Superintendent/Principal who leads all educational partner engagement opportunities provided for purposes of development of the LCAP.
SELPA	Columbine engages with the SELPA via monthly meetings at the Tulare County Office of Education's Director of Special Education (DOSE) meetings. Meetings were held on 8/26/24, 10/7/24, 11/4/24, 12/2/24, 2/3/25, 3/3/25, 4/7/25, and 6/2/25. The district shared the LCAP for purposes of gathering input.
District Governing Board	The district held a public hearing in June on the 2025-26 LCAP to provide the general public with another opportunity for input and comment. The 2025-26 LCAP was presented for and subsequently adopted by the governing board on June 12,2025.
Teachers (Inclusive of Bargaining Unit)	Teachers received ongoing information during meetings (weekly/monthly staff meetings) throughout the school year on LCAP development. This provided them with opportunities for feedback based on information shared by the district administrator and allowed for input related to student progress and identified needs. The President of our CTA is a member of our School Site Council.

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

In summary, educational partners would like to continue with the current LCAP goals and actions, as they see these as providing positive outcomes. Teachers stressed the need to continue to update a class computers and technology. The staff would love to see a library /faculty room purchased as soon it is feasible. Technology includes Starlink and other Internet needs. (Action 1.6), continue after school classes by teachers but discontinue ELOP classes. However remaining ELOP funds should be used to support extra hours for summer school, and after and before school programs for TK through 8th grade students. Extended time for TK and kindergarten are two more ways that additional student time may be added. (Action 1.3) and maintain our internet access by covering ongoing costs. (Action 1.6). As with the previous year, the Student Body members stated that the language arts and math after school classes and summer school (Action 1.3) should be continued because they helped students succeed academically. Board covered LCAP on June 4 and June 12. At the latter meeting the board voted to support all the LCAP actions. (Action 1.4). Parents voted to support all the LCAP's actions at its June 12, 2025, meeting.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Columbine will close the achievement gap of Unduplicated Pupils and increase the achievement level of all students, by providing additional support opportunities in the content areas of English Language Arts and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Although the all-student group is green, some students are below the standard in language arts and math. As Dashboard results indicate, the actions supporting attainment of this goal have been very successful in accelerating student academic success. Educatonal Partners have expressed their desire to continue providing these same services for students, as results are encouraging and evidencing that academic services in place are eliciting positive student outcomes.

ENGLISH LANGUAGE ARTS (2023 Dashboard Performance) by SIGNIFICANT STUDENT GROUP (30 or more students):
All Students - 27.2 points above standard (Green)
Socioeconomically Disadvantaged - 29 points above standard (Blue)
Hispanic - 25.5 points above standard (Green)

ENGLISH LANGUAGE ARTS (2022-2023 CAASPP) by SIGNIFICANT STUDENT GROUP (30 or more students): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD
All Students - 65.36%
Socioeconomically Disadvantaged - 66.67%
Hispanic - 63.30%

MATH (2023 Dashboard Performance) by SIGNIFICANT STUDENT GROUP (30 or more students):
All Students - 6 points above standard (Green)
Socioeconomically Disadvantaged - 2.4 points above standard (Blue)
Hispanic - 2.9 points above standard (Green)

MATH (2022-2023 CAASPP) by SIGNIFICANT STUDENT GROUP (30 or more students): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD
All Students - 54.33%
Socioeconomically Disadvantaged - 53.97%
Hispanic - 52.29%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Reclassification Rate for English Learners	38% Five of 13 English learners were Reclassified. (2022-23))	33% Three of 9 English learners were reclassified in (2023-24).		40% Reclassification Rate	5% decrease in reclassification rate
1.2	Students achieving below standard on SBAC Math and ELA will participate in extra support and or intervention opportunities.	100% of students below standard on SBAC Math results will participated in one or more academic intervention supports. 100% of the students below Standard on SBAC ELA results will participated in one or more academic intervention supports. (2023-24)	100%of the students below the standard on SBAC participated in one or more interventions.		Maintain 100% participation in Academic interventions and or extra support for both ELA and Math	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Smarter Balance Assessment (SBAC) - ELA Results	All Students - 27.2 points above Standard (Green) Hispanic - 25.5 points above Standard (Green) Socioeconomically Disadvantaged - 29 points above Standard (Blue) (2023 Dashboard) CAASPP Proficiency (Met or Exceeded Standard (2022-23) All Students - 65.36% Hispanic - 63.30% Socioeconomically Disadvantaged - 66.67%	CAASPP Proficiency (Met or Exceeded Standard (2023-24) All Students - 71.05% Hispanic - 68.68% Socioeconomically Disadvantaged - 60.32%		CAASPP Proficiency (Met or Exceeded Standard All Students - 73% Hispanic - 72% Socioeconomically Disadvantaged - 68%	(+) Percentage Point Increase (-) Percentage Point Decrease All Students: (+) 5.69 Hispanic: (+) 5.38 Socioeconomically Disadvantaged: (-) 6.35
1.4	Smarter Balance Assessment (SBAC) - Math Results	All Students - 6 points above Standard (Green) Hispanic - 2.9 points above Standard (Green)	CAASPP Proficiency (Met or Exceeded Standard (2023-24) All Students - 64.91%		CAASPP Proficiency (Met or Exceeded Standard All Students - 68% Hispanic - 68%	(+) Percentage Point Increase (-) Percentage Point Decrease All Students: (+) 10.58

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 2.4 points above Standard (Blue) (2023 Dashboard) CAASPP Proficiency (Met or Exceeded Standard (2022-23) All Students - 54.33% Hispanic - 52.29% Socioeconomically Disadvantaged - 53.97%	Hispanic - 63.63% Socioeconomically Disadvantaged - 57.14%		Socioeconomically Disadvantaged - 64%	Hispanic: (+) 11.34 Socioeconomically Disadvantaged: (+) 3.17
1.5	Percentage of Students Not Completing School Assignments Attending Class/Homework Sessions After School	_100_% of the total number of students not completing school assignments attended Class/Homework sessions after school. Baseline data will be established with results from the 2024-25 school year.	100% of the students not completing school assignments attended homework sessions after school.		90%	No comparison data available as 2024-25 was Baseline year.
1.6	Percentage of Students Performing Below Grade Level Standard in ELA or	_97__% of the total number of students performing below grade level in ELA or Math	97% of the students performing below grade level in ELA		90%	No comparison data available as 2024-25 was Baseline year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math Attending Summer School	attended Summer School. Baseline data will be established with results from the 2024-25 school year.	or math attended summer school			
1.7	Percentage of Students Performing Below Grade Level Standard in ELA or Math Attending After School Intervention	__100 % of the total number of students performing below grade level in ELA or Math attended after school remediation opportunities. Baseline data will be established with results from the 2024-25 school year.	100% of the total number of students performing below grade level in ELA or math attended after school remediation sessions.		90%	No comparison data available as 2024-25 was Baseline year.
1.8	Local Student Benchmark Assessment	Percentage of Students at Grade Level proficiency in ELA and Math per STAR data results. Baseline will be established with 2024-25 data results.	ELA - _____% Math - _____% Data was unavailable due to system access error		Target Outcome will be established upon results of Baseline data.	No comparison data available as 2024-25 was Baseline year.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The activities were carried out well for this goal. All actions under this goal were implemented as planned. There were no noteworthy challenges or successes with action implementation, as actions were carefully and strategically planned to be implemented successfully.

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

Action 1.2 - The increase in cost was due to an increased number of summer school classes being held, which resulted in higher personnel and materials costs.

Action 1.3 - Classroom student averages in after school intervention were higher, resulting in higher all-around costs to provide this service.

Action 1.5 - Costs for English Learner academic support were less than anticipated. There was no change to service to students.

Action 1.6 - More Starlink setups were needed than originally planned. More laptops for teachers were required.

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

Action 1.1, 1.2, 1.3, 1.4, and 1.6 - Effective: As evidenced by the metrics selected to measure the effectiveness of these actions, students needing intervention, additional support, and summer school opportunities participated at very high levels in these activities. These actions continue to support the identified needs of these students and contribute to the increasing and or maintaining of student SBAC results and CAASPP results in ELA and Math.

Action 1.5 - Effective: Over 30% of identified English Learners were Reclassified in 2024-25. The additional support has also resulted in increased state assessment results evidenced in individual EL student reports.

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.

Metric 1.3 and Metric 1.4: The Metric information by which progress will be measured has been changed to reflect the percentage of students meeting or exceeding standard. This method of measurement provides a much more understandable format of reporting for our educational partners. Baseline information for the 2022-23 school year was added, as it was available, thus enabling continued accurate measurement

of progress utilizing the most recent data as a starting point for the 3-year LCAP cycle. Target for Year 3 Outcome has also been revised to align with other components of Metric reporting.

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	After School Class/Homework Sessions	Students who aren't successfully completing their work in grades 1-8 may meet twice a week for 60 -90 minute sessions and be supported by school staff in ensuring they complete all assignment necessary to continue to progress successfully in class.	$4,752.00	No
1.2	Summer School Classes for Language Arts and Math	Columbine will have six or more summer school classes. All summer school classes focus on working with students in Language Arts and Math standards who are below Standard - 20 days, 4.5 hours a day. EL's, Foster Youth, and low-income students are given priority. Teachers will work an extra 30 minutes a day for supervision and getting ready for the day.	$37,536.00	No
1.3	After School Language Arts and Math Intervention	Two teachers will teach three sessions during the year for grades 3-8. The session will run about eight weeks for a 90 minute duration and occur twice a week. Teachers will teach one grade level at a time. The classes give priority to EL's, Foster youth, and low income students, and pupils below standard in the content areas of Language Arts or Math. Additional classes may be held for grades K, 1, and 2 and for grades 3-8.	$26,088.00	Yes
1.4	Additional Student Support	Three aides will be hired for summer school to increase academic support services for Unduplicated Pupils and other students. Two of the aides work four hours a day providing students with reading support and instruction and utilize Read Naturally as an option. Aides may work additional time to support students in groups or one-to-one.	$49,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Academic support for English Learners	A teacher working with EL's and other Unduplicated Pupils one on one or in small groups about 1.75 hours a day. The services are improved by focusing on EL's and their needs in the four academic areas. An instructional staff member is working diligently with EL's about 26% of her day	$25,904.00	Yes
1.6	Technology and Internet Access	One class set of computers is needed and will be purchased. Columbine will continue providing consistent and reliable access to the Internet. Some improvements to ensure on-line access to student learning and staff instructional resources will be made. Wi-Fi equipment and new teacher laptops will be purchased, as the equipment is becoming outdated for our current educational program needs.	$45,697.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Columbine will maintain a positive school culture by providing students with opportunities to participate in supportive learning structures to increase academic and social success, as well as increasing student and parent engagement levels, all within a safe and welcoming learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Columbine has students performing below the standard in language arts and math who need extra assistance. Though the ELA and Math performance outcomes indicate high rates of student success, there are still some students that require additional learning supports to accelerate and remediate underdeveloped skills or knowledge. Parents and educational partners have also shared of the importance that the districts attention to safety and engagement (of students and parents) contributes to students success and stress the maintenance of an environment where the focus on student academic success and well-being is established (also see safety and connectedness survey results).

ENGLISH LANGUAGE ARTS (2022-2023 CAASPP) by SIGNIFICANT STUDENT GROUP (30 or more students): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD
All Students - 65.36%
Socioeconomically Disadvantaged - 66.67%
Hispanic - 63.30%

MATH (2022-2023 CAASPP) by SIGNIFICANT STUDENT GROUP (30 or more students): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD
All Students - 54.33%
Socioeconomically Disadvantaged - 53.97%
Hispanic - 52.29%

SUSPENSION (2023 Dashboard): PERCENTAGE OF ALL STUDENTS ENROLLED SUSPENDED FROM SCHOOL AT LEAST ONE DAY
All Students - 0% (Blue)
Socioeconomically Disadvantaged - 0% (Blue)
Hispanic - 0% (Blue)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Suspension Rate Pupil Expulsion Rate	SUSPENSION: All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% Hispanic - 0% (2023 Dashboard) EXPULSION: All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% Hispanic - 0% (2023 Local Records)	SUSPENSION: All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% Hispanic - 0% (2024 Dashboard) EXPULSION: All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% Hispanic - 0% (2024 Local Records)		SUSPENSION: All Students - < 2% Hispanic - < 2% Socioeconomically Disadvantaged - < 2% Hispanic - < 2% EXPULSION: All Students - 0% English Learner - 0% Socioeconomically Disadvantaged - 0% Hispanic - 0%	No difference from Baseline Data for any student group for both Suspension and Expulsion.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Parent involvement in providing input for school decision making	100% of parent survey respondents indicated they felt the district provided opportunities for input into decision making at school. (2023-24)	100% of parent survey respondents indicated they felt the district provided parents with sufficient opportunities for input into decision making at school. (parent survey 2025)		Maintain > 85% of parent survey respondents stating decision-making opportunities were provided by the district.	No Difference
2.3	Parent involvement in school programs/events for Unduplicated Pupils and those with exceptional needs.	95% off parents of UP expressed the district provided parents with sufficient opportunities to participate in school programs/events.	100% of parents of UP expressed the district provided parents with sufficient opportunities to participate in school programs/events. (parent survey 2025)		Maintain > 85% of parent survey respondents stating the district provided parents with sufficient opportunities to participate in school programs/events.	Increase of +5%
2.4	Chronic Absenteeism Rate	All Students - 2.1% (Blue) English Learners - 6.3% Socioeconomically Disadvantaged - 2.8% Hispanic - 2.4% (2023 Dashboard).	All Students - 2.8% (Yellow) English Learners - 6.7% Socioeconomically Disadvantaged - 4.5% Hispanic - 3.2% (2024 Dashboard).		All Students - < 2.5% English Learners - < 2.5% Socioeconomically Disadvantaged -< 2.5% Hispanic - < 2.5%	All Students - 0.7% increase English Learners - 0.4% Socioeconomically Disadvantaged - 1.7% increase Hispanic - 0.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Middle School (MS) Dropout Rate	0% of MS students reported as dropping out of school (2023-24)).	0% of MS students reported as dropping out of school (2024-25)).		Maintain 0%	No difference
2.6	Sense of School Safety	100% of student responses indicate the students feel safe or very safe at school (student surveys 2023-24). 100% of parent responses indicate that parents feel the school is a safe environment (parent surveys 2023-24). 100% of staff response indicate that staff feel the school provides a safe or very safe environment (staff surveys 2023-24).	100% of the student responses indicate that the students feel safe or very safe. (student survey 2025) 100% of the parent responses indicate that parents feel the school is a safe environment. (parent survey 2025). 100% of staff responses indicate staff feel the school provides a safe or very safe environment. (staff survey 2025).		> 85% students > 85% parents > 90% staff	No difference
2.7	Sense of School Connectedness	100% of student survey responses indicate that students feel cared for and welcomed by school staff. (student surveys 2023-24).	95% of the student survey responses indicate that students feel cared for and welcomed by school staff.		> 85% students > 85% parents > 90% staff	Students: Decrease of 5% Parents and Staff: No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of parent responses indicate that parents feel the school provides a caring and welcoming environment for all. (parent survey 2023-24). 100% of staff responses indicate that staff feel the school provides a caring and welcoming environment for all (staff survey 2023-24).	(student surveys 2025) 100% of parent responses indicate that parents feel the school provides a caring and welcoming environment for all. (parent survey 2925) 100% of staff responses indicate that staff feels the school provides a caring and welcoming environment for all. (staff survey 2025)			
2.8	District Attendance Rate	98% attendance rate (2023-24)	98.3% attendance rate (2024-25).		Maintain >97% attendance rate.	Increase of .3%.
2.9	Learning Recovery Participation	__87__% of students scheduled to attend Saturday School actually participated in this learning recovery opportunity	87% of the students scheduled to attend Saturday School participated int this learning recovery opportunity.		> 85%	No difference

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions under this goal were implemented as planned. There were no particular challenges with implementation of any actions. Columbine did very well on this goal. Parents staff and students all strongly supported our positive culture. Our 5 Saturday schools averaged 87% attendance.

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

Action 2.2: There was more participation in summer school, thus a slight increase in costs.

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

Actions 2.1 and 2.2: Effective - There was a high rate of student attendance at Saturday learning recovery and summer school opportunities. The academic support provided resulted in increases and maintenance of high levels of student academic proficiency as evidence by state assessment results. These actions also contributed positively to chronic absenteeism and overall student attendance rates.

Action 2.3: Effective - Local information evidences a continued high rate of parent participation in district decision-making opportunities. Parents participate at high levels across all district events and input/feedback opportunities.

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.

There are no changes planned under this goal for 2025-26.

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	Learning Recovery and Positive Student Engagement	Columbine will provide opportunities on Saturdays for students to participate in learning recovery due to school absenteeism, academic need, and engagement challenges. The school clerk will provide data to establish participants and monitor students throughout the school year.	$1,097.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Summer Learning Acceleration	Summer school class will be provided to focus on learning acceleration for students who experienced learning loss or slow academic progress due to high rates of school absenteeism.	$4,873.00	Yes
2.3	Parent Engagement Opportunities	The district will continue to prioritize parent engagement in the educational experience and success of their child by communicating to parents of opportunities and ways in which they can partner with the district to ensure the maximizing of student learning. The district will seek input from parents via various communication formats and provide opportunities for their involvement on school committees/groups to ensure their voice is present when relating to the education of the districts' students.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district will provide experienced and effective teachers in every classroom to ensure high-quality instruction of grade level standards and timely delivery of needed academic interventions and scaffolds to aid students' acquisition of content knowledge. Teachers will grow in their knowledge of what constitutes effective lesson planning and meaningful assessments in order to strengthen teacher impact.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A very critical component of our district's success in the area of student academic results is the focused placed on ensuring that every student in every classroom is being taught by a very effective teacher. These teachers possess instructional knowledge and strategies that are put into effective practice each day. Teacher mentoring is an important part of our system of developing high-quality teachers. Ensuring that newer teachers are quickly provided with mentoring from a highly experienced and successful on staff teacher, has proven invaluable in preparing newer teachers with skills and practices that are essential and effective to providing solid instruction, assessment development, and student progress monitoring in all academic content areas. Our staff educational partners and parents agree that teacher mentoring has a very positive impact on the quality of instruction provided to students.

ENGLISH LANGUAGE ARTS (2022-2023 CAASPP) by SIGNIFICANT STUDENT GROUP (30 or more students): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD
All Students - 65.36%
Socioeconomically Disadvantaged - 66.67%
Hispanic - 63.30%

MATH (2022-2023 CAASPP) by SIGNIFICANT STUDENT GROUP (30 or more students): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD
All Students - 54.33%
Socioeconomically Disadvantaged - 53.97%

Hispanic - 52.29%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teachers fully credentialed in the subject area for the students they teach.	89% are fully credentialed in subject area for students taught. (2023-24)	100% of Columbine's teachers are fully credentialled in subject area for students taught. (2025)		All teachers are fully credentialed.	Increase of 11%
3.2	Teachers are appropriately assigned for students they teach.	100% appropriately assigned for students they taught. (2023-24)	100% appropriately assigned for students they taught. (2025)		100% of the teachers are appropriately assigned.	No difference
3.3	Pupils have sufficient access to the state adopted standards - aligned instructional materials.	100% of students have access to state adopted standards aligned instructional materials. (2023-2024 Board Resolution on Sufficiency of Instructional Materials)	100% of students have access to state adopted standards aligned instructional materials. (2024-25 Board Resolution on sufficiency of Instructional materials)		100% of pupils have access to state adopted curriculum materials.	No difference
3.4	Implementation of State Board adopted academic content and performance standards for all students including ELD standards.	100% implementation of state adopted content standards.	100% implementation of state adopted content standards. (2024-25 Classroom and		Maintain 100% implementation in all content areas	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 Classroom and Formal Instuctional Observations)	Formal Instructional Observations)			
3.5	Program services enable English learners to access the state Standards and ELD standards.	All teachers with EL students include ELD standards and demonstrate the provisions of integrated and designated instruction. (2023-24)	All teachers with EL students include ELD standards and demonstrate the provisions of integrated and designated instruction.(2024-25)		All teachers with EL students include ELD standards and demonstrate the provisions of integrated and designated instruction.	No difference
3.6	Smarter Balance Assessment (SBAC) - ELA Results	All Students - 27.2 points above Standard (Green) Hispanic - 25.5 points above Standard (Green) Socioeconomically Disadvantaged - 29 points above Standard (Blue) (2023 Dashboard) CAASPP Proficiency (Met or Exceeded Standard (2022-23) All Students - 65.36%	CAASPP Proficiency (Met or Exceeded Standard (2023-24) All Students - 71.05% Hispanic - 68.68% Socioeconomically Disadvantaged - 60.32%		CAASPP Proficiency (Met or Exceeded Standard All Students - Hispanic - Socioeconomically Disadvantaged -	(+) Percentage Point Increase (-) Percentage Point Decrease All Students: (+) 5.69 Hispanic: (+) 5.38 Socioeconomically Disadvantaged: (-) 6.35

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - 63.30% Socioeconomically Disadvantaged - 66.67%				
3.7	Smarter Balance Assessment (SBAC) - Math Results	All Students - 6 points above Standard (Green) Hispanic - 2.9 points above Standard (Green) Socioeconomically Disadvantaged - 2.4 points above Standard (Blue) (2023 Dashboard) CAASPP Proficiency (Met or Exceeded Standard (2022-23) All Students - 54.33% Hispanic - 52.29% Socioeconomically Disadvantaged - 53.97%	CAASPP Proficiency (Met or Exceeded Standard (2023-24) All Students - 64.91% Hispanic - 63.63% Socioeconomically Disadvantaged - 57.14%		CAASPP Proficiency (Met or Exceeded Standard All Students - Hispanic - Socioeconomically Disadvantaged -	(+) Percentage Point Increase (-) Percentage Point Decrease All Students: (+) 10.58 Hispanic: (+) 11.34 Socioeconomically Disadvantaged: (+) 3.17
3.8	Percentage of ELs who make progress toward	Currently the district has less than 11 EL	Currently the district has less		Target Outcome will be established	No difference to report due to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English proficiency as measured by the EL assessment.	students and data is not displayed for privacy reasons (2023 Dashboard)	than 11 EL students and data is not displayed for privacy reasons (2024 Dashboard)		if the district receives a percentage outcome on the Dashboard.	rationale provided in the Baseline and Year 1 Outcome.
3.9	Students enrolled and Having Access to a Broad Course of Study, including Unduplicated Pupils and Those with Exceptional Needs.	100% of the students have access to a broad course of study. (2023-24)	100% of the students have access to a broad course of study. (2024-25)		Maintain 100% of the students receiving a broad course of study.	No difference

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The action under this goal was fully implemented with no challenges to implementation. Two teachers received mentoring from their peers. Both experiences were successful.

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

Action 3.1 - Mentoring costs were less than anticipated.

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

Action 3.1: Effective - Our two teachers with preliminary credentials are progressing nicely towards clear credentials. Mentoring staff fully supported these individuals and monitored their progress in effectively providing appropriate grade level instruction and support to all students and emphasized importance of effectively providing ELD standards instruction and student English learner support.

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.

Metric 1.3 and Metric 1.4: The Metric information by which progress will be measured has been changed to reflect the percentage of students meeting or exceeding standard. This method of measurement provides a much more understandable format of reporting for our educational

partners. Baseline information for the 2022-23 school year was added, as it was available, thus enabling continued accurate measurement of progress utilizing the most recent data as a starting point for the 3-year LCAP cycle. Target for Year 3 Outcome has also been revised to align with other components of Metric reporting.

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	Teacher Mentoring	The district will provide a mentor teacher to new or not fully credentialed teachers. An experienced teacher will provide new to education or new to grade level teachers with support in lesson planning incorporating grade level standards, assessment, classroom management, relationship-building, and student progress monitoring support to accelerate the mentee's level of effectiveness in providing effective and high-quality instruction to all students.	$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The district will maintain facilities and ensure consistent bus transportation, thus providing students, staff, and families with a clean, well-maintained environment and ensure the maximizing of student presence for learning engagement.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Columbine has a lead and copper inventory requirement which is requiring an increased number of inspections. Many district Unduplicated Pupils live in environments not optimally conducive to learning, so it is critically important that the district continue to provide a school environment that promotes high engagement, provides safety and security, is properly maintained, and aesthetically welcoming. As a very rural school district, the school is the primary hub of the community and its high use means additional care and maintenance of facilities is required. Furthermore, family transportation challenges of Unduplicated Pupils can negatively impact learning when these issues prevent students from attending school. Parents have shared their appreciation and continued requests that student transportation continue to be provided, as it assists with ensuring their children's daily attendance. The providing of student transportation has provided a positive impact on student attendance.

CHRONIC ABSENTEEISM (2023 Dashboard): PERCENTAGE OF ALL STUDENTS ABSENT 10% OR MORE OF INSTRUCTIONAL DAYS IN A SCHOOL YEAR
All Students - 2.1% (Blue)
Socioeconomically Disadvantaged - 2.8% (Green)
Hispanic - 2.4% (Blue)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facility Repair Status	Facilities received an overall rating of "Good"	Columbine received an overall rating of "Good" on its Facility		Maintain "Good" Facility rating on site FIT.	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 Facility Inspection Tool (FIT) Report)	Inspection Tool. 2024-25FIT Report			
4.2	Student Transportation	The district provided consistent, safe, and reliable transportation to students throughout the 2023-24 school year, with zero interruptions.	The district provided consistent, safe, and reliable transportation to students throughout the 2024-25 school year.		Continue student transport to and from school with zero instances of interruption.	No difference
4.3	Total Library Book Circulations	Total number of books checked out form the school library during the school year. Baseline will be established with data from the 2024-25 school year.	The library was not accessible for checkout, so data was not completed.		Target Outcome will be established upon setting of Baseline outcome.	New baseline for 2024-25. No comparison data available.

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.

Action 4.1 - Due to some other pressing facility needs, this action encompassed an addressing of this, thus impacting Action 4.3. This necessary facility work included replacement of four classroom doors, air conditioning in the cafeteria, leach line repair, and cement work to address safety concerns.

Action 4.3 - This action was not implemented, as more immediate facility needs made it necessary to delay our library /facility room purchase until 2025-26. Columbine also has a need for a new bell/intercom system.

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

Action 4.1 - The needed addressing facility needs identified in the Prompt 3 response led to a significant increase in planned expenditures.

Action 4.3 - Due to other higher priority facility needs, the upgrade/remodel to the district library was delayed. No expenditures occurred for this action.

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

Action 4.1: Effective - The air conditioning project in the cafeteria was completed. Other facility work included replacement of four classroom doors, leach line repair, and cement work to address safety concerns. This contributed to a rating of "Good" on the facility status report.

Action 4.2: Effective - The continued providing of student bus transportation has contributed to maintaining a high attendance rate percentage and a low percentage of students identified as chronically absent.

Action 4.3: More immediate district facility needs necessitated delaying the upgrading/remodeling of the school library.

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 are planned under this goal, however the planned library upgrade/remodel may be addressed if other facility priorities do not occur, thus no expenditures have been apportioned to this action for 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facilities	The district will provide a safe and aesthetically appealing environment that is conducive to learning and supports a sense of safety and connectedness for students, staff, and parents. To provide this requires timely repairs and remodel/new additions to facilities in order to provide for the needs of students.	$124,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Student Transportation	To provide safe and timely transportation of students to and from school and school-related events, and to support the maintaining of a high attendance rate, the district will purchase a school bus (yearly payment installments) This action will also ensure that no student is absent from learning due to having unreliable or unavailable family transportation.	$30,235.00	Yes
4.3	School Library	The district will upgrade/remodel the library facility to ensure that students have an always available opportunity to engage in access to literacy materials to support academic learning in content area and encourage recreational reading. Cost have not been included in this Action at this time, as higher priority facility needs may impact implementation of this Action. If addressed, an update will be provided in the annual update to the LCAP.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The district will provide a federally approved breakfast during the 180 regular school days, 30 Expanded Learning Opportunities Program (ELO-P) days, Saturday School sessions, and Summer School, prioritizing support for Unduplicated Pupils.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The NSLP does not reimburse fully for the cost of school meals provided to students, and thus there is a cost incurred by the district to ensure that all students wanting a full breakfast and lunch are provided one. Low-income students' parents often are challenged with providing nutritious meals to their children due to the high cost of food and limited fiscal resources on hand, especially in multi-child families. With the increased requirement to provide the ELO-P to our students, it then makes it necessary to have personnel available to prepare and distribute nutritious meals to students attending this program. Saturday School and Summer School also require additional meal preparation and distribution time, thus necessitating additional food and personnel costs. Providing these meals ensures that students are ready to learn and not focused on feeling hungry, which enables them to focus on engaging in school and learning.

ENGLISH LANGUAGE ARTS (2022-2023 CAASPP) by SIGNIFICANT STUDENT GROUP (30 or more students): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD
All Students - 65.36%
Socioeconomically Disadvantaged - 66.67%
Hispanic - 63.30%

MATH (2022-2023 CAASPP) by SIGNIFICANT STUDENT GROUP (30 or more students): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD
All Students - 54.33%
Socioeconomically Disadvantaged - 53.97%
Hispanic - 52.29%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	School days in which a full breakfast, lunch, and snack were served to all students wanting one.	Days in which a nutritious meal was served to students Regular Instructional Days in which a breakfast and lunch was served to all students wanting one - 180 days out of 180 days (180/180) 30 out-of-session days (ELO-P) in which breakfast/lunch/snack was served to all students wanting one. 30 days out of 30 days (30/30) Percentage of students receiving a meal during Saturday School - 100% Percentage of students attending Summer School served a breakfast and lunch if they wanted one - 100% (2023-24)	Columbine served breakfast, lunch, and snack on all 210 days. This includes the 180 school days and the thirty extra days. Breakfast and lunch were also served when we had Saturday school.		Days in which a nutritious meal was served to students Regular Instructional Days in which a breakfast and lunch was served to all students wanting one - 180 days out of 180 days (180/180) 30 out-of-session days (ELO-P) in which breakfast/lunch/snack was served to all students wanting one. 30 days out of 30 days (30/30) Percentage of students receiving a meal during Saturday School - 100% Percentage of students attending Summer School served a breakfast and lunch if they	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					wanted one - 100%	

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.

Extra time for aides and the cook enabled Columbine to serve breakfast, lunch, and snack for all 210 days.

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

The extra time for the cook and aides were paid out of the cafeteria and other funds. LCAP did pay for the cook's time for Saturday school.

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

Action 5.1: Effective - Columbine served 210 days of breakfast, lunch, and snack. Breakfast and lunch were served for all Saturday schools.

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 are planned under this goal for 2025-26.

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
5.1	Cafeteria Personnel	The district will provide additional hours of cafeteria personnel services support to ensure all students enrolled in school during regular school instructional days, enrolled in the 30 out-of-session Expanded Learning Opportunities Program days, attending Saturday School sessions, and attending Summer School are provided with nutritious meals and snacks.	$6,037.00	No

Action #	Title	Description	Total Funds	Contributing

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
$254,327	$8,582

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
13.428%	0.000%	$0.00	13.428%

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
1.3	**Action:** After School Language Arts and Math Intervention **Need:** Although the Socioeconomically Disadvantaged (SED) student group achieved a 2023 Dashboard performance color of Blue in ELA and Math, there is still approximately 33% of SED students in grades 3rd - 8th not meeting grade level standard in ELA and	This action will provide our Unduplicated Pupils with opportunities to maintain pace with grade level learning by ensuring timely learning supports are provided that enable Unduplicated Pupils to keep pace with their grade level peers. By providing this support per specific grade levels, it ensures our teachers are focused on grade level standards that must be mastered. Providing these opportunities in three, eight-week sessions throughout the year ensures timely intervention based on on-going progress monitoring.	#1.2 #1.3 #1.7

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
	approximately 46% not meeting standard in Math. As Dashboard results for Columbine SED students indicate, they are the some of the highest performing students in Tulare County and also well above the state average for this student group in ELA and Math. These results indicate that this action has been very successful in accelerating student academic success. Educational Partners have expressed their desire to continue providing the services of this action to our SED students, as results are encouraging and evidencing that this action is producing increasingly positive student outcomes. ENGLISH LANGUAGE ARTS (2023 Dashboard Performance): All Students - 27.2 points above standard (Green) Socioeconomically Disadvantaged - 29 points above standard (Blue) Hispanic - 25.5 points above standard (Green) ENGLISH LANGUAGE ARTS (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 65.36% Socioeconomically Disadvantaged - 66.67% Hispanic - 63.30% MATH (2023 Dashboard Performance): All Students - 6 points above standard (Green) Socioeconomically Disadvantaged - 2.4 points above standard (Blue) Hispanic - 2.9 points above standard (Green)	Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	MATH (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 54.33% Socioeconomically Disadvantaged - 53.97% Hispanic - 52.29% English Learners are not a significant student group (30 or more students) to reflect a Dashboard Indicator color result, they exhibit needs that this action will address. **Scope:** LEA-wide		
1.4	**Action:** Additional Student Support **Need:** Although the Socioeconomically Disadvantaged (SED) student group achieved a 2023 Dashboard performance color of Blue in ELA and Math, there is still approximately 33% of SED students in grades 3rd - 8th not meeting grade level standard in ELA and approximately 46% not meeting standard in Math. As Dashboard results for Columbine SED students indicate, they are the some of the highest performing students in Tulare County and also well above the state average for this student group in ELA and Math. These results indicate that this action has been very successful in accelerating student academic	This action will provide our Unduplicated Pupils with opportunities for academic remediation support through the providing of Summer School. This academic remediation support will be in large part provided by our district's instructional aides working in support of our Summer School teachers. The summer school opportunity for Unduplicated Pupils will ensure the any student in need of remedial academic support is provided with learning supports in the area(s) of need. Summer school academic remediation will better prepare Unduplicated students for subsequent grade level learning. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.2 #1.3 #1.6

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
	success. Educational Partners have expressed their desire to continue providing the services of this action to our SED students, as results are encouraging and evidencing that this action is producing increasingly positive student outcomes. ENGLISH LANGUAGE ARTS (2023 Dashboard Performance): All Students - 27.2 points above standard (Green) Socioeconomically Disadvantaged - 29 points above standard (Blue) Hispanic - 25.5 points above standard (Green) ENGLISH LANGUAGE ARTS (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 65.36% Socioeconomically Disadvantaged - 66.67% Hispanic - 63.30% MATH (2023 Dashboard Performance): All Students - 6 points above standard (Green) Socioeconomically Disadvantaged - 2.4 points above standard (Blue) Hispanic - 2.9 points abcve standard (Green) MATH (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 54.33% Socioeconomically Disadvantaged - 53.97% Hispanic - 52.29%		

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
	English Learners are not a significant student group (30 or more students) to reflect a Dashboard Indicator color result, they exhibit needs that this action will address. **Scope:** LEA-wide		
1.5	**Action:** Academic support for English Learners **Need:** English Learner students only constitute approximately 7% of pupil enrollment in the district and therefore Dashboard performance Indicator results are not reported. Individual progress monitoring by classroom teachers and individual state assessment results indicate a need for academic and English language development supports. There is a need for many of these English Learner students to participate in the services provided by many of the Actions under this goal. **Scope:** LEA-wide	By providing small group and/or one-to-one academic support to English Learners (ELs) on a daily basis, teachers are able to hone-in more specifically on areas where these students need the most scaffolding in order to build content comprehension and at the same time accelerate the ELs progress toward acquisition of English language proficiency skills. Even though this action is principally directed at addressing the needs English Learners, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.1 • SBAC Math and ELA (Individual Reports) • ELPAC Assessment Results (Individual Reports)
1.6	**Action:** Technology and Internet Access **Need:** Many of the districts socioeconomically disadvantaged students' families face fiscal barriers in providing a technological learning	Providing Unduplicated Pupils with up-to-date technological learning devices and consistent and reliable Internet and Wi-Fi will ensure access to necessary learning resources and educational learning platforms that require newer devices to run them. Teacher devices also need to be	#1.2 #1.3

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
	device for their child. This is especially a hardship for families with several school-aged children. The same fiscal challenge also impedes the ability to access reliable Internet or Wi-Fi services for the home. These circumstances present challenges for SED students' ability to access learning resources necessary for continued learning progress. Also, the rural location of the school make Internet access in the home unavailable to some families. The district's ability to provide reliable up-to-date learning devices and consistent Internet and Wi-Fi connectivity is crucial to student learning. The district's ability to do this plays a role in student academic success. ENGLISH LANGUAGE ARTS (2023 Dashboard Performance): All Students - 27.2 points above standard (Green) Socioeconomically Disadvantaged - 29 points above standard (Blue) Hispanic - 25.5 points above standard (Green) ENGLISH LANGUAGE ARTS (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 65.36% Socioeconomically Disadvantaged - 66.67% Hispanic - 63.30% MATH (2023 Dashboard Performance): All Students - 6 points above standard (Green) Socioeconomically Disadvantaged - 2.4 points above standard (Blue)	updated, so teachers can access core content instructional resources for use in teaching. All students in the district will be provided with access to up-to-date technology devices, as even students that are not Unduplicated do not have up-to-date devices capable of running learning programs utilized by the district. Providing devices and Internet and Wi-Fi access to all students establishes equity in educational opportunities for all.	

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
	Hispanic - 2.9 points above standard (Green) MATH (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 54.33% Socioeconomically Disadvantaged - 53.97% Hispanic - 52.29% **Scope:** LEA-wide		
2.1	**Action:** Learning Recovery and Positive Student Engagement **Need:** Although the Socioeconomically Disadvantaged (SED) student group achieved a 2023 Dashboard performance color of Blue in ELA and Math, there is still approximately 33% of SED students in grades 3rd - 8th not meeting grade level standard in ELA and approximately 46% not meeting standard in Math. For some of our socioeconomically disadvantaged students, falling behind in academic learning is due to missed learning opportunities due to incomplete assignments, and/or needing more academic support/learning time. Also, even though the overall school absenteeism rate is quite low (Blue), some SED and English Learner	This action will provide the opportunity for Unduplicated Pupils to voluntarily attend another academic support offering that will assist them in accelerating their learning and work completion needing to be recovered as a result of missed assignment completion, school absences, and general lag in learning progress. School staff will guide students through their learning assignments and provide extra academic support, while monitoring student progress on assignments. This action will also serve in providing for attendance recovery for student absences. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.2 #1.3 #2.4 #2.8 #2.9

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 fall behind in learning due to school absenteeism. ENGLISH LANGUAGE ARTS (2023 Dashboard Performance): All Students - 27.2 points above standard (Green) Socioeconomically Disadvantaged - 29 points above standard (Blue) Hispanic - 25.5 points above standard (Green) ENGLISH LANGUAGE ARTS (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 65.36% Socioeconomically Disadvantaged - 66.67% Hispanic - 63.30% MATH (2023 Dashboard Performance): All Students - 6 points above standard (Green) Socioeconomically Disadvantaged - 2.4 points above standard (Blue) Hispanic - 2.9 points above standard (Green) MATH (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 54.33% Socioeconomically Disadvantaged - 53.97% Hispanic - 52.29% English Learners are not a significant student group (30 or more students) to reflect a Dashboard Action Indicator color result, they exhibit needs that this action will address, as		

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 groups chronic absenteeism rate is three times the All Students group average. CHRONIC ABSENTEEISM RATE All Students - 2.1% (Blue) English Learners - 6.3% Socioeconomically Disadvantaged - 2.8% Hispanic - 2.4% **Scope:** LEA-wide		
2.2	**Action:** Summer Learning Acceleration **Need:** Although the Socioeconomically Disadvantaged (SED) student group achieved a 2023 Dashboard performance color of Blue in ELA and Math, there is still approximately 33% of SED students in grades 3rd - 8th not meeting grade level standard in ELA and approximately 46% not meeting standard in Math. For some of our socioeconomically disadvantaged students and English Learners, falling behind in academic learning many times is due to missed learning opportunities due to incomplete assignments, and/or needing more academic support/learning time as a result of school learning time absences or being chronically absent from school.	This action will provide an after the school year opportunity for Unduplicated Pupils to voluntarily attend another academic support offering that will assist them in learning recovery resulting primary from being absent from school. Teachers will provide these students with academic support through lessons based focused on the areas of learning deficits evidenced by each student. School staff will also guide students through their learning assignments and provide extra academic support, while monitoring student progress. This opportunity will also assist in preparing participating students in being better prepared for next grade rigor and increase success potential. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.2 #1.3 #1.6

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
	ENGLISH LANGUAGE ARTS (2023 Dashboard Performance): All Students - 27.2 points above standard (Green) Socioeconomically Disadvantaged - 29 points above standard (Blue) Hispanic - 25.5 points above standard (Green) ENGLISH LANGUAGE ARTS (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 65.36% Socioeconomically Disadvantaged - 66.67% Hispanic - 63.30% MATH (2023 Dashboard Performance): All Students - 6 points above standard (Green) Socioeconomically Disadvantaged - 2.4 points above standard (Blue) Hispanic - 2.9 points above standard (Green) MATH (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 54.33% Socioeconomically Disadvantaged - 53.97% Hispanic - 52.29% English Learners are not a significant student group (30 or more students) to reflect a Dashboard Action Indicator color result, they exhibit needs that this action will address, as the groups chronic absenteeism rate is three times the All Students group average. CHRONIC ABSENTEEISM RATE		

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
	All Students - 2.1% (Blue) English Learners - 6.3% Socioeconomically Disadvantaged - 2.8% **Scope:** LEA-wide		
3.1	**Action:** Teacher Mentoring **Need:** Research studies indicate (D. Goldhber, L. Lavery, and R. Theobald - "Uneven Playing Field? Assessing the Teacher Quality Gap Between Advantaged and Disadvantaged Students") that teacher quality plays the most critical role in a student's success. Research also indicates that many California students in high-poverty schools are taught by the most novice teachers (not fully credentialed, inexperienced, under-qualified) and that many students of high-poverty schools are very often performing at academic levels below their non-poverty peers. Although the Socioeconomically Disadvantaged (SED) student group achieved a 2023 Dashboard performance color of Blue in ELA and Math, there is still approximately 33% of SED students in grades 3rd - 8th not meeting grade level standard in ELA and approximately 46% not meeting standard in Math.	This Action will partner an effective, experienced site teacher with an inexperienced or new to grade level teacher. The experienced teacher will provide new to education or new to grade level teachers with support in lesson planning incorporating grade level standards, assessment, classroom management, relationship-building, and student progress monitoring, in order to accelerate the mentee's level of effectiveness in providing effective and high-quality instruction to Unduplicated Pupils. Developing high-quality, effective teachers will provide Unduplicated Pupils with teachers that will consistently deliver well-planned and effective lessons while utilizing best practices and strategies. Having high-quality, knowledgeable teachers that know how to scaffold instruction, provide timely intervention, maximize use of instructional materials and expertly monitor progress and assess effectively will enable Unduplicated Pupils to access the content to be mastered. Effective whole class instruction cannot occur only in isolation for Unduplicated Pupils. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils,	#3.1 #3.5

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
	ENGLISH LANGUAGE ARTS (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 65.36% Socioeconomically Disadvantaged - 66.67% Hispanic - 63.30% MATH (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 54.33% Socioeconomically Disadvantaged - 53.97% Hispanic - 52.29% English Learners are not a significant student group (30 or more students) to reflect a Dashboard Action Indicator color result, they exhibit needs that this action will address. **Scope:** LEA-wide	it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit academic needs and will benefit from high-quality instruction.	
4.1	**Action:** Facilities **Need:** Many district Unduplicated students live in environments not optimally conducive to learning, thus hindering academic progress for some of these students. The very rural nature of the community surroundings and the level of the poverty do not provide for learning spaces where many of our Unduplicated students can thrive academically and socially outside the	This Action ensures that Unduplicated students have access to safe and clean facilities by ensuring that any maintenance or safety/security needs are addressed quickly and to a high standard of quality work. Safe and well maintained environments contribute significantly to students' physical well-being and their ability to focus and thrive academically. In addition all students require clean, secure facilities to foster an inclusive environment, and thus this action is implemented LEA wide for the benefit of all students.	# 2.6 # 2.7 # 4.1

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
	school environment. The school is the centerpiece for most all community activity. The district goal is to maintain 100% of facilities in good and safe repair as per the Facilities Inspection Tool (FIT) Report in order to provide an optimal learning environment for these students. ENGLISH LANGUAGE ARTS (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 65.36% Socioeconomically Disadvantaged - 66.67% Hispanic - 63.30% MATH (2022-2023 CAASPP): PERCENTAGE OF STUDENTS MEETING OR EXCEEDING STANDARD All Students - 54.33% Socioeconomically Disadvantaged - 53.97% Hispanic - 52.29% **Scope:** LEA-wide		
4.2	**Action:** Student Transportation **Need:** Columbine maintains a high student attendance rate and low chronic absenteeism rate, in part due to district provided transportation of students to and from school. Parents of Unduplicated Pupils have shared that it is often times a challenge to get their	Providing transportation to and from school for our Unduplicated Pupils will ensure continuance of good attendance and lower chronic absenteeism rates, thus maximizing the opportunities that students are present for learning and diminishing the barrier of family transportation issues in getting their children to school. This action will also provide transportation for students participating in education support activities.	#4.1 #2.4 #2.8

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
	children to school due to the challenge of having unreliable or no transportation means. This Action has continued to prove effective in ensuring these students maximize there presence for learning at school. CHRONIC ABSENTEEISM RATE (2023 Dashboard) All Students - 2.1% (Blue) English Learners - 6.3% Socioeconomically Disadvantaged - 2.8% Hispanic - 2.4% SCHOOL ATTENDANCE RATE (2022-23) 98% attendance rate **Scope:** LEA-wide	Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

Columbine will use its $8,582 in Additional Concentration Grant money to add aide time to work with foster youth, English learners, and low-income students (Action 1.4).

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

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	1,894,062	254,327	13.428%	0.000%	13.428%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$286,348.00	$50,883.00	$0.00	$20,557.00	$357,788.00	$159,387.00	$198,401.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	After School Class/Homework Sessions	All	No			All Schools	On-going	$4,752.00	$0.00				$4,752.00	$4,752.00	
1	1.2	Summer School Classes for Language Arts and Math	All	No			All Schools	On-going	$37,536.00	$0.00		$37,536.00			$37,536.00	
1	1.3	After School Language Arts and Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$26,088.00	$0.00	$10,283.00			$15,805.00	$26,088.00	
1	1.4	Additional Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$49,370.00	$0.00	$42,060.00	$7,310.00			$49,370.00	
1	1.5	Academic support for English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$25,904.00	$0.00	$25,904.00				$25,904.00	
1	1.6	Technology and Internet Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,730.00	$43,967.00	$45,697.00				$45,697.00	
2	2.1	Learning Recovery and Positive Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,097.00	$0.00	$1,097.00				$1,097.00	
2	2.2	Summer Learning Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$4,873.00	$0.00	$4,873.00				$4,873.00	
2	2.3	Parent Engagement Opportunities	All	No			All Schools	On-going	$0.00	$0.00	$0.00				$0.00	
3	3.1	Teacher Mentoring	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	$2,000.00	$0.00	$2,000.00				$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
4	4.1	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$124,199.00	$124,199.00				$124,199.00	
4	4.2	Student Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$30,235.00	$30,235.00				$30,235.00	
4	4.3	School Library	All	No			All Schools	2025-26	$0.00	$0.00	$0.00				$0.00	
5	5.1	Cafeteria Personnel	All	No			All Schools	On-going	$6,037.00	$0.00		$6,037.00			$6,037.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,894,062	254,327	13.428%	0.000%	13.428%	$286,348.00	0.000%	15.118 %	Total:	$286,348.00
								LEA-wide Total:	$286,348.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	After School Language Arts and Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,283.00	
1	1.4	Additional Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,060.00	
1	1.5	Academic support for English Learners	Yes	LEA-wide	English Learners	All Schools	$25,904.00	
1	1.6	Technology and Internet Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,697.00	
2	2.1	Learning Recovery and Positive Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,097.00	
2	2.2	Summer Learning Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,873.00	
3	3.1	Teacher Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	

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 (%)
4	4.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,199.00	
4	4.2	Student Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,235.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$343,035.00	$356,058.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	After School Class/Homework Sessions	Yes	5,043.00	4,752
1	1.2	Summer School Classes for Language Arts and Math	Yes	$24,093.00	37,536
1	1.3	After School Language Arts and Math Intervention	Yes	20,299.00	26,088
1	1.4	Additional Student Support	Yes	45,373.00	49,370
1	1.5	Academic support for English Learners	Yes	29,737.00	25,904
1	1.6	Technology and Internet Access	Yes	29,288.00	43,967
2	2.1	Learning Recovery and Positive Student Engagement	Yes	$1,604.00	1,097
2	2.2	Summer Learning Acceleration	Yes	$3,454.00	4,873
2	2.3	Parent Engagement Opportunities	No	$0.00	00.00
3	3.1	Teacher Mentoring	Yes	$3,000.00	2,000
4	4.1	Facilities	Yes	$20,000.00	124,199

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)
4	4.2	Student Transportation	Yes	$30,235.00	30,235
4	4.3	School Library	Yes	$99,804.00	00.00
5	5.1	Cafeteria Personnel	Yes	$31,105.00	6,037

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)
231,869	$306,268.00	$276,075.28	$30,192.72	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	After School Class/Homework Sessions	Yes	$1,410.00	00.00		
1	1.2	Summer School Classes for Language Arts and Math	Yes	$2,879.00	00.00		
1	1.3	After School Language Arts and Math Intervention	Yes	$14,003.00	10.283		
1	1.4	Additional Student Support	Yes	$39,749.00	43,790		
1	1.5	Academic support for English Learners	Yes	$29,737.00	25,904		
1	1.6	Technology and Internet Access	Yes	$29,288.00	43,967		
2	2.1	Learning Recovery and Positive Student Engagement	Yes	$1,604.00	1,097		
2	2.2	Summer Learning Acceleration	Yes	$3,454.00	4,873		
3	3.1	Teacher Mentoring	Yes	$3,000.00	2,000		
4	4.1	Facilities	Yes	$20,000.00	124,199		
4	4.2	Student Transportation	Yes	$30,235.00	30,235		
4	4.3	School Library	Yes	$99,804.00	00.00		
5	5.1	Cafeteria Personnel	Yes	$31,105.00	00.00		

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)
1,881,665	231,869	1.898%	14.221%	$276,075.28	0.000%	14.672%	$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.