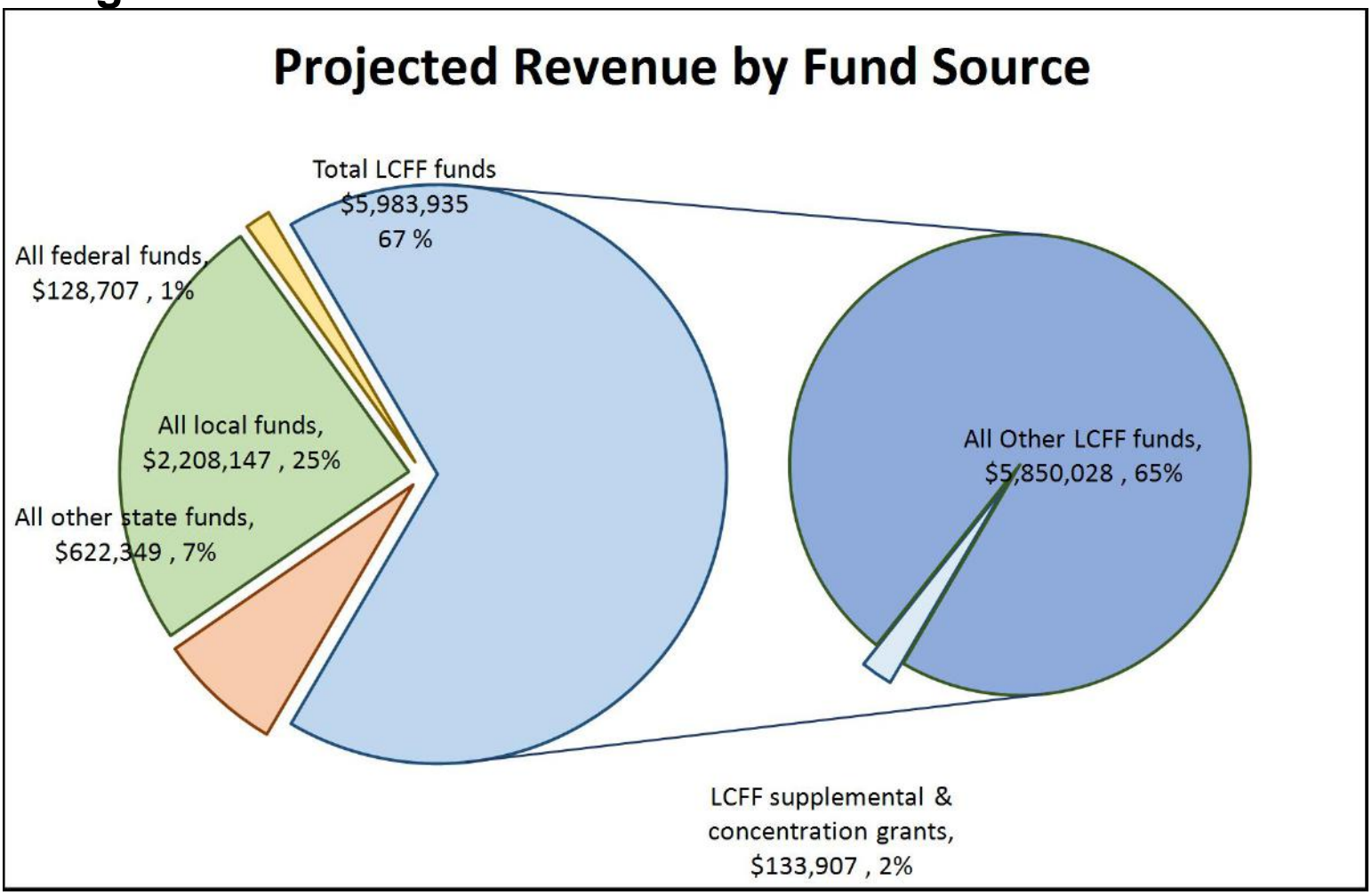
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Loma Prieta Joint Union School District
CDS Code: 43695000000000
School Year: 2025-26
LEA contact information:
Dr. Kevin Grier
Superintendent
k.grier@loma.k12.ca.us
408-353-1101

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

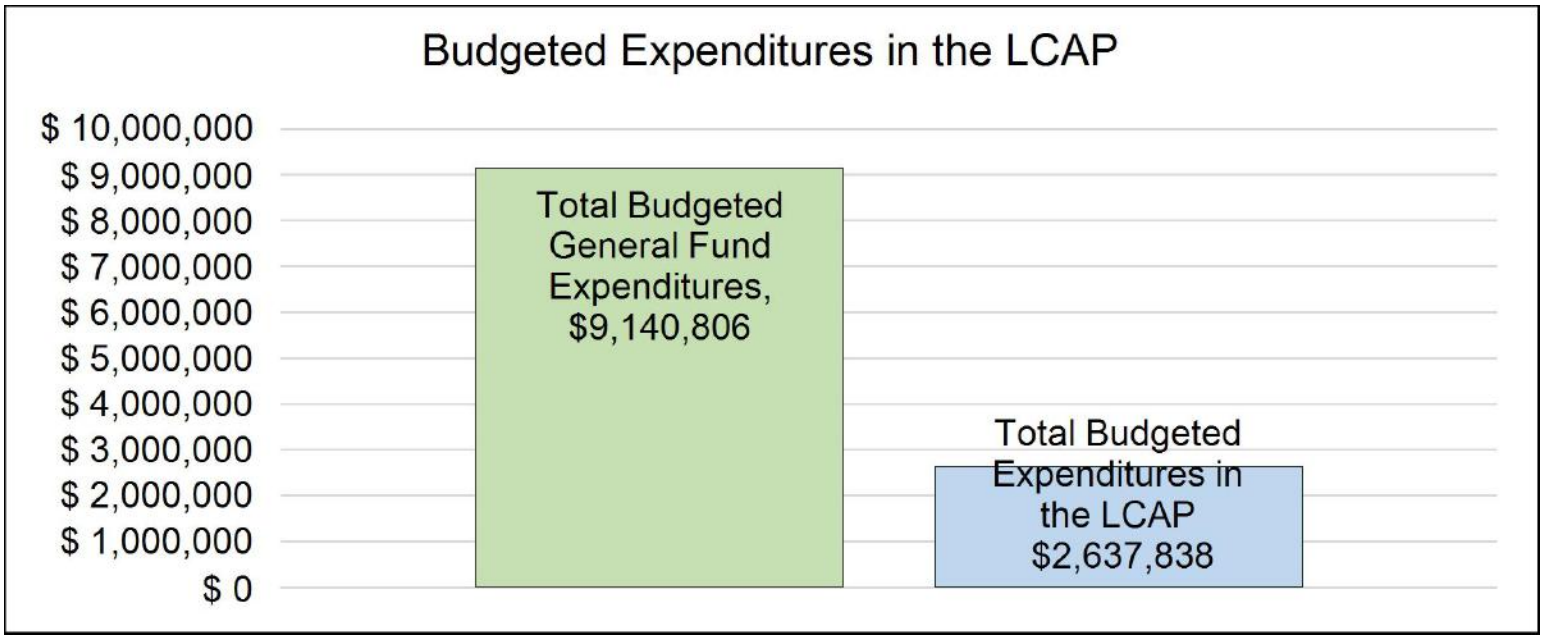


This chart shows the total general purpose revenue Loma Prieta Joint Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loma Prieta Joint Union School District is $8,943,138, of which $5,983,935 is Local Control Funding Formula (LCFF), $622,349 is other state funds, $2,208,147 is local funds, and $128,707 is federal funds. Of the $5,983,935 in LCFF Funds, $133,907 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 Loma Prieta Joint Union 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: Loma Prieta Joint Union School District plans to spend $9,140,806 for the 2025-26 school year. Of that amount, $2,637,838 is tied to actions/services in the LCAP and $6,502,968 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Budgeted expenditures not included in the LCAP include general and special education teachers, para-educators, administrators, office staff, maintenance & operations, transportation, after school care, school supplies, debt service, and STRS on behalf payment.

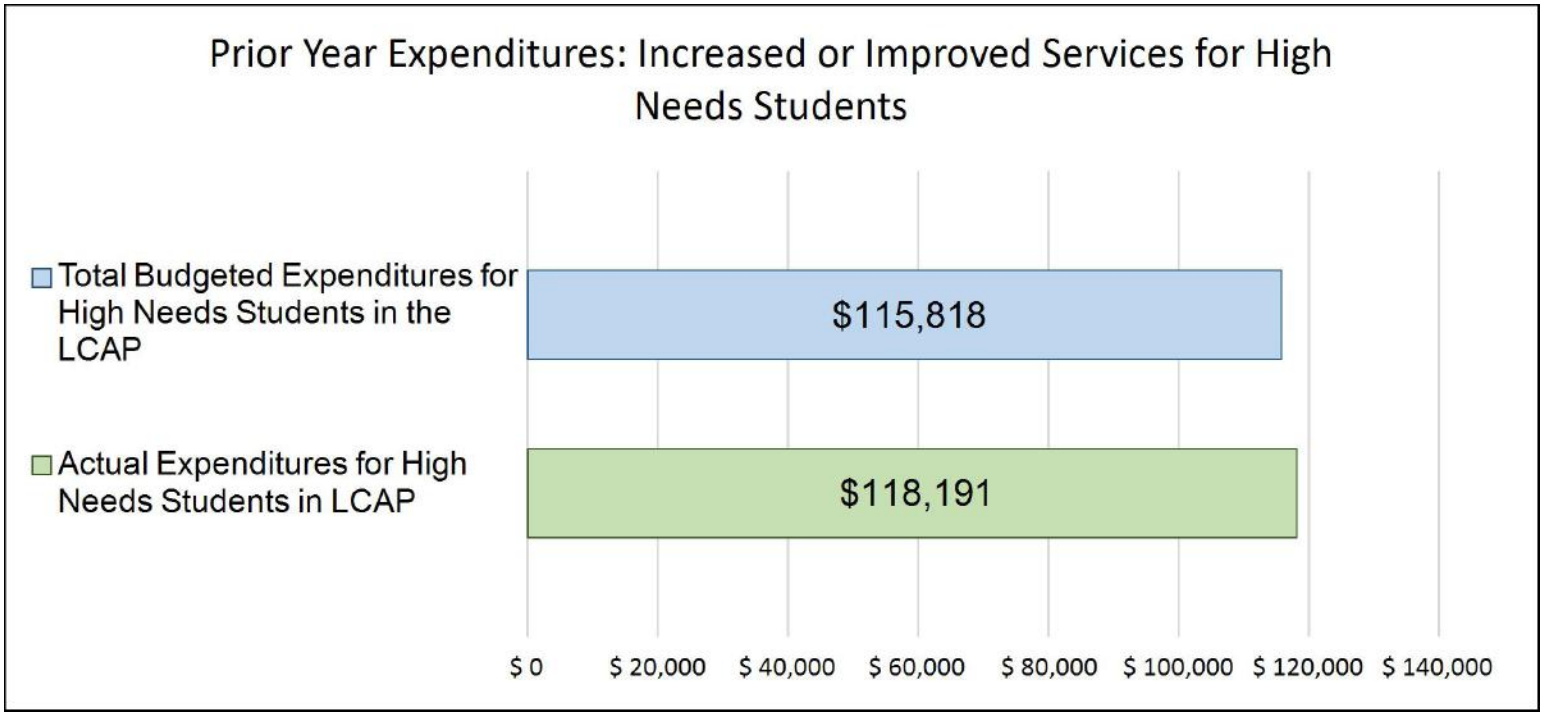
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Loma Prieta Joint Union School District is projecting it will receive $133,907 based on the enrollment of foster youth, English learner, and low-income students. Loma Prieta Joint Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Loma Prieta Joint Union School District plans to spend $141,336 towards meeting this requirement, as described in the LCAP.

For the 25-26 school year, our district will be increasing the amount allocated to targeted attendance counseling services to be able to continue to reduce the percent of chronically absent students who are in the unduplicated student groups.

LCFF Budget Overview for Parents

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



This chart compares what Loma Prieta Joint Union 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 Loma Prieta Joint Union 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, Loma Prieta Joint Union School District's LCAP budgeted $115,818 for planned actions to increase or improve services for high needs students. Loma Prieta Joint Union School District actually spent $118,191 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,373 had the following impact on Loma Prieta Joint Union School District’s ability to increase or improve services for high needs students:

This year, we came in under budget on targeted transportation services for our unduplicated students.

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
Loma Prieta Joint Union School District	Dr. Kevin Grier Superintendent	k.grier@lpjusd.us 408-353-1101

Plan Summary [2025-26]

General Information

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

The Loma Prieta Joint Union School District, a partnership of schools, parents and community is committed to providing each student with optimal learning opportunities in a safe, stimulating, and supportive environment so that each student can reach their full academic and social potential. The entire district, and its supporting community strive toward one goal: to produce graduating children who are academically prepared for their futures and who are good citizens. We endeavor to use our resources wisely and provide all our students with a high quality educational experience.

Our two schools work in concert to provide a seamless TK-8 educational pathway that prepares our students for success at a rigorous high school. We strive to ensure that each student group can achieve continued academic success as measured in SBAC and CAST summative assessments. We also recognize that our schools serve as a hub in the community as the only publicly owned facility in our locale. Our schools are welcoming, in good condition, serve as a gathering place for generations of local residents, and reflect a long tradition of high expectations for all students and exemplary academic achievement. Though small in size, our schools are staffed with fully credentialed teachers assigned accordingly in both elementary and secondary subjects, and we continue to offer enrichment programs in art, music, and world language.

Health and wellness are themes mirrored in our broader community that play out in our schools through inclusion of developmental PE at the elementary level, and a strong health and physical education program at the middle school which also incorporates a robust and fully inclusive sports/athletics program. Additionally, through a partnership with Theater in the Mountains, our students have access to perform and/or attend fully staged musical productions.

Our comprehensive academic offerings encompass mandated subject areas that are supported by a high level of parent volunteerism, a community commitment to the visual and performing arts, and a culture of a safe and caring community. As a transitional kindergarten through 8th grade district, we do not administer the Early Assessment Program exam or Advance Placement (AP) exams, nor do we offer AG coursework nor Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate and dropout rate. Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to take A-G, AP, and CTE courses, and graduate high school.

Reflections: Annual Performance

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

Loma Prieta Joint Union School District academic data for the Spring of 2024 continued to show strong scores for all groups in English Language Art and Math. For ELA, all students collectively were 44.2 points from standard. This was a 3.9 point increase from 2023 Dashboard. For our three student groups, we saw our white student group grow by 4.6 points to be 47.4 points from standard (blue), our hispanic student group grew by 11 points from the 2023 Dashboard to be 8.6 points above standard (green); while our SWD student group declined by -5.6 points from standard (orange). For the 2023-24 school year, we implemented a new ELA curriculum to help support all readers, as well as our struggling readers with its focused approach using the Science of Reading. In addition, we were able to increase our reading intervention support by offering an additional 0.4 FTE Reading Interventionist focused on our EL students and our struggling readers.

In the area of math, overall our students increased by 7.3 points to be 44.1 points above standard (blue). Our white student group scored grew by 8.4 points to reach 49.3 points from standard (blue); our hispanic student group made significant gains of 29.2 points to now be 6.5 points above standard (blue), and our SWD student group increased by 3.3 points to reach was at -37.9 points from standard (yellow). We were able to secure a 0.8 FTE math interventionist for the 2nd year in 24-25 to help us with students identified as needing additional support. In addition, our elementary school participated in a yearlong beta test pilot of a math program which we will officially adopt and implement in 2025-26 school year.

We are watching carefully our SWD students as the scores were close to moving into the red category in both English & math. We continue to have challenges recruiting and retaining a consistent team of special education teachers which makes it difficult for our district to implement a solid academic program year over year. For the 2025-26 school, we are optimistic as we intentionally reached out early to recruit for the known positions. We are also researching specific training in our Unique and Cloud9 special education curricular programs for math and English. In addition, we will be opening a new SDC program for Pk-3rd grade to help us keep our SWD students in our district.

During the 2023-24 school year, we were notified that our district was in Differentiated Assistance (DA) in the areas of attendance and suspensions. In the 2024-25 school year, we continued our second of the 2-year DA with the SCCOE and should be released from DA upon the release of the 2025 Dashboard that will show significant progress in our areas of concern. Below is the updated data for the DA areas. No additional areas were identified as a result of the 2024 Dashboard.

1) Schools within the district that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Chronic Absenteeism Indicator (Red - “High” or “Very High”)

- Loma Elementary (22.3% chronically absent, Increased 19.3%, N = 269) * 2024-25 : (6.8% chronically absent, decreased 15.5%, n = 265)

2) Student groups within District that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Chronic Absenteeism Indicator (Red - “High” or “Very High”)

- Socio-Economically Disadvantaged (37.0% chronically absent, increased 21.2%, n=46) * 2024-25 : (SED - 14.8% chronically absent, decreased 22.2%, n = 61)

* Students with Disabilities (27.0% chronically absent, Increased 13%, n= 74) * 2024-25 : (SWD - 12.9% chronically absent, decreased 14.2%, n = 70)
* Hispanic (31.3% chronically absent, Increased 22.7%, n= 80) * 2024-25 : (Hisp - 13.7% chronically absent, decreased 17.6%, n = 73)
* White (17.3% chronically absent, Increased 10.3%, n= 283) * 2024-25 : (White - 6.2% chronically absent, decreased 10.8%, n = 274)

Suspension Rate Indicator (Red - “High” or “Very High”)

- (2022-23 data) Students with Disabilities (8.1% suspended at least once, Increased 4.4%, n= 74) * 2024-25 : (SWD - 0.0% suspended at least once, decreased 8.13, n = 70)

3) Student groups within a school within the District that received the lowest performance level on one or more state indicators on the 2023 Dashboard.
Loma Elementary
Chronic Absenteeism Indicator (Red - “High” or “Very High”)

- SWD (29.3 % chronically absent, Increased 23.0%, n= 41) * 2024-25 : (SWD - 10.0% chronically absent, decreased 19.3%, n= 40)
- Hispanic (33.9 % chronically absent, Increased 29.8%, n= 56) * 2024-25 : (Hisp - 11.5% chronically absent, decreased 22.4%, n= 52)
- White (18.6% chronically absent, Increased 15.8%, n= 167) * 2024-25 : (White - 4.3% chronically absent, decreased 14.2%, n= 162)

Suspension Rate Indicator (Red - “High” or “Very High”)

- (2022-23 data) Students with Disabilities (9.8% suspended at least once, Increased 7.7%, n= 41) * 2024-25 : (SWD - 0.0% suspended at least once, decreased 9.8%, n= 40)

C.T. English
Chronic Absenteeism Indicator (Red - “High” or “Very High”)

- SWD (26.5 % chronically absent, Increased 2.2%, n= 34) * 2024-25 : (SWD - 14.3% chronically absent, decreased 9.8%, n= 30)

For the 2024-25 school year, in the area of attendance, all our students groups moved from the red category: all students, SWD, SED, Hispanic, and White. In addition, no student groups were identified in the red category for suspensions. During the Differentiated Assistance process, we identified root causes for the attendance and suspension issues. In the area of attendance, we began to monitor more closely

the attendance of all our students (Action 2.1). We sent home 40-day, 80-day, 120-day, 150-day letters to families of students approaching or exceeding the limit for chronic absenteeism (Action 2.1). We also developed our SART and SARB teams and protocols to assist in addressing our attendance concerns (Action 2.1). We have already seen a notable reduction in the number of identified chronically absent students and an increase in the ADA for all student groups.

In the area of suspensions, we continued our work to develop alternatives to suspensions such as online modules that a student would take in lieu of being suspended (Action 3.1). We also worked to deepen our restorative practices (Action 3.1). Like attendance, we have already seen a reduction in the overall number of students suspended at least once. In 24-25 school year, we had zero (0) SWD students suspended during the year in the entire district.

Learning Recovery Emergency Block grant (LRBEG):
As a result of our district's needs assessment, our district made the decision to continue to use the remaining LRBEG funds annually to cover the cost of the iReady Assessments in ELA & Math Goal 1: Action 1.3, 1.4 & 1.5 and Goal 1: Metric 1.4 & 1,5.. Pursuant to EC Section 32526(c)(2)(A-F), funds received for the LREBG shall only be expended for specific purposes. Of these, the use of iReady diagnostic assessments falls under (E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. We discussed the continued need to have a summative assessment tool that will help our staff to monitor and identify the needs of our students in the areas of ELA and Math, especially our SWD population that is currently orange in both math & ELA. All our students in K-8 take the iReady twice within the school year. The annual cost is roughly $13,000. We will have spent down the LRBEG funds within the three (3) remaining school years: 3-Year Spending Plan of LRBEG Funds 25-26: $10,065; 26-27: $11, 071; 27-28: $12,178.

Reflections: Technical Assistance

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

Our LEA was identified as needing Differentiated Assistance for our Students with Disability (SWD) student group as a result of this group being red in both attendance and suspensions. In addition, all students in the LEA reached the red level for both attendance and suspensions. As a result, our district has spent since the winter of 2023 working with a DA team from the SCCOE to help us focus on ways to support our identified students groups. For the 2024-25 school year, the SCOOE offered us three full days of training (August, January, March) as monthly meetings with our DA team. We have used the time to drill down on the root causes and to take a deeper dive into the data. The following paragraphs list some of the strategies that we have begun to implement. So far, the data for the 23/24 & 24/25 school years show huge improvements to both identified areas for all our student groups. As a result of the improvement in those identified areas of need, we began to proactively use the DAIN days to process academic gaps in our SpEd student group as this could potentially make thei group red in ELA, math and/or science.

Suspensions: Introduced learning course for first offense for vaping to reduce suspensions. Partnered with Santa Clara County Office of Education to increase student and parent awareness and provide education around the dangers of controlled substances. Implemented restorative practices with the support of our school counselor to support all students who were impacted by a classroom having to be evacuated due to a dysregulated student.

Attendance: We continued our partnership with office staff to promote good attendance and independent studies at back to school nights and in weekly school to home communications. We have increased contact including frequent reminders to parents about the importance of school attendance and process for requesting independent study when school absences can not be avoided. Sending notification letters at the 40-day, 80-day, 120-day marks, with hand-written note from Principal; created a school attendance review team which actively analyzes attendance data and meets with parents and students to problem solve for attendance issues. Working with our SARB (Student Attendance Review Board) in conjunction with Santa Clara County Office of Education before a referral is made to the district attorney

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.

5/13/2025 - 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.

5/13/2025 - N/A

Monitoring and Evaluating Effectiveness

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

5/13/2025 - 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
School Staff (certificated & classified & admin) and CTA & CSEA union leadership	On March 26, 2025, we met with staff to review our previous LCAP goals and actions. In March, we used a Padlet activity to help collect input from the groups that we could consider for inclusion into the 25/26 LCAP. During our weekly Instructional Cabinet meetings that include our principal and our Director of Special Education and Student Services, we reviewed the data and discussed at length the actions and metrics we would want to see in our LCAP.
School Site Council (includes EL & SpEd parent reps)	(Our SSC acts as our LCAP Parent Advisory) During two of our monthly SSC meetings (Feb. 10, 2025 & March 24, 2025), our superintendent presented for discussion our current LCAP goals and actions. We sought input form the members through a similar JamBoard activity that allowed us to hear what our various represented voices were stressing as areas of focus.
Home School Connection (both C.T. English & Loma Prieta)	On March 4 & March 19, 2025, we met with our two Home School Connection parent organizations to elicit feedback from them about concerns and aspirations they had for their children moving into the 2025-26 school year. We also used Padlet activity to gather their feedback.
C.T. English Middle School Student Council	On March 14, 2025, to gather student input, we offered a lunch meeting with our 20 student member student council to solicit feedback from them. This meeting was a great experience and yielded much information about curriculum they wanted to see and the instructional delivery systems that they preferred. They provided more ways to help us to engage and connect students to school and learning.

Educational Partner(s)	Process for Engagement
Loma Elementary Leadership (student leadership team)	On April 18, 2025, while we are not required to engage our students at the elementary level, we felt it was extremely important to have these voices. These 4th & 5th grade students provided some very articulate and sound ideas and thoughts using a similar Padlet activity.
Board of Education	Our Board was provided an opportunity at a Board meeting in February where we presented the mid-year LCAP review in which to offer additional suggestions as we began to build our 25/26 LCAP. Their focus was on ways to increase our academic results such that we could reach the mark of at least 85% of all students at or above grade level standards. Board Public Hearing: May 28, 2025. Board Adoption of LCAP: June 11, 2025.
Differentiated Assistance team	The SCCOE DA Team has met with our DA team monthly since last December 2023. We also attended several all-day trainings at the County Office of Education over the course of the nearly 2-year experience. Throughout the process, we have learned much that we could implement within the LCAP that would improve our attendance and suspensions.
Special Education Local Area Plan (SELPA)	On May 21, 2025, our district held a meeting with our SELPA Director in which we reviewed our metrics and actions as they related to Students with Disabilities. We continued to focus on areas of attendance and suspensions. In addition, we will focus on closing the achievement gap in all academic areas for Students with Disabilities.
Equity Multiplier	N/A

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

During our listening campaign this year, we learned much from the various groups. Our student groups offered great insight into our school climate. They voiced concerns around ways to better engage our students in school and learning including thoughts on group work and more project-based activities. As a result of meeting with both student groups, we included our Family System program in the LCAP as a focus area in which to build better relationships. This same group of students pushed us to consider ways to improve our campus cleanliness on both school campuses. Our parent groups provided additional ways in which we could increase parent engagement on campus. They also offered us additional ideas for Parent Education Events. For Goals 2 & 3, the work we have done over the past two (2) years with our DA Team from SCCOE has helped us to hone in on some great new practices that are now included as action items to support increasing attendance and lowering suspensions. The Board, as well as the staff, provided support for items to be included in the

area of academics. In particular, the continued need for targeted intervention in math and ELA. Our Goal 1 includes ways in which the staff can support "right on time" interventions along with our remaing reading intervention program . We also included two additional assessment metrics focused on monitoring the success of students throughout the year in the areas of math and ELA. They are the iReady for math (K-8) and ELA (6-8) funded through LRBEG and the use of DIBELs for grades K-5.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement - Academic success of all students in all content areas.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our district target is to have all students be at or above grade level standards, especially in English Language Arts, Math, and Science. Recent 2023 SBAC ELA results reported that all students are +40.3 points above standard which is around 70% of students. For Math results reported that all students are +36.8 points above standard which is around 68% of students. For Science we do not have the 2023 SBAC data for distance below or above standard, however based on results 60% of fifth-graders met or exceeded standard and 73% of eighth graders met or exceeded standard. In addition, the iReady assessments enabled us to monitor the success of all grades K through 8 in math and grades 6-8 in ELA. The Dibels assessments enable us to monitor ELA success of students in grades K-5. iReady and Dibels are administered 2-3 times per year and provide us with access to accurate in the moment data to help our teachers provide students with time-relevant interventions when and where needed.
In reviewing our 2023 California Assessment of Student Performance and Progress (CAASPP) Dashboard in the area of students with disabilities, we continue to see a discrepancy in how our SWD student group performed in the area of mathematics and English language arts. The SWD student group are at -41.2 points below standard in mathematics and -38.2 points below standard in English language arts. We have a reading intervention program in place with a reading specialist trained in Sonday. Our SpEd staff uses the Seeing Stars program and Unique Curriculum. For math, we have a math intervention program for elementary and middle school students to receive push in and pull out support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC - English Language Arts	(2022-2023)	(2023-2024)		(2025-2026) All students: 75 pts DFS (gain 35 pts)	(2023-2024) All students +3.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Dashboard- Distance From Standard)	All students 40.3 points DFS SWD -38.2 points DFS EL -48.1 points DFS SED 11 points DFS	All students +44.2 points DFS SWD -43.7 points DFS EL -65.1 points DFS SED +2.5 points DFS		SWD: -10 pts DFS (gain of 28 pts) EL -23.1 points DFS (gain of 25 points) SED 26 points DFS (gain of 15 points)	SWD -5.5 EL -17.0 SED -8.5
1.2	SBAC - Math (Dashboard- Distance From Standard)	(2022-2023) All students 36.8 points DFS SWD -41.2 points DFS EL -77.5 DFS SED -17.4 DFS	(2023-2024) All students +44.1 points DFS SWD -37.9 points DFS EL -51.8 DFS SED -19.6 DFS		(2025-2026) All students: +75 pts DFS (gain 38 pts) SWD: -10 pts DFS (gain 31 pts) EL -52.5 points DFS (gain of 25 points) SED -2.4 points DFS (gain of 15 points)	(2023-2024) All students +7.3 SWD +3.3 EL +25.7 SED -2.2
1.3	CAST Science	(2022-2023) 60% of 5th grade students met or exceeded standard 73% of 8th grade students met or exceeded standard	(2023-2024) 56% of 5th grade students met or exceeded standard 59% of 8th grade students met or exceeded standard		(2025-2026) 75% of 5th grade students meet or exceeded standard 85% of 8th grade students meet or exceed standard	(2023-2024) 5th grade -4 8th grade -14
1.4	iReady - English Language Arts: percentage of middle school students who score at/above in winter	(2023-2024) 78% of grade 6-8 students	(2024-2025) 74% of grade 6-8 students		(2026-2027) 90% of grade 6-8 students	(2024-2025) 6-8 students -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	iReady ELA assessment					
1.5	iReady - Math: percent of students in grades K-8 scoring at/above in winter iReady math assessment	(2023-2024) 50% of grade K-5 students 73% of grade 6-8 students	(2024-2025) 50% of grade K-5 students 68% of grade 6-8 students		(2026-2027) 70% of grade K-5 students 85% of grade 6-8 students	(2024-2025) K-5 students 0.0% 6-8 students -5%
1.6	DIBELs - Reading Assessment: percent of grade K-5 students who are at or above benchmark on winter DIBELS	(2023-2024) 65% of grade K-5 students at or above benchmark	(2024-2025) 60% of grade K-5 students at or above benchmark		(2026-2027) 75% of grade K-5 students	(2024-2025) K-5 students -5%
1.7	Implementation of State standards: Percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	(2023-2024) 78% (18 of 23)	(2024-2025) 78% (18 of 23)		(2026-2027) 91% (21 of 23)	(2024-2025) +0.0%
1.8	English Learners access to common core state standards: percentage of RFEP students who met/exceed ELA on SBAC	(2022-2023) 38% of RFEP students met or exceeded standard on ELA on SBAC	(2023-2024) 20% of RFEP students met or exceeded standard on ELA on SBAC		(2025-2026) 60% of RFEP students met or exceeded standard on ELA on SBAC	(2023-2024) RFEP students -18%
1.9	Percentage of English Learner students reclassified to Fluent English Proficient	(2023-2024) 17% of EL students reclassified	(2024-2025) 28% of EL (5 of 18) students reclassified		(2026-2027) 30% of EL students reclassified	(2024-2025) EL students reclassified: +11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	EL students making progress as measured by ELPI	(2022-2023) 50% of current EL students grew at least 1 ELPI level or maintained ELPI level 4	(2023-2024) 80% of current EL students grew at least 1 ELPI level or maintained ELPI level 4		(2025-2026) 60% of current EL students grew at least 1 ELPI level or maintained ELPI level 4	(2023-2024) EL students grew at least 1 ELPI level or maintained ELPI level 4 +30%

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.

(1.1) We were able to beta test and adopt a K-5 elementary math program. We also piloted elementary core science instructional materials, however; the adoption team was unable to move forward with a choice. We will carry that over into the 25-26 school year and pilot 2-3 other options with the hope to implement in the 26/27 school year.
(1.2) Elementary teachers did agree upon a consistent behavior matrix to be used on the report cards. Our staff was able to meet in vertical alignment teams throughout the year using early release Wednesdays. In addition, both our science and math middle school 8th grade teachers met in early spring to support vertical alignment as the our students prepare to transition to the high school. Our 8th grade English teacher was not able to receive a response from teh high school regarding setting a date.
(1.3) Math intervention for K-8 showed improvement to those students who participated based on iReady summative assessments and Forefront assessments.
(1.4) Reading Intervention K-8 was a success as indicated on the growth scores in iReady and on the summative ELPAC data for EL students.
(1.5) Focused math and reading intervention for our targeted students was successful this year. Our math interventionist was both able to offer pull out services to identified struggling math students, as well as, push in support in the middle school math classrooms. Our two ELA intervention teachers were able to offer pull out services between 2-4 times per week depending on identified need throughout the year.

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.

(1.1) Our elementary science adoption team made the decision to not adopt the materials we piloted this year. As a result, we will move the funding into July 2026 (26/27 budget year) after we pilot a few more options in 25-26.

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

(1.1) We were able to beta test and adopt a K-5 elementary math program. We also piloted elementary core science instructional materials, however; the adoption team was unable to move forward with a choice. We will carry that over into the 25-26 school year and pilot 2-3 other options with the hope to implement in the 26-27 school year. In the area of English (SBAC), all students saw an increase of 9.7% from 23/24 to 24/25; while Math (SBAC) saw an increase of 19.8%.
(1.2)The vertical teams met and were able to make initial adjustments to the K-5 & 6-8 report cards around behavior reporting. In addition, they began the work to align the writing and reading expectations by grade level.
(1.3 & 1.4 & 1.5) All intervention programs showed growth throughout the year for students in these programs as seen on iReady assessments throughout the year. Our EL Learners saw an increase of 40% in students who were identified to be RFEP. In addition, EL Learners also showed a 60% in crease in the percentage of students who grew at least one level of growth as measured by the ELPI indicator. Expect to see improvement in SBAC scores in June 2025.

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.

(1.3 1.4 & 1.5) Due to budget issues, our district will be reducing Reading Intervention to 0.8 FTE and eliminating Math Intervention for the 25-26 school year. Through negotiations with the teachers' union, we will shifting to a model of "right on time" intervention using excess prep minutes weekly in which to work with targeting students and struggling students. Based on feedback from our SELPA, we will be extending math and reading "right on time" intervention programs to include both GenEd and SpEd students with in the general classroom setting. LRBEG funds will be used to support the annual purchase of the iReady summative assessment tool that assess and monitor student progress in both ELA and math.

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	Course access/instructional materilals	Ensure that every pupil in the school district has sufficient access to standards-aligned instructional materials based on the most recent state frameworks. Maintain student access to Algebra, Geometry, lab science, and/or STEM. Continue to refresh student devices to ensure digital access.	$92,389.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Standards-based reporting	Vertically align K-8 ELA and math curriculums so students are prepared for high school. Modify elementary report cards to be standards-based and tie in with local district-wide assessments. This action is part of regular staff responsibilities therefore there are no additional expenditures.	$0.00	No
1.3	Math intervention support	Provide research-based math intervention program (K-8) that provides frequent progress monitoring. Also, utilize right on time intervention opportunities within the day with the teacher of record to support struggling learners. LRBEG funds will be used to support the annual purchase of the iReady summative assessment tool that assess and monitor student progress in both ELA and math. Metric 1.5 will be used to measure the effectiveness of this action. LRBEG Funds (planned spending) 25-26: $10,065; 26-27: $11, 071; 27-28: $12,178	$29,007.00	No
1.4	Reading intervention support	Provide research-based reading intervention program (K-8) that provides frequent progress monitoring. Also, utilize right on time intervention opportunities within the day with the teacher of record to support struggling learners. LRBEG funds will be used to support the annual purchase of the iReady summative assessment tool that assess and monitor student progress in both ELA and math. Metric 1.4 will be used to measure the effectiveness of this action. LRBEG Funds (planned spending) 25-26: $10,065; 26-27: $11, 071; 27-28: $12,178	$108,514.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Targeted Math & Reading supports	Additional .2 FTE Intervention Teacher and Teacher 2.13% Pull-out time targeted to support SED struggling math and reading students. LRBEG funds will be used to support the annual purchase of the iReady summative assessment tool that assess and monitor student progress in both ELA and math. Metric 1.4 & 1.5 will be used to measure the effectiveness of this action. LRBEG Funds (planned spending) 25-26: $10,065; 26-27: $11, 071; 27-28: $12,178	$96,336.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pupil Engagement - Students will engage on a regular and consistent basis with curricular and extracurricular materials and activities.	Broad Goal

State Priorities addressed by this goal.

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.

Based on the 2023 California Dashboard, five of our qualifying six student groups received a red indicator on the dashboard in chronic absenteeism: All students - 19.2%; SWD - 27%; Hispanic students - 31%; and our socio-economically disadvantage student group - 37%. In addition, due the significant increase in chronic absenteeism for SWD and the fact that our suspension for this student group also received a red indicator, our district was placed in Differentiated Assistance.

Our middle school students have a variety of electives including music, art, forensic science, exploratory math and Spanish. In addition, our middle school offers two accelerated math pathways that involve a significant amount of student self-study for students that are ready for a challenge. Multiple measures and criteria are used to gauge math proficiency and readiness for placement in Algebra or Geometry.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic absenteeism rate: percent of students who are chronically absent	(2022-2023) 19% of all students 17% of White 27% of SWD 31% of Hispanic 37% of SED 21% of EL	(2023-2024) 8.6% of all students 6.2% of White 12.9% of SWD 13.7% of Hispanic 14.8% of SED 22.2% of EL		(2025-2026) 10% of all students 15% White 18% of SWD 20% of Hispanic 25% of SED 15% of EL	(2023-2024) All students: -10.4% White: -10.8% SWD: -14.1% Hispanic: -17.3% SED: -22.2% EL: +1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Attendance rate: average district attendance rate (K-8)	(2022-2023) 91.14% ADA for grade K-5 students 94.40% ADA for grade 6-8 students 85% of ADA for SED std. in K-8 88% of ADA for EL students in K-8	(2023-2024) 95.54% ADA for grade K-5 students 95.60% ADA for grade 6-8 students 94.55% of ADA for SED std. in K-8 94.87% of ADA for EL students in K-8		(2025-2026) 94% ADA for grade K-5 students 96% ADA for grade 6-8 students 92% of ADA of SED std. in K-8 92% of ADA for EL students in K-8	(2023-2024) K-5 students: +4.4% 6-8 students: +1.2% SED (K-8): +9.55% EL (K-8): +6.87%
2.3	Middle school dropouts: the percent of middle school students who dropout	(2022-2023) 0% of all middle school students dropped out in the year.	(2023-2024) 0% of all middle school students dropped out in the year.		(2025-2026) 0% of all middle school students dropped out in the year.	(2023-2024) +0.0%
2.4	Broad course of study: percentage of middle school students (grade 6-8) enrolled in art and music	(2023-2024) 72% of middle school students enrolled in art or music	(2024-2025) 68% of middle school students enrolled in art or music		(2026-2027) 80% of middle school students enrolled in art or music	(2024-2025) -4.0%
2.5	Broad course of study: percentage of middle school 7th & 8th grade students enrolled in either algebra or geometry	(2023-2024) 55% of all middle school students in either algebra or geometry 9% (1 of 11) SED 0% (0 of 4) EL	(2024-2025) 46% of all middle school students in either algebra or geometry 17% (2 of 12) SED 0% (0 of 2) EL		(2026-2027) 65% of middle school students in either algebra or geometry 20% SED 25% EL	(2024-2025) All students: -9.0% SED: +8.0% EL: +0.0%
2.6	Broad course of study: percentage of SWD students spending greater than 80% of	(2023-2024) 82% (55 of 67) of SWD students spending greater than 80% of	(2024-2025) 88% (60 of 68) of SWD students spending greater than 80% of		(2026-2027) 90% of SWD students spending greater than 80% of instructional day	(2024-2025) +6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional day in general ed classes	instructional day in general ed classes	instructional day in general ed classes		in general ed classes	

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.

(2.1) Our district has made significant strides in improving attendance as indicated by an overall decline in chronic absenteeism of 10.4% and an overall increase in ADA of 4.4%.
(2.2) This year, we were able to create a new elementary leadership program to offer more student voice to our upper elementary students.
(2.3) We were able to continue to offer 4-days a week of counseling to all students and we were able to focus on our struggling attendance students in particular.
(2.4) We engaged our SIS vendor in updating our enrollment forms to be translated into Spanish for ease of access by our Hispanic families. As a result of hiring a new Loma secretary, we were able to find a bilingual candidate and this has increased their engagement and connection to school as shown by increasing Hispanic attendance rates.
(2.5) As evidenced by our significant reduction in overall chronic absenteeism rates, the use of the counselor to work with students struggling with school avoidance has made a difference.
(2.6) We were able to support targeted families in need of transportation support with annual bus passes which did result in improved daily attendance for this targeted group of students.

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.

(2.4) Our staff is struggling to get comfortable using the Language Line which meant that the service was not used as much as anticipated. Instead, we used staff fluent in Spanish to translate in meetings to support the families. We will continue to fund while working to build comfort in the use of this technology.
(2.5) While we did use our counselor for assistance with targeted attendance students, we spent more than expected. As attendance has improved and there are fewer targeted students with attendance issues, we will reduce this amount in 25-26.
(2.6) As we currently provide free bus passes to families struggling financially, we discovered that we we did not need to provide a large number of additional free bus passes for attendance-issue students. We also saw that many of our EL & SED families did not prefer their students taking the bus due to scheduled pick up & drop off times on the two routes we offer.

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

(2.1) As a result of our work through the Differentiation Assistance process and the increased use of SARB & SART practices, we have been able to drastically improve our attendance. In addition, by emphasizing the use and completion of Independent Study work. Current 24/25 school data reveals that chronic absenteeism for all students saw a reduction of 55% from the prior year. In addition, Hispanic students saw a reduction of 55.8%; SWD saw reduction of 52%; SED students saw a reduction of 60%. In terms of increased attendance rates; K-5 students saw an increase of 4.8% while middle school students saw an increase of 1.3%.
(2.2) During the 24/25 school year, our clubs were very active in supporting our schools and students. The Leos club offered tutoring to our elementary students in reading and presented a Flag Day assembly to our 1st grade students.
(2.3 & 2.5) Significant increase in attendance as a result of counselor focusing on school avoidance students.
(2.4) While we hired a bilingual staff member (site secretary) and made our enrollment forms more accessible in Spanish and our social media posts can be easily converted by any bilingual family, we have not seen use of the Language Line service. While it is an easy process to connect to the service, staff still feels awkward with translation during the meeting.
(2.6) Our bus service ran daily without interruption and offered reliable transportation to/from schools enabling them to arrive on time and therefore reduce chronic absenteeism and improve average daily attendance.

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.

(2.2) For 25-26, both sites will be exploring ways to offer additional clubs/activities. For our 8th grade students, we are finding ways to increase community service opportunities to allow them to reach their 50 hour target.
(2.3) For 25-26, we are working with our Ed Foundation to add a fifth day per week of counseling
(2.4) Our staff is struggling to get comfortable using the Language Line. Funding will remain (but we will budget less in 25/26) for the technology as we work to get comfortable in its use.
(2.6) We will reduce the funds allotted for bus passes since we only used half of the funds for the year.

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	Attendance Intiatives	Provide SART and SARB meetings as need arises for students identified as struggling with daily attendance. Purchase Personalized Learning Instruction (PLI) from iReady as a means to assist with Independent Study options so that our district can improve attendance for all students and specifically SWD, SED, Hispanic, and White student groups.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		iReady expenditure costs are under Goal 1 and actions 3-5		
2.2	Student-Led Organizations	Provide more opportunities for students to connect and participate in student-led groups (i.e. Leos, Club 41, Buddies, Peer-tutoring, etc.). Create additional Community Service opportunities for our 8th grade students to earn their required 50 hours that year. This action is part of regular staff responsibilities therefore there are no additional expenditures.	$0.00	No
2.3	School-based counseling/support services	Provide school-based counseling and support services for all students. Provide additional services to our Hispanic, White, SED, and SWD students struggling with attendance issues. Counseling and support service expenditure costs. Additionally, the funding for Action 2.5 (Targeted Counseling for Attendance) is specifically for students identified as at risk of chronic absenteeism which includes those in our SWD group whose attendance issues pushed us into Differentiated Assistance status.	$73,392.00	No
2.4	Translation Services	Provide annual translation phone line to allow staff and parents to effectively communicate with our non-English speaking parents. Utilize PowerSchool translation module to convert enrollment documentation. Offer Community Liaison services to support and navigate our EL families.	$2,000.00	Yes
2.5	Targeted counseling for attendance	Counseling services for students identified as at risk for chronic absenteeism.	$22,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Targeted Transportation Services	Provide bus passes for EL & SED students to assist with improving attendance	$21,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	School Climate - Students will feel physically and mentally safe and secure at school. In addition, parents/guardians will feel supported and appreciated at our schools while engaging in our school activities and events.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The California Heathy Kids Survey (CHKS) is an anonymous, confidential survey given to students in grades 5 and 7 to collect data about school climate and safety, student wellness, and youth resiliency. The survey is also taken by the parents of the 5th and 7th grade students. Our staff and School Site Council reviewed the results of the 2022/2023 survey which indicated 74% of the 5th graders reported feeling safe on the school campus while 52% of the 7th graders reported feeling safe on the school campus. In response to the survey results, we decided to hold an "Expect Respect Workshop" to learn more from our current 6th-8th grade students about their perceptions around school climate and safety. Project Cornerstone's Expect Respect workshop is designed to engage student leaders from a diverse cross-section of your school community in promoting a more caring, inclusive and safe school environment. We pulled 40 middle school students representing a variety of social and ethnic groups on our campus to participate in the workshop and share their ideas and perspectives on reasons for our reported low safety percentages. Additionally, the group offered suggestions on how to improve school climate and safety. The 2023/2024 survey results reflect that 84% of 7th graders feel safe on campus while 67% of 5th graders feel safe on campus.

We implemented a district-wide Family System based around the Search Institutes developmental assets to increase pupil engagement and promote healthy relationships between students and staff. In the spring of 2024, our 6th grade participated in a 6-lesson evidence-based curriculum created by Stanford to teach all youth about the facts and harms of vapes/e-cigarettes along with resources on how to quit vape/e-cigarette use.

Our district fell into Differentiated Assistance as a result of our SWD group receiving red indicators in both suspensions and chronic absenteeism. in 2022-2023, 3.2% of all students (14 students) in grades K-8 were suspended at least once with over half of them for vaping. Of those 14 students, 8.1% (6 students) were students with disabilities which is a significant increase from the previous year. As a result, we have been working to develop alternatives to suspensions to reduce the number of students suspended during the school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Healthy Kids Survey (CHKS)(grades 5 & 7): Percentage of student responses and parent responses around pupil safety rated as agree or strongly agree	(2023-2024) 67% of 5th grade students reported feeling safe on campus 84% of 7th students reported feeling safe on campus 97% of 5th and 7th parents reported feeling safe on campus	(2024-2025) 92% of 5th grade students reported feeling safe on campus 76% of 7th students reported feeling safe on campus 50% of 5th and 7th parents reported feeling safe on campus		(2026- 2027) 85% of 5th grade students reported feeling safe on campus 90% of 7th grade students reported feeling safe on campus 100% of 5th & 7th grade parents reported feeling safe on campus	(2024-2025) 5th grade: +25% 7th grade: -8% Parents: -47%
3.2	Tobacco Use Prevention Education survey-Healthy Futures: Tobacco/Nicotine/Vaping (grade 6): Percentage of 6th grade students who know how substance use impacts a person's body.	(2023-2024) 86% of 6th grade students reported that they know how substance use impacts a person's body.	(2024-2025) 88% of 6th grade students reported that they know how substance use impacts a person's body.		(2026-2027) 93% of 6th grade students reported that they know how substance use impacts a person's body.	(2024-2025) +2.0%
3.3	Pupil Expulsion Rate: percentage of students expelled	(2023-2024) 0% of students expelled	(2024-2025) 0% of students expelled		(2026-2027) 0% of students expelled	(2024-2025) +0.0
3.4	Percentage of students suspended at least once in the year	(2022-2023) 3.2% of all students (14 students) 8.1% SWD (6 students)	(2023-2024) 1.9% of all students (8 students) 4.3% SWD (3 students)		(2025-2026) 1% of all students (4 students) 4% SWD (3 students)	(2023-2024) All Students -1.3% SWD -3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Promote SWD parent participation based on percent of SWD parents who indicate "full participation in IEP process"	(2023-2024) 95% of SWD parents	(2024-2025) 97% of SWD parents		(2026-2027) 100% of SWD parents	(2024-2025) +2.0%
3.6	Parent participation: percent of grade 5 & 7 parents who indicate agree/strongly agree on input sought based on CHKS survey	(2023-2024) 51% of grade 5 & 7 parents agree/strongly agree that the school actively seeks their input before making important decisions.	(2024-2025) 61% of grade 5 & 7 parents agree/strongly agree that the school actively seeks their input before making important decisions.		(2026-2027) 70% of grade 5 & 7 parents parents agree/strongly agree that the school actively seeks their input before making important decisions.	(2024-2025) +10.0%
3.7	Parent participation: Number of parents who sign in for volunteer opportunities during the year (K-5) classrooms	(2023-2024) 1,664 parent sign ins throughout the year for volunteer opportunities in grade K-5 classrooms	(2024-2025) 1683 parent sign ins throughout the year for volunteer opportunities in grade K-5 classrooms		(2026-2027) 2,000 parent sign ins throughout the year for volunteer opportunities in grade K-5 classrooms	(2024-2025) +19
3.8	Percent of unduplicated (SED, EL, FY) students attending Kids & Co (before/after school care)	(2023-2024) 59% of unduplicated (SED, EL, FY) students attending Kids & Co (before/after school care)	(2024-2025) 50% of unduplicated (SED, EL, FY) students attending Kids & Co (before/after school care)		(2026-2027) 70% of unduplicated (SED, EL, FY) students attending Kids & Co (before/after school care)	(2024-2025) -9.0%

Goal Analysis [2024-25]

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

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

(3.1) While we have incorporated the alternatives to suspension this year (at no cost), we have not had the need to use them yet.
(3.2) Our Loma Family system went really well this year. We finished the year with an amazing Olympics-style Family event. We are looking to find times within the year that will match better for teachers and limit lost instructional minutes. We may even reduce the number of Family Events from six to four. Our elementary students are finding greater enjoyment than our middle school students based on both CHKS data and LCAP listening campaigns. As a result we will be focusing on ways to connect middle school students to the program.
(3.3) Based on check-in data from the middle school Zen Den, students are making good use of the Zen Den as a calming zone. Our counselor uses the data to then further check in on the students to see if the students need any additional mental health support.
(3.4) We have seen an increase in the number of families that are accessing our social media sites for information and an increase in attendance at our Parent Ed Nights this year.
(3.5) We have seen a reduction in the number of dysregulation events that have occurred during this year within our SWD population attributable to our SWD counselor and BCBA. We also added a Behavior Support Team (BeST) to our district that helps supports teachers with strategies.
(3.6) Throughout the 24/25 school year, our staff found ways to recognize positive student choices. The staff also used times throughout the year in which to re-review the expectations in key areas around campus.
(3.7) We had great turnout for our elementary to middle school transition event for parents. We also offered the 5th grade students a chance to visit the middle school during the day to get a comprehensive tour. We also offered our 8th grade students a chance to meet with the high school counselors and high school students from the leadership team in order to gain perspective on high school. IN addition, we hosted a kindergarten tour for parents during a school day so that they could see our kinder program in action.
(3.8) We were able to successfully open another gender-neutral bathroom on the middle school site. We also increased the number of security cameras in the district to provide greater coverage of all areas.

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.

(3.3) Costs for the Zen Den exceeded our budget by $2415 which was because we received additional funds from the CYBHI Grant.
(3.4) We added a Webmaster stipend of $5000 annually to this action to support better more consistent communication.
(3.5) We provided additional hours above the contracted annual hours for our BCBA staff member to work with our students struggling with dysregulation. In addition, we provided hours for the person to chair our newly formed Behavior Support Team.
(3.8) We offered morning child care services for our Loma Elementary parents which increased the annual cost for Kids & Co. This allowed our parents the opportunity to safely drop off their child early in the morning.

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

(3.1) While we have not had to use our alternatives to suspension options, we see this as a positive as fewer students are making poor choices that would require these options
(3.2) We offered 4 Loma Family events for our students throughout the year. Students told us that they really enjoy these whole-district times to all be together, growing peer and staff relationships.
(3.3) The Zen Den at the middle school and the Hub have seem tremendous use by our students. The level of student self-advocacy has grown as a result of having these two spaces available for students.
(3.4) We did see an uptick in the number of "likes" received associated with school posts. We were able to offer several parent ed nights during the course of the year. We have agreed to continue offering Board Chats during the year, but will offer them every other month as opposed to monthly based on the attendance at these events over the course of the past 2 years.
(3.5) The number of SWD students being suspended for dysregulation and other behavioral episodes has significantly reduced this year. Our district saw a reduction of 40.6% for all students in students suspended at least once in a school year based on 22/23 to 23/24. In addition, SWD suspensions saw a reduction of 47% between those same years. Current data shows that in 24/25, no SWD were suspended in the district.
(3.6) Loma Elementary has had much greater success in finding ways to recognize students for positive behaviors due to their weekly all-student assemblies. We will be exploring ways in which to recognize/celebrate our middle school students throughout the year for positive behaviors.
(3.7) Attendance was high at all our planned transition events for students. The feedback from parents and students was extremely positive as well. The PK students loved the experience of riding the school bus to come to our kindergarten tour, even though the trip was less than 5 minutes long on the bus.
(3.8) The cameras have been used successfully in monitoring bathroom vandalism. The vape sensors appear to have deterred vaping at least within the bathrooms as we had no suspensions this school year.

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.

(3.2) For 25-26, we will be tying in our new Summer Reading Incentive program into points toward a student's Loma Family as well as offering physical incentives. We added this incentive program to help in crease the amount of daily reading done by our students, especially over the summer in order to sustain or grow ELA abilities.
(3.3) For 25-26, we will be relocating the Loma Elementary Zen Den to a location closer to the main office so that students can use it as a drop in and still have an adult within earshot should additional support be needed. Its current location is not practical for students as there is no adult supervision provided. We would love to see more elementary students self-advocate for mental health needs as we have seen at our middle school level.
(3.5) For 25-26, we have increased the number of hours per week that we have a BCBA on site from 4 days to 5 days a week to better support our SWD students and support our teachers.

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	Alternatives to suspension	Develop & implement alternatives to suspensions and offer restorative practices to reduce the number of annual suspensions per student, especially for our SWD students. This action is part of regular staff responsibilities therefore there are no additional expenditures.	$0.00	No
3.2	Loma Family System	Continue to provide ways to include all students in our Loma Family System so that each student feels more connected to our district and to encourage cross-age relationships. Connect our Summer Reading Program to Family points in the next school as an incentive to read more and to support the Loma Family system. This action is part of regular staff responsibilities therefore there are no additional expenditures.	$0.00	No
3.3	Student Wellness Strategies	Support ways to promote wellness and safety on campus: Provide 4 days/week of counseling (K-8); Provide digital wellness check-in system; Increase access to the Zen Dens on each campus; Increase mental health posters and informational materials on campus; Paws to Share program; and Trusted Adult program.	$3,340.00	No
3.4	Parent/Community Communication	Provide multiple avenues for one & two way communication with parents & community: Maintain webpages (Apptegy); Use ThrillShare to push out social media posts and emergency communications; Provide quarterly Parent Ed & Special Ed nights; Offer monthly Board Chats; Send out weekly newsletters.	$14,729.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Behavioral support staff	Provide for a Special Education counselor; Behavioral Specialist, and Safety Care trained para-educators to support and reduce SWD discipline and suspensions.	$155,692.00	No
3.6	Student behavior management/recognition programs	Reinforce positive student behaviors through district-wide behavior management procedures and recognition activities. This action is part of regular staff responsibilities therefore there are no additional expenditures.	$0.00	No
3.7	Student orientation programs	Conduct orientation programs to support seamless transitions between elementary, middle, and high school to increase school climate on campus. This action is part of regular staff responsibilities therefore there are no additional expenditures.	$0.00	No
3.8	Improve safety on campus	Increase cameras on campus; increase vaping sensors in restrooms; improve partnership with Sheriff's office; Open gender-neutral bathrooms for students at both sites.	$9,339.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Resources - Students will have access to the best staff and safest, healthiest, up-to-date facilities that promote intellectual growth and well-being	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As a small school district, we have limited fiscal and physical access to resources. As such, we need to hone in on providing high quality staff and facilities possible to ensure that our students have the access to the best education possible. While our salaries are the lowest in Santa Clara County, we need to strive to find the best educators and support staff possible through active recruitment strategies and outreach to service providers. We are pushing into our final phase of our recent bond allocation and need to ensure that projects selected are our highest priority and greatest need projects. We continue to focus on ensuring fiscally solvent and non-deficit spending budgets.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of appropriately placed teachers	(2023-2024) 96% of teachers are appropriately placed	(2024-2025) 100% of teachers are appropriately placed		(2026-2027) 100% of teachers appropriately placed	(2024-2025 +4.0%
4.2	Sufficient access to instructional materials	(2023-2024) 100% of students have access to their own set of instructional materials	(2024-2025) 100% of students have access to their own set of instructional materials		(2026-2027) 100% of students have access to their own set of instructional materials	(2024-2025) +0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	School Facilities: percent of sites scoring good on annual FIT assessment	(2023-2024) 100% of sites in district rated as good as per the annual FIT report	(2024-2025) 100% of sites in district rated as good as per the annual FIT report		(2026-2027) 100% of all sites in district rated as good as per the annual FIT report	(2024-2025) +0.0%
4.4	Bond project completion: percent of Phase 2 and Phase 3 projects completed	(2023-2024) 70% of Phase 2 completed 0 % of phase 3 completed	(2024-2025) 65% of Phase 2 completed 0 % of phase 3 completed		(2026-2027) 100% of Phase 2 completed 25% of phase 3 completed	(2024-2025) Phase 2 -5.0% Phase 3 +0.0%

Goal Analysis [2024-25]

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

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

(4.1) This year, we were able to finally have 100% of all certificated teachers appropriately placed. We were able to attend both county office of education job fairs to maximize our potential for filling vacancies.
(4.2) We were able to secure the funding for the phones project and complete the installation prior to the summer. We completed the teacher technology refresh and the Loma Forum Refresh project.
(4.3) Our School Site Council (SSC) used nearly half of our planned monthly meetings in which to ensure our CSSP provided the best level of support to our students, staff, and community.
(4.4) Our district secured funding for the final phase of the bond. We were also able to secure a really low interest rate to allow us to complete pay back on the bond 2 years ahead of schedule and reduced the voter approved amount per $100,000 assessed property.

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.

(4.1) Nearly expended budgeted amount on new teacher credentialing process as we hired 3 staff who had not cleared their credential. We had a staff member drop out of the teacher credentialing program halfway through the 24/25 school year. Planning for one (1) staff hire for 25-26 who will need to clear their credential
(4.2) Over the past 2 years, we have been able to refresh all student devices to the point that in 24-25, we did need to spend 24-25 REAP funds for student laptop refresh. We received additional funding support and complete IT upgrade project via the federal Earmark grant that the SCCOE secured for our district.

(4.4) Due to the invasive nature of the phones, clocks, and bells project, we were only able to complete the phone installation in the 24-25 school year. The rest of the project will be completed over the summer of 2025 (within the 25/26 budget year). The other phase 2 projects (North Campus parking lot, playground resurfacing and new playground) will begin after the conclusion of the 24/25 fiscal year.

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

(4.1) We had 3 teachers complete their clear credentialing program in 24/25 which did make them much more effective teachers.
(4.2) Over the past 3 years, our planned student refresh has helped to enable us to be ahead of schedule this year meaning we will be able to use that amount of annual funding to support the installation of a new electronic marquee.
(4.3) With the pending completion of the bells, clocks, and school notification system, we will be able to amend the safety plan to incorporate these new changes.
(4.4) Loma Forum project completion and the phone installation were major accomplishments within this year. Prior to completion, we were sending out nearly weekly emails to all parents that our phone system was down.

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.

(4.1) We will be attempting to open a new SDC Pk-3rd grade program and will be exploring opening (26/27) our own TK program. For both of these classroom programs, we are working to secure staff with appropriate credentials. We need to offer the SDC program in order to manage SpEd expenses if we had to place these students in non-public school settings. We are exploring offering the TK program 26/27 as a result of decreased placement options in neighboring LCFF districts for their TK school year.
(4.2) Our Bond Oversight Committee meet In January to update the list of bond projects. It was decided that the phones, clocks, bells project be added as a bond project. For 25-26, expenses for this project will be moved to Item 4.4
(4.4) We made some changes via the CBOC on items on the phase 3 project list. One of those was to pursue other options on the south parking lot. We also shifted the phones, clocks, bells project to a bond project, as well as the Loma AV Forum project.

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	Teacher development programs	Support teacher induction programs focusing on credentialing requirements and mentoring program; Provide effective professional development; Ensure all staff is highly qualified.	$5,600.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Improve technology access	Continue to provide support for the effective integration of instructional technology; Update IT infrastructure; Continue refresh cycle on student devices; .	$4,500.00	No
4.3	Monitor annual safety plans	Annually review the Comprehensive School Safety Plan (CSSP); Workplace Violence Prevention Plan (WVPP); Expulsion Plan through our School Site Council and Board. Complete the annual FIT assessment; Conduct required fire and earthquake drills. This action is part of regular staff responsibilities therefore there are no additional expenditures.	$0.00	No
4.4	Improve facilities	In order to ensure our staff and students have access to the best facilities and resources, we will focus to complete Phase 2 Bond projects and begin work on Phase 3 bond projects. Included in these projects will be the phones, clocks, and bells project, as well as the Loma Forum A/V project.	$2,000,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$133,907	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.805%	0.147%	$6,748.51	2.952%

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
1.5	**Action:** Targeted Math & Reading supports **Need:** Support for SED students in reading and math **Scope:** LEA-wide	While SED is not a significant student group, they are significantly below all students in both ELA and math results as indicated on the 2023 SBAC results.	(1.1) SBAC ELA (1.2) SBAC Math

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
2.4	**Action:** Translation Services **Need:** Students and families for whom English is not primary language being able to understand school procedures especially around attendance **Scope:** Limited to Unduplicated Student Group(s)	Will enable telephonic access for use in meetings, especially those related to attendance (SARB & SART)	(2.1) Chronic absenteeism rate (2.2) Attendance rates
2.5	**Action:** Targeted counseling for attendance **Need:** School avoidance issues with EL & SED students **Scope:** Limited to Unduplicated Student Group(s)	Offer support structures to students and families	(2.1) Chronic absenteeism for EL, FY, and SED
2.6	**Action:** Targeted Transportation Services **Need:** Students struggling to get to school daily and on time **Scope:**	Provide consistent school transportation	(2.2) Attendance of EL, FY, SED students

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

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

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.

N/A

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	4,773,731	$133,907	2.805%	0.147%	2.952%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$165,404.00	$243,661.00	$2,210,885.00	$17,888.00	$2,637,838.00	$222,635.00	$2,415,203.00

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	Course access/instructional materilals	All	No			All Schools	July 2024-June 2027	$0.00	$92,389.00		$92,389.00			$92,389.00	
1	1.2	Standards-based reporting	All	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	Math intervention support	All Students with Disabilities	No			All Schools	July 2024 - June 2027	$20,457.00	$8,550.00		$29,007.00			$29,007.00	
1	1.4	Reading intervention support	All Students with Disabilities EL Learners	No			All Schools	July 2024 - June 2027	$107,178.00	$1,336.00		$1,336.00	$98,771.00	$8,407.00	$108,514.00	
1	1.5	Targeted Math & Reading supports	Low Income	Yes	LEA-wide	Low Income	All Schools	July 2024 - June 2027	$95,000.00	$1,336.00	$96,336.00				$96,336.00	
2	2.1	Attendance Intiatives	All Students with Disabilities Hispanic, White, SED	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.2	Student-Led Organizations	All	No			Specific Schools: CT English	July 2024 - July 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	School-based counseling/support services	All Students with Disabilities Hispanic, SED, and SWD	No			All Schools	July 2024 - June 2027	$0.00	$73,392.00	$0.00	$0.00	$73,392.00	$0.00	$73,392.00	
2	2.4	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	July 2024 - June 2027	$0.00	$2,000.00	$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
					s)											
2	2.5	Targeted counseling for attendance	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$22,000.00	$22,000.00				$22,000.00	
2	2.6	Targeted Transportation Services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$21,000.00	$21,000.00				$21,000.00	
3	3.1	Alternatives to suspension	All Students with Disabilities	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	Loma Family System	All	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Student Wellness Strategies	All	No			All Schools	July 2024 - June 2027	$0.00	$3,340.00	$0.00	$2,700.00	$640.00	$0.00	$3,340.00	
3	3.4	Parent/Community Communication	All	No			All Schools	July 2024 - June 2027	$0.00	$14,729.00	$14,729.00	$0.00	$0.00	$0.00	$14,729.00	
3	3.5	Behavioral support staff	Students with Disabilities	No			All Schools	July 2024 - June 2027	$0.00	$155,692.00	$0.00	$117,610.00	$38,082.00	$0.00	$155,692.00	
3	3.6	Student behavior management/recognition programs	All	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	Student orientation programs	All	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.8	Improve safety on campus	All	No			All Schools	July 2024 - June 2027	$0.00	$9,339.00	$9,339.00	$0.00	$0.00	$0.00	$9,339.00	
4	4.1	Teacher development programs	All	No			All Schools	July 2024 - June 2027	$0.00	$5,600.00		$619.00		$4,981.00	$5,600.00	
4	4.2	Improve technology access	All	No			All Schools	July 2024 - June 2027	$0.00	$4,500.00				$4,500.00	$4,500.00	
4	4.3	Monitor annual safety plans	All	No			All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
4	**4.4**	Improve facilities	All	No			All Schools	July 2024 - June 2027	$0.00	$2,000,000.00			$2,000,000.00		$2,000,000.00	

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
4,773,731	$133,907	2.805%	0.147%	2.952%	$141,336.00	0.000%	2.961 %	**Total:**	$141,336.00
								LEA-wide Total:	$96,336.00
								Limited Total:	$45,000.00
								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	**1.5**	Targeted Math & Reading supports	Yes	LEA-wide	Low Income	All Schools	$96,336.00	
2	**2.4**	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,000.00	
2	**2.5**	Targeted counseling for attendance	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$22,000.00	
2	**2.6**	Targeted Transportation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$21,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,645,469.00	$1,474,479.00

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**	Course access/instructional materilals	No	$63,200.00	$25,164
1	**1.2**	Standards-based reporting	No	$0.00	$0
1	**1.3**	Math intervention support	No	$64,601.00	$66,228
1	**1.4**	Reading intervention support	No	$104,358.00	$105,048
1	**1.5**	Targeted Math & Reading supports	Yes	$68,162.00	$65,924
2	**2.1**	Attendance Intiatives	No	$0.00	$0
2	**2.2**	Student-Led Organizations	No	$0.00	$0
2	**2.3**	School-based counseling/support services	No	$0.00	$75,633
2	**2.4**	Translation Services	Yes	$3,500.00	$1,523
2	**2.5**	Targeted counseling for attendance	Yes	$15,000.00	$33,450
2	**2.6**	Targeted Transportation Services	Yes	$29,156.00	$17,294

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Alternatives to suspension	No	$0.00	$0
3	3.2	Loma Family System	No	$0.00	$0
3	3.3	Student Wellness Strategies	No	$500.00	$2,915
3	3.4	Parent/Community Communication	No	$8,000.00	$13,984
3	3.5	Behavioral support staff	No	$53,592.00	$57,630
3	3.6	Student behavior management/recognition programs	No	$0.00	$0
3	3.7	Student orientation programs	No	$0.00	$0
3	3.8	Improve safety on campus	No	$13,000.00	$20,479
4	4.1	Teacher development programs	No	$22,400.00	$18,638
4	4.2	Improve technology access	No	$200,000.00	$482,000
4	4.3	Monitor annual safety plans	No	$0.00	$0
4	4.4	Improve facilities	No	$3,000,000.00	$488,569

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)
115,195	$115,818.00	$118,191.00	($2,373.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.5**	Targeted Math & Reading supports	Yes	$68,162.00	$65,924		
2	**2.4**	Translation Services	Yes	$3,500.00	$1,523		
2	**2.5**	Targeted counseling for attendance	Yes	$15,000.00	$33,450		
2	**2.6**	Targeted Transportation Services	Yes	$29,156.00	$17,294		

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)
$4,596,466	115,195	.212%	2.718%	$118,191.00	0.000%	2.571%	$6,748.51	0.147%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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