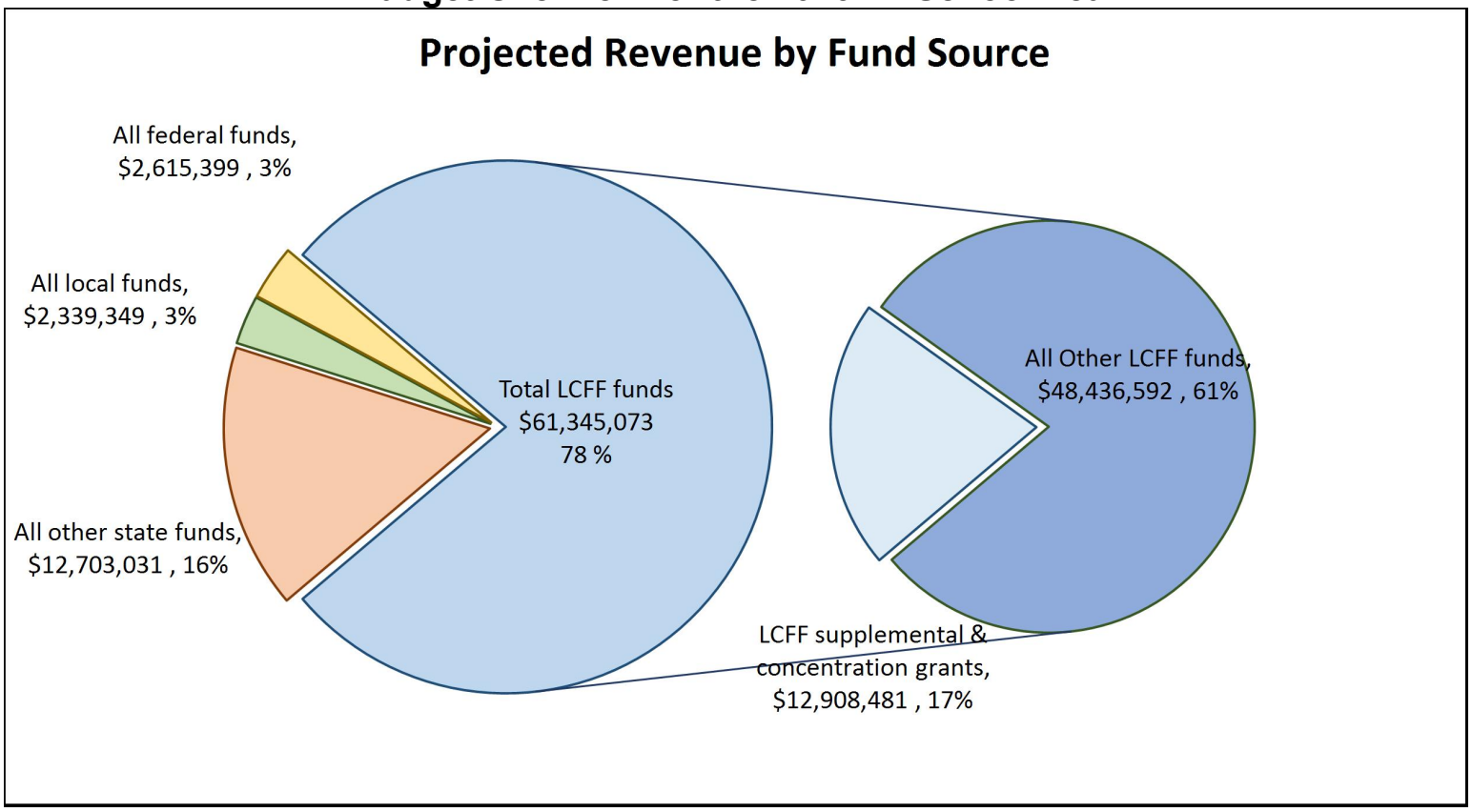
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central School District
CDS Code: 36676450000000
School Year: 2026-27
LEA contact information:
Dr. Amy Nguyen-Hernandez
Superintendent
anguyen-hernandez@csd.k12.ca.us
(909) 989-8541

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

Budget Overview for the 2026-27 School Year

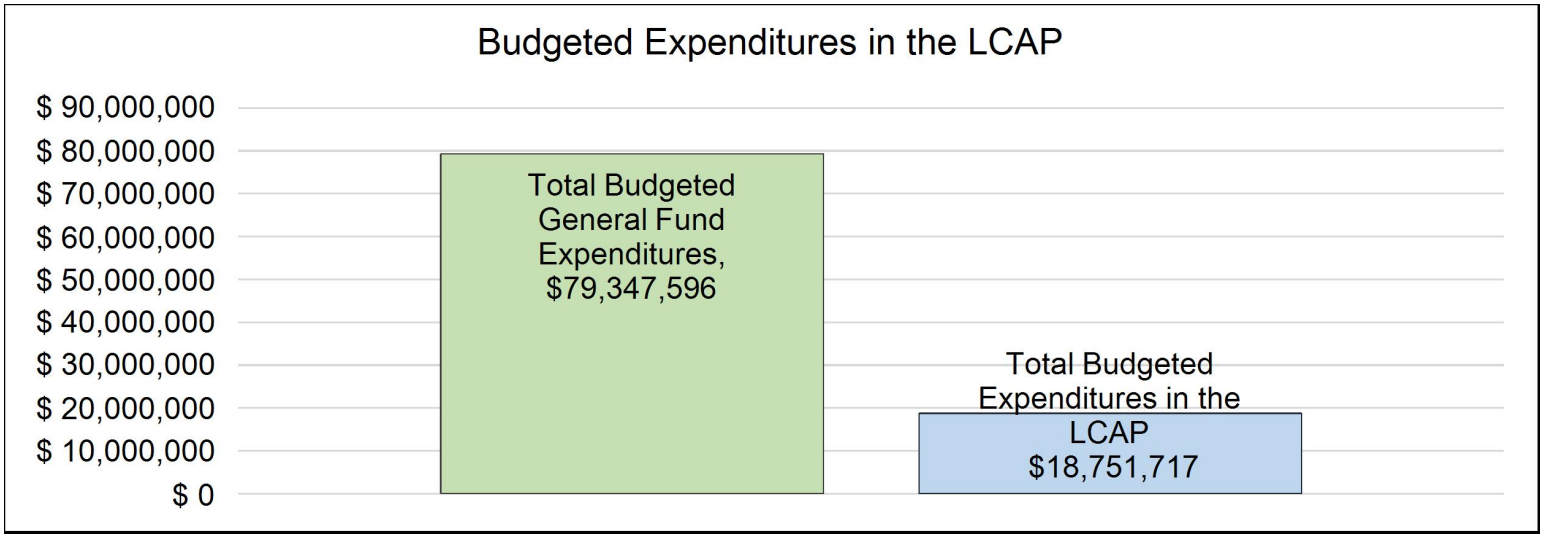


This chart shows the total general purpose revenue Central School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central School District is $79,002,852, of which $61,345,073 is Local Control Funding Formula (LCFF), $12,703,031 is other state funds, $2,339,349 is local funds, and $2,615,399 is federal funds. Of the $61,345,073 in LCFF Funds, $12,908,481 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Central School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Central School District plans to spend $79,347,596 for the 2026-27 school year. Of that amount, $18,751,717 is tied to actions/services in the LCAP and $60,595,879 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

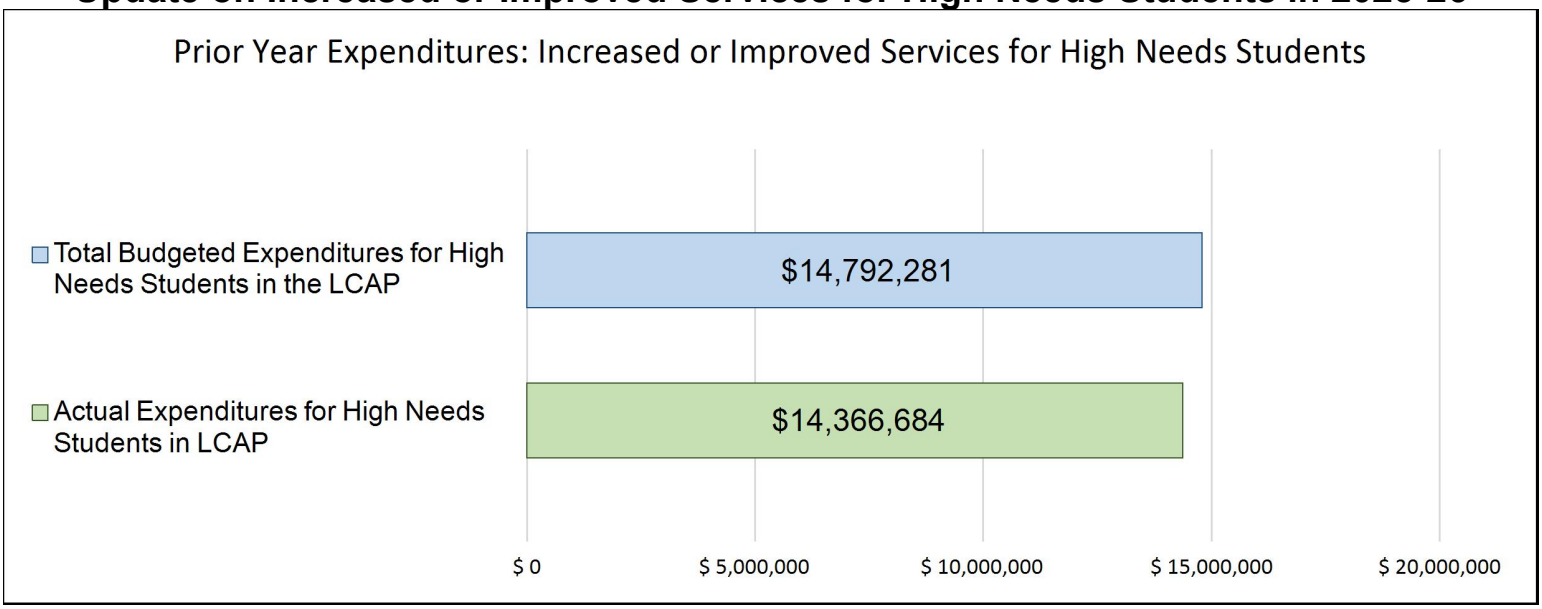
$23 million for general education instruction; $16 million for Special Education; $4.7 million for pupil support; $4.9 million for custodial and maintenance and operational support; $1.1 million for clerical support; $2.8 million for utilities and insurance; $3.4 million for general operational support, and $5 million for expanded learning opportunities.

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

In 2026-27, Central School District is projecting it will receive $12,908,481 based on the enrollment of foster youth, English learner, and low-income students. Central School District must describe how it intends to increase or improve services for high needs students in the LCAP. Central School District plans to spend $15,012,085 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Central School District's LCAP budgeted $14,792,281 for planned actions to increase or improve services for high needs students. Central School District actually spent $14,366,684 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $425,597 had the following impact on Central School District's ability to increase or improve services for high needs students:

Although estimated actual expenditures differed from the original budget, the variance did not adversely affect the district's ability to implement the increased or improved actions and services planned for students. The difference was largely attributable to staffing vacancies and conservative budgeting assumptions used to ensure sufficient resources were available to support planned services.

Vacancies in various positions resulted in lower salary and benefit costs than originally projected. In addition, the budget included contingency amounts to provide flexibility and ensure program needs could be met; however, the full amount of those funds was not ultimately needed. Throughout the year, the District continued to prioritize the delivery of planned services through resource adjustments, temporary staffing supports, and alignment of available funding to student needs.

As a result, all planned actions and services were carried out without disruption or reduction in scope, and the District continued to meet its goals for supporting unduplicated students as identified in the LCAP.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central School District	Dr. Amy Nguyen-Hernandez Superintendent	ANguyen-Hernandez@csd.k12.ca.us (909) 989-8541

Plan Summary [2026-27]

General Information

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

Central School District (CSD) is located in Rancho Cucamonga, California. It serves approximately 4,320 students in grades TK-8. The district comprises five elementary schools and two middle schools. CSD takes pride in serving a richly diverse student population. As of the 2025 California Schools Dashboard, the demographics of our total student enrollment are as follows: English learners 12.6%, Foster Youth 0.5% Homeless 2.8%, Socioeconomically Disadvantaged 70.4%, Hispanic 57.5%, White 13.9%, Students with Disabilities 16.2%, African American 11.9%, Filipino 1.7%, Asian 8%, Two or more Races 5.2%, and Pacific Islander 0.3%. Our American Indian population went from 0% to 0.1% from 2024 to 2025.

Over the last four years, the district has increased the percent of Socioeconomically Disadvantage students from 2020-2021 to 2024-25 from 59.8% to 70.4% which presents an opportunity for the district to refine its instructional and wellness programs to meet their identified needs. Our LCAP goals, actions, and aligned resources are informed through an effective community engagement process designed to support our rich and diverse student and school communities. At the heart of Central School District's LCAP is student-centered, data-driven instructional and social emotional services and guided by the California Multi-Tiered System of Support (MTSS) framework. All schools in the district are fully implementing MTSS practices as of 2025-26.

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

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

Reflections: Annual Performance

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

The California School Dashboard (https://www.caschooldashboard.org/reports/36676450000000/2025) provides data for the Central School District using a color-coded rating system based on both the prior year's performance (status) and the change from that baseline. The performance levels range from Red (lowest) to Orange, Yellow, Green, and Blue (highest). The Dashboard also reports academic performance using Distance from Standard (DFS), a metric that reflects how far students are from meeting grade-level standards in English Language Arts (ELA) and mathematics.

According to the 2025 Dashboard, students in grades 3–8 in Central School District performed at the Green level in ELA and the Orange level in math, indicating a marked increase in ELA from Orange to Green from the previous year. Math performance level was maintained in level Orange. In ELA, students increased 3 points and are performing at -2.2 DFS below standard. According to the English Language Arts Growth report on the California Schools Dashboard for 2025, 72.4% of students improved their score from the previous year. This indicates an "accelerated" growth factor. In math, they are performing at -44.6 DFS below standard. According to the Mathematics California Schools Dashboard Growth report, 65.4% of students improved, indicating a "moderate" growth factor. Notably, English learner Progress increased 3.4%, with 54% of English learners making progress in acquiring English language proficiency. Long-Term English Learners (a new student group reflected on the 2025 Dashboard) performed at level Blue, with 56.3% of students making progress in English Language Proficiency—an increase of 10.6% from 2024. The district's chronic absenteeism rate also improved, declining by 0.5% from the previous year and earning a Yellow rating. The district further improved its suspension rate, decreasing suspensions by 1%, resulting in an overall rating of Green. While we have much to be proud of in our accomplishments—showing improvement in all areas except math, which neither increased nor declined—we still have student groups that are underperforming and require our focused attention.

The 2025 Dashboard further identifies several student groups performing at the lowest level (Red) across academic and engagement indicators:

District-wide

* ELA: Students with Disabilities
* Math: Students with Disabilities and Long-Term English Learners
* Chronic Absenteeism: African American, Foster Youth, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless Youth
* Suspension Rate: Long-Term English Learners

By School Site:

* Bear Gulch Elementary: English learners (ELA); African American, Students with Disabilities, Socioeconomically Disadvantaged (Chronic Absenteeism); African American (Suspension)
* Central Elementary: African American, Students with Disabilities, Socioeconomically Disadvantaged (Chronic Absenteeism); African American (Suspension)
* Coyote Canyon Elementary: *No student groups in Red
* Dona Merced Elementary: Students with Disabilities (ELA and Math), African American, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities (Chronic Absenteeism)
* Cucamonga Middle School: African American (Chronic Absenteeism)
* Ruth Musser Middle School: Students with Disabilities (ELA); African American (Math); African American, Homeless Youth, Students with Disabilities (Chronic Absenteeism); African American and Students with Disabilities (Suspension)

Despite the challenges reflected in the 2025 California Schools Dashboard, the district is also demonstrating meaningful progress across several key indicators. In ELA, overall performance improved from Orange to Green, with students increasing by 3 points and 72.4% demonstrating accelerated growth from the previous year. English learner Progress increased by 3.4%, with 54% of English learners making progress toward English Language Proficiency. Long-Term English Learners, reported as a new student group in 2025, performed at the Blue level, with 56.3% making progress, an increase of 10.6% from 2024. These gains reflect the district's continued emphasis on progress monitoring, data-driven interventions, and targeted instructional support, as outlined in Goal 1, Action 1.2, and reinforced through coaching and professional learning structures identified in Goal 1, Action 1.1. Chronic absenteeism also improved, decreasing by 0.5% and resulting in a Yellow rating, while the suspension rate declined by 1%, earning a green rating. On the 2023 California Schools Dashboard, the district was Red for the Homeless student group in ELA at 70.7 points below standard. In Math, Homeless was Red at 109 points below standard. For Chronic Absenteeism, African American student group is Red indicator, with 27.8% absent. School data from the 2023 Dashboard is as follows: Bear Gulch - Red in ELA for SPED (Special Education) at 115 points below standard, Red in Math for SPED at 132.9 points below standard, Red in Chronic Absenteeism for SPED at 41.8% and African America Chonic Absenteeism at 32.% which falls in the Red. Central Elementary school has their Low Income group in Red on the chronic absenteeism indicator at 21.3%, At Coyote Canyon, their African American student group is Red at 32.1% chronically absent. At Cucamonga Middle School their SPED group falls at Red in both ELA and Math, 102.7 and 118.8 distance from standard, respectively. Their EL group falls Red in Math at 118.8% points below standard. At Dona Merced, their chronic absenteeism groups in Red are: African American at 23.9%, Hispanic at 26.3%, Low Income at 23.6% and SPED at 32.1%. At Ruth Musser, their ELA indicator shows SPED in the Red category at 82.9 points below standard. On chronic absence, their African American student group is 23.5% in Red. At Valle Vista, on chronic absenteeism, their Two or More Races, Low Income and SPED student groups are in Red at 22.2%, 25.1%, and 25.7% respectively.

Although the 2025 California School Dashboard results do not yet capture the full impact of the district's long-term implementation of the Local Control and Accountability Plan (LCAP), targeted interventions are actively being strengthened in 2026-27 to address these persistent gaps. These actions prioritize support for low-income students and are intentionally designed to improve outcomes for student groups performing in the Red performance band, as outlined in Goal 2, Actions 2.1, 2.2, 2.3 and 2.4.

Key contributions to improved student engagement include the expanded roles of counselors, attendance clerks, Parent Involvement Coordinators, and mentors across all school sites. These professionals continued to play a vital role in 2025–26 by maintaining strong

connections with students and families and offering timely support (Goal 2, Actions 2.4 and 2.5). During the school year, the district deepened implementation of the Multi-Tiered System of Support (MTSS), with a focus on strengthening Tier 1 universal supports and expanding targeted and intensive interventions to promote positive behavior and improve social-emotional outcomes for all students, as outlined in Goal 2 of the LCAP.

In response to partner feedback collected throughout 2025–26, the district prioritized an increased focus on social-emotional learning, behavior supports, and school climate. Teachers continued receiving professional development in trauma-informed practices and Restorative Practices during 2025–26. These ongoing training efforts demonstrate the district's commitment to addressing students' academic and social-emotional needs. Additional actions funded by LREBG in 2025–26 support the hiring of specialized staff to expand behavioral and social-emotional support services (Goal 2, Action 2.8).

In parallel, the district's academic focus remains centered on equity-driven instruction and targeted interventions. According to the 2025 Dashboard, student groups requiring the most support in ELA include Homeless Youth (maintained Red), English learners (maintained Orange), Students with Disabilities (moved from Orange to Red), Long-Term English learners (newly reported group), and Hispanic students (maintained Orange). These groups were supported through progress monitoring, data-driven interventions, and targeted instruction throughout 2025–26 (Goal 1, Action 1.2). Engagement strategies were reinforced through TOSA-led coaching and professional learning, monitored by administrative walkthroughs and PLC collaboration (Goal 1, Action 1.6).

In mathematics, achievement challenges remain evident in the 2025 Dashboard, with the district performing at -44.6 points below standard and maintaining an Orange rating. While math did not decline this year, performance stagnated, and Students with Disabilities and Long-Term English learners continue to perform in the Red performance level. The instructional shifts required for alignment with the California Math Framework continue to be implemented in 2025–26. To support deeper implementation, the current plan includes two Teachers on Special Assignment (TOSAs)—one for grades 3–5 and one for grades 6–8—to collaborate with teacher teams and strengthen math instruction (Goal 1, Action 1.1). Student groups requiring the most targeted math support in 2025–26 remain consistent: Homeless Youth (maintained Red), English learners (maintained Orange), Students with Disabilities (moved from Orange to Red), Long-Term English learners (Red), and Hispanic students (maintained Orange). Their progress was supported through tiered academic interventions and regular assessments that informed instruction (Goal 1, Action 1.2).

To further strengthen achievement and well-being, the district-wide MTSS Implementation Team implemented aligned structures during the 2025–26 school year in support of Goal 1 and Goal 2. The team refined Tier 2 and Tier 3 intervention systems—both academic and social-emotional (Goal 1, Action 1.2; Goal 2, Actions 2.2 and 2.3)—and led the development of improved data systems to support continuous monitoring of student progress. These efforts directly supported the areas identified in the 2025 Dashboard, particularly for student groups performing in the Red and Orange levels

Central School District continues to meet its maintenance goals related to teacher assignments, facilities, and instructional materials. Teacher assignment rates have improved due to consistent credential monitoring and strong collaboration with Human Resources. Facilities are upheld through routine inspections, preventative maintenance, and timely repairs, ensuring that all campuses provide safe, clean, and well-functioning learning environments. Instructional materials were reviewed to ensure that every student has access to current, standard-aligned resources. By maintaining these essential conditions, Central School District remains committed to providing equitable, high-quality learning environments that support the success of all students.

To address the Statutory Learning Recovery Education Block Grant (LREBG) funds requirement, the following information will address exclusively LREBG funded actions in LCAP Goal 1, Action 1.7 Staffing to support small group instruction and differentiated strategies. New to the 2026-27 LCAP will be Action 1.8, Reading Instructional Materials. In LCAP Goal 2, Actions 2.7 - After-school tutoring and enrichment learning opportunities, 2.8 - Certificated and classified staffing to support tier II and III targeted behavior interventions and support and 2.9 - Staff for Expanding Family Engagement. The district has unexpended LREBG funds in the amount of $1,258,582.22. These funds have been allocated in the following actions and identified in the action descriptions. A comprehensive needs assessment was conducted, and the following actions were developed in response to the needs, particularly for the new LREBG funded Action, LCAP 1.8 as referenced above.

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

New in 2026-27: LCAP Goal 1, Action 1.8: Reading Instructional Materials aligned to the Orton-Gillingham reading program in grades K-2. Educational partners identified the need for more structured and systematic reading materials in grades K–2 to strengthen early literacy and support students at risk for reading difficulties. Input gathered through teacher surveys, site administrator feedback, and DAC/DELAC forums emphasized the importance of materials aligned with the Science of Reading and designed to build phonological awareness, phonics, and decoding skills through explicit, sequential instruction. In response, the district will provide new Orton-Gillingham–aligned reading materials in 2026–27. Studies note that OG incorporates evidence-supported practices such as explicit phonics instruction, multisensory routines, and structured skill sequencing, (Stevens et al., 2021). These materials will strengthen early literacy instruction and enhance small-group intervention in K–2 classrooms. LREBG Allowable Use Addressed: Accelerating progress to close learning gaps through evidence-based and research-supported early literacy practices.

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

Middle School Advisory Committee, and Administrator needs assessments. Student feedback helped prioritize programs that were both academically supportive and personally meaningful.

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

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

These LREBG-funded actions reflect the district's commitment to leveraging one-time resources in a way that responds directly to the expressed needs of our school communities, utilizes research-backed practices, and centers equity in recovery efforts.

Reflections: Technical Assistance

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

As part of our ongoing efforts to improve outcomes for all students, the district continues to engage in Differentiated Assistance (DA) with a focused lens on student performance indicators identified in the 2025 California School Dashboard. For Year 1 DA eligibility, Students with Disabilities were identified in the areas of English Language Arts (ELA), Mathematics, and Chronic Absenteeism. During the 2025–26 school year, the district has partnered closely with the San Bernardino County Superintendent of Schools (SBCSS) through monthly technical

assistance meetings, targeted workshops, and ongoing consultation. This collaboration has strengthened data analysis practices, informed the selection of evidence-based strategies, and ensured district actions are aligned with state expectations for continuous improvement.

In response to the identified needs of Students with Disabilities, the district has implemented specific actions within the 2025–26 LCAP designed to improve academic outcomes, student engagement, and attendance. These actions include focused family outreach for special education students to reduce barriers contributing to chronic absenteeism and increased monitoring of attendance (LCAP 2.1). By strengthening communication with families and providing targeted supports, the district aims to improve consistent school attendance and access to instructional services for Students with Disabilities.

To address academic performance in ELA and Mathematics, the district continues to provide ongoing professional development for teachers on effective instructional strategies and Universal Design for Learning (UDL) (LCAP 1.1). This professional learning supports inclusive instructional practices, differentiated instruction, and increased access to grade-level curriculum for Students with Disabilities across all classrooms. Additionally, the district maintains continued classroom engagement strategies to promote student participation and access to high-quality instruction (LCAP 1.6).

Recognizing the social-emotional needs that impact both academic performance and attendance, the district has expanded additional social-emotional learning (SEL) services (LCAP 2.2). These services support Students with Disabilities by addressing self-regulation, engagement, and school connectedness, which are critical factors in improving overall student outcomes.

Students initially identified for DA based on the 2024 Dashboard including African American students, Homeless Youth, and Long-Term English Learners demonstrated improvement on the 2025 Dashboard and are now identified under Year 2 Maintenance. Previously in 2024, the student groups eligible were: LTEL in ELA/Math, Suspension and Chronic Absenteeism; Homeless in ELA/Math, Suspension, and Chronic Absenteeism; and African-American in Suspension and Chronic Absenteeism. The district continues to address the needs of these student groups through the same aligned LCAP actions, including targeted academic interventions, strengthened attendance monitoring, culturally responsive engagement strategies, and expanded access to tiered supports. These actions are designed to sustain the gains demonstrated in 2025 and ensure continued progress so that these student groups are no longer eligible for Differentiated Assistance on the 2026 Dashboard.

Through the intentional alignment of DA technical assistance and LCAP actions, the district remains committed to equitable systems of support, continuous improvement, and improved outcomes for all student groups.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Guardians representing schools throughout the district for the following student groups: English learners, low-income, students with disabilities, foster youth, homeless, Hispanic, and African American Community Members	The 2026-27 Local Control and Accountability Plan (LCAP) survey, conducted from March 1 to April 10, 2026, reached out to families and community members through emails, Parent Square, school announcements, school site council meetings, district website, Superintendent monthly communications and board meeting presentations. This survey collected feedback on various topics, including school academic programs, school climate, communication between school and home, student achievements and difficulties, the effectiveness of instructional programs and student interventions, as well as opportunities for community involvement and decision-making.
CSD Principals and District Administrators	Instructional team meetings, designed to inform and solicit feedback, were held monthly from July 2025 to June 2026. These sessions included a detailed analysis of CAASPP scores and local data pertinent to the 2024-25 and 2025-2026 academic years, encompassing suspensions, expulsions, attendance, and chronic absenteeism. Data specific to each school site was also shared. Administrators were equipped with strategies based on this data to enhance academic performance and the overall school environment for students. Moreover, they had the chance to discuss the successes and challenges encountered in engaging with students at their respective sites.
CSD Classified and Certificated Staff	The LCAP staff survey was conducted from March 1 to March 13, 2026. It reached out to certificated and classified staff through emails, superintendent announcements, principal staff meetings and board meeting presentations. This survey collected feedback on various

Educational Partner(s)	Process for Engagement
	topics, including school academic programs, school climate, professional development needs, student achievements and difficulties, expanded course offerings, the effectiveness of instructional programs and student interventions.
District Parent Advisory Committee (DAC) District English Language Advisory Committee (DELAC)	The revised 2026-27 LCAP, prior to the June Board of Trustees meeting, was reviewed and discussed by the DAC and DELAC on May 19, 2026. Opportunity for written comments to the Superintendent was provided and none were received, therefore the Superintendent did not need to respond in writing. The LCAP for 2026-27 was informed by meetings also held on February 24, 2026, and April 21, 2026.
Special Education Local Plan Areas (SELPA)	On March 13, 2026, a meeting took place with the SELPA Administrator to provide input on the development of the 2026-27 LCAP. A draft of the LCAP was submitted to the SELPA Administrator on May 28, 2026.
Middle School Student Advisory Committee	On April 8, 2026, a meeting was held with middle school students from both schools to review student engagement data and solicit feedback on successes, challenges, and areas of growth they deem important for their schools. They discussed the draft 2026-27 LCAP goals and actions. Opportunity for written comments to the Superintendent was provided and none were received, therefore the Superintendent did not need to respond in writing.
5th and 7th Grade Students	During the month of March 2026, an LCAP student survey was carried out with 5th and 7th graders to gather their opinions on school connectedness and safety, evaluate courses and classes, and assess instructional effectiveness.
Central Teachers Organization (CTO)	Meetings were conducted to collect input for the 2026-27 LCAP concerning programs and services affecting certificated staff. These sessions involved executive board members. LCAP Goals and Actions were reviewed and input gathered on March 3, 2026.
Classified School Employee Association (CSEA)	Meetings were conducted to collect input for the 2026-27 LCAP concerning programs and services affecting classified staff. These sessions involved executive board members and district administrators and took place monthly. LCAP Goals and Actions were reviewed and input gathered on March 18, 2026.

Educational Partner(s)	Process for Engagement
CSD Governing Board and Community	The 2026-27 LCAP draft was presented at the Public Hearing during the regular Board of Education meeting on June 4, 2026. Opportunity for written comments to the Superintendent was provided to the Community.
CSD Governing Board	The Governing Board received the 2025-26 Mid-Year LCAP Report at a regular meeting on February 12, 2026.
CSD Governing Board and Community	The Local Control and Accountability Plan (LCAP) for 2026-27 was adopted at the regular Board of Education meeting on June 11, 2026.

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

Collaboration with educational partners has been essential in shaping the 2026–27 Local Control and Accountability Plan (LCAP). Input was gathered throughout the 2025–26 school year through meetings, surveys, and discussions with students, parents, teachers, administrators, classified staff, bargaining units, community members, and advisory groups including the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and the Special Education Local Plan Area (SELPA). As the third year of the 2024–27 three-year LCAP cycle, the district continues to focus on three goals designed to promote equity and improve outcomes for all students, particularly unduplicated students.

Middle school student input through the LCAP Middle School Advisory Committee highlighted concerns related to student safety, digital citizenship, and online behavior. Students shared feedback about technology misuse and attempts to bypass district safeguards.

Educational partners, including parents, teachers, classified staff, administrators, DAC, DELAC, SELPA representatives, and bargaining units, emphasized the importance of ongoing professional development in the areas of instructional support to strengthen both academic instruction and behavior to strengthen student well-being. Teachers identified the need for additional time and coaching to implement initiatives such as Kagan engagement strategies, trauma-informed classroom practices, restorative practices, PLC, and high-quality Tier I instruction. In response, the district will continue to provide professional learning opportunities during the year (Goal 1, Action 1) and provide ongoing coaching aligned with PBIS and Social Emotional Learning (SEL) implementation (Goal 2, Actions 2 and 3). Teachers on Special Assignment will continue to support teachers in developing their instructional practices and behavioral systems at school sites. Educational partner feedback also emphasized the importance of strengthening teacher induction and mentoring supports for new educators, including coaching and support through the district's Induction Program, to improve teacher retention and ensure consistent support for students.

Educational partners also emphasized the need to strengthen intervention systems for students who are not yet meeting grade-level standards. Teachers and administrators highlighted the importance of maintaining intervention personnel, strengthening use of the district's student data systems, supporting weekly Professional Learning Communities (PLCs), and refining assessment systems to monitor progress. In response, the district will continue refining intervention services by increasing push-in support within classrooms while reducing pull-out models when appropriate, promoting continuity of instruction for students (Goal 1, Action 2).

Supporting English learners remains a priority identified by teachers, administrators, instructional staff, DAC, DELAC, and district leadership. Planned actions include expanded instructional materials, increased paraprofessional support at middle schools, parent workshops, strengthened newcomer support, and continued staffing of EL Support Teachers (Goal 1, Action 3). Targeted professional development will also be provided to Intervention Coordinators, Intervention Teachers, principals, Teachers on Special Assignment, and district leaders to strengthen districtwide capacity to support multilingual learners.

Educational partners, including parents, students, staff, DAC, DELAC, SELPA, and administrators, also emphasized the importance of preparing students for high school, college, and career readiness. The district will continue to expand college and career awareness opportunities (Goal 1, Action 4), maintain a broad curriculum supporting a well-rounded education (Goal 1, Action 5), and strengthen literacy development in reading, writing, speaking, and listening across content areas (Goal 1, Action 6). Based on partner feedback, the district will also provide after-school tutoring by certificated teachers using Learning Recovery Emergency Block Grant (LREBG) funds (Goal 2, Action 7).

Based on feedback from staff and community partners, we will be adding a new action (Goal 1, Action 8) to the 2026–27 LCAP. Using Learning Recovery Emergency Block Grant funds. We will purchase Orton-Gillingham–aligned reading materials for grades K–2 to strengthen early literacy. This intention also shared at the February 12, 2026, Board meeting with the Mid-Year LCAP Update. As a result of ongoing educational partner feedback, teachers and administrators, the decision was made to purchase the materials so they would be received in June for preparation and early distribution to schools to accommodate inventory and distribution timelines so teachers would have them in classrooms by the first day of school for the 2026-27 school year. Waiting til July 1 to order and receive these materials would not allow for sufficient processing time.

Concerns related to student behavior and social-emotional needs were raised by parents, staff, administrators, and advisory committees. The district will continue implementing tiered PBIS systems through professional development, schoolwide programs, and behavioral supports (Goal 2, Action 3). Educational partner input also highlighted the need to strengthen Tier III PBIS supports for students requiring more intensive behavioral interventions. Expanded SEL and mental health services will continue, including counseling supports, restorative practices, trauma-informed strategies, family workshops, and targeted services for foster youth and other identified student groups (Goal 2, Action 2).

Educational partners also emphasized the importance of family engagement. The district will continue providing workshops designed to help families support student learning, understand the U.S. school system, promote digital citizenship and wellness, and access academic and social-emotional resources (Goal 2, Action 1).

To further support students, the district has expanded staffing including Board Certified Behavior Analysts (BCBAs), Registered Behavior Technicians (RBTs), school psychologists, and paraeducators across the district (Goal 2, Action 6; Goal 1, Action 7). Students have also expressed a need for continued support and representation. One middle school is now in its second year of implementing an African American Student Council and African American Parent Committee, working collaboratively with district leadership to strengthen engagement and support for students and families.

Chronic absenteeism remains an area of focus. The District Attendance Team continues to monitor attendance data, collaborate with school sites, and work with families to address barriers to regular attendance (Goal 2, Action 4). Educational partners also emphasized the

importance of providing Tier II and Tier III individualized supports, including student check-ins, behavioral support, family communication, and restorative and trauma-informed strategies (Goal 2, Action 5).

Supporting the whole child remains a district priority. The district is now entering the third year of implementing the Full Transitional Kindergarten (TK) program, and additional paraprofessional support continues to be provided to support young learners and classroom instruction (Goal 1, Action 1).

Finally, Educational partners highlighted the importance of strengthening the district's foundational instructional program, particularly Tier I instruction. Supplemental instructional materials should be engaging, culturally responsive, and supportive of effective classroom instruction (Goal 3, Action 2). Educational partners also emphasized the importance of providing relevant and rigorous curriculum that prepares students for future academic success (Goal 3, Action 3).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA – District Student Group Source: CA School Dashboard DFS - Distance From Standard	2022-23 All +3.6 DFS LI -8.3 DFS EL -21.3 DFS FY -71.4 DFS HY -70.7 DFS 2023-24 LTEL -79.2 DFS 2024-25 SWD -83.8 DFS	2023-24 All -5.2 DFS LI -18.9 DFS EL -30.3 DFS LTEL -79.2 DFS FY -127.2 DFS HY -68.5 DFS	2024-25 All -2.2 DFS LI -15.9 DFS EL -25.8 DFS LTEL -68.1 DFS FY -Not a Significant Student Group HY -61.2 DFS SWD -83.8 DFS	All +10 DFS LI +1 DFS EL -5 DFS LTEL -71.2 DFS FY -5 DFS HY -5 DFS SWD -78.8 DFS	All -5.8 DFS LI -7.6 DFS EL -4.5 DFS LTEL +11.1 DFS FY -Not a Significant Student Group HY +9.5 DFS SWD Not Applicable
1.2	CAASPP ELA – School Student Group	2022-23 Elementary	2023-24 Elementary	2024-25 Elementary	Elementary Bear Gulch SWD -5 DFS	Elementary Bear Gulch SWD +1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard DFS - Distance From Standard	Bear Gulch SWD -115 DFS Middle Cucamonga MS SWD -102.7 DFS Ruth Musser MS SWD -82.9 DFS	Bear Gulch SWD -127.7 DFS Middle Cucamonga MS SWD -119.6 DFS Ruth Musser MS SWD -86 DFS	Bear Gulch SWD -114 DFS Middle Cucamonga MS SWD -114.1 DFS Ruth Musser SWD -91.1 DFS	Middle Cucamonga MS SWD -5 DFS Ruth Musser MS SWD -5 DFS	Middle Cucamonga MS SWD -11.4 DFS Ruth Musser MS SWD -8.2 DFS
1.3	STAR ELA - District Student Group Grades 1 and 2 Source: Local Data	2023-24 First Grade End of Year All 53.4% Proficient/Exceed LI 49.5% Proficient/Exceed EL 54.4% Proficient/Exceed FY 33.3% Proficient/Exceed 2023-24 Second Grade End of Year All 54.3% Proficient/Exceed LI 47.4% Proficient/Exceed EL 40.3% Proficient/Exceed FY 0% Proficient/Exceed	2024-25 First Grade End of Year All 55% Proficient/Exceed LI 52% Proficient/Exceed EL 47% Proficient/Exceed FY 60% Proficient/Exceed 2024-25 Second Grade End of Year All 63% Proficient/Exceed LI 58% Proficient/Exceed EL 44% Proficient/Exceed FY 25% Proficient/Exceed	2025-26 First Grade End of Year All 52.7% Proficient/Exceed LI 47.1% Proficient/Exceed EL 33.3% Proficient/Exceed FY 25% Proficient/Exceed 2025-26 Second Grade End of Year All 59.5% Proficient/Exceed LI 54.5% Proficient/Exceed EL 26.3% Proficient/Exceed FY 0% Proficient/Exceed	First Grade End of Year All 60% Proficient/Exceed LI 60% Proficient/Exceed EL 60% Proficient/Exceed FY 70% Proficient/Exceed Second Grade End of Year All 70% Proficient/Exceed LI 60% Proficient/Exceed EL 60% Proficient/Exceed FY 60% Proficient/Exceed	First Grade End of Year All - 0.7% Proficient/Exceed LI - 2.4% Proficient/Exceed EL -21.1% Proficient/Exceed FY -8.3% Proficient/Exceed Second Grade End of Year All +5.2% Proficient/Exceed LI +7.1% Proficient/Exceed EL -14% Proficient/Exceed FY Maintained 0% Proficient/Exceed
1.4	STAR Math - District Student Group Grades 1 and 2 Source: Local Data	2023-24 First Grade End of Year All 64.3% Proficient/Exceed	2024-25 First Grade End of Year All 58% Proficient/Exceed	2025-26 First Grade End of Year All 51.0% Proficient/Exceed	First Grade End of Year All 75% Proficient/Exceed	First Grade End of Year All -13.3% Proficient/Exceed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI 62.8% Proficient/Exceed EL 72.2% Proficient/Exceed FY 0% Proficient/Exceed 2023-24 Second Grade End of Year All 50.5% Proficient/Exceed LI 43.8% Proficient/Exceed EL 48.6% Proficient/Exceed FY 0% Proficient/Exceed	LI 53% Proficient/Exceed EL 48% Proficient/Exceed FY 20% Proficient/Exceed 2024-25 Second Grade End of Year All 51% Proficient/Exceed LI 47% Proficient/Exceed EL 44% Proficient/Exceed FY 50% Proficient/Exceed	LI 44.1% Proficient/Exceed EL 33.3% Proficient/Exceed FY 25% Proficient/Exceed 2025-26 Second Grade End of Year All 50.4% Proficient/Exceed LI 50.6% Proficient/Exceed EL 42.1% Proficient/Exceed FY 0% Proficient/Exceed	LI 75% Proficient/Exceed EL 75% Proficient/Exceed FY 75% Proficient/Exceed Second Grade End of Year All 60% Proficient/Exceed LI 60% Proficient/Exceed EL 60% Proficient/Exceed FY 60% Proficient/Exceed	LI -18.7% Proficient/Exceed EL -38.9% Proficient/Exceed FY +25% Proficient/Exceed Second Grade End of Year All -0.1% Proficient/Exceed LI +6.8% Proficient/Exceed EL -6.5% Proficient/Exceed FY Maintained 0% Proficient/Exceed
1.5	CAASPP Math – District Student Group Source: CA School Dashboard DFS - Distance From Standard	2022-23 All -37.7 DFS LI -49.3 DFS EL -51.1 DFS FY -120 DFS HY -109 DFS 2023-24 LTEL -142.3 DFS 2024-25 SWD -112 DFS	2023-24 All -44.1 DFS LI -57.5 DFS EL -58.7 DFS LTEL - 142.3 DFS FY -141.6 DFS HY -120.7 DFS	2024-25 All -44.6 DFS LI -59 DFS EL -56.5 DFS LTEL -153.5 DFS FY -Not a Significant Student Group HY -103 DFS SWD -112 DFS	All -25 DFS LI -25 DFS EL -25 DFS LTEL - 137.1 FY -25 DFS HY -25 DFS SWD - 107 DFS	All -6.9 DFS LI -9.7 DFS EL -5.4DFS LTEL -11.2 DFS FY -Not a Significant Student Group HY +6 DFS SWD Not Applicable
1.6	CAASPP Math – School Student Group Source: CA School Dashboard	2022-23 Elementary Bear Gulch	2023-24 Elementary Bear Gulch	2024-25 Elementary Bear Gulch	Elementary Bear Gulch SWD -25 DFS Middle	Elementary Bear Gulch SWD +17.5 DFS Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	DFS - Distance From Standard	SWD -132.9 DFS Middle Cucamonga MS EL -118.8 DFS SWD -161 DFS	SWD -126.7 DFS Middle Cucamonga MS EL -114.5 DFS SWD -172.3 DFS	SWD -115.4 SWD Middle Cucamonga MS EL -90.5 DFS SWD -163.2 DFS	Cucamonga MS EL -25 DFS SWD -25 DFS	Cucamonga MS EL +28.3 DFS SWD -2.2 DFS
1.7	Percentage of English learners making progress toward English proficiency ELPI – District Source: CA School Dashboard	2022-23 EL 52.5% Making Progress LTEL 66% Making Progress	2023-24 EL 50.6% Making Progress LTEL 45.7% Making Progress	2024-25 EL 54% making progress LTEL 56.3% making progress	EL 65% Making Progress LTEL 73% Making Progress	EL +1.5% Making Progress LTEL -9.7 % Making Progress
1.8	English Learner Reclassification Rate (RFEP) Source: California Department of Education Dataquest % English Learners Reclassifying % Long Term English Learners Reclassifying	2023-24 30.6% RFEP 13.4% LTEL	2024-25 32.4% RFEP 13.1% LTEL	2025-26 33.1% RFEP 13.9% LTEL	10% or Above RFEP 10% or Above LTEL	+2.5% RFEP +0.5% LTEL
1.9	California Science Test Source: California Educator Reporting System (CERS)	2022-23 Grade 5 All 34% Met/Exceeded Standard Grade 7 All 30% Met/Exceeded Standard	2023-24 Grade 5 All 34.84% Met/Exceeded Standard Grade 7 All 30.87% Met/Exceeded Standard	2024-25 Grade 5 All 32.35% Met/Exceeded Standard Grade 7 All 31.93% Met/Exceeded Standard	Grade 5 All 50% Met/Exceeded Standard Grade 7 All 50% Met/Exceeded Standard	Grade 5 All -1.65% Met/Exceeded Standard Grade 7 All +1.93% Met/Exceeded Standard

Goal Analysis [2025-26]

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

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

All seven actions within Goal 1 were fully implemented as planned during the 2025–26 school year,

Action 1.1 (Professional Development) was fully implemented, with notable success in developing math instructional strategies for K–2 teachers and TK math foundational strategies aligned with the California Preschool Framework. Coaching sessions in OG Comp+ for K–3 and OG Morphology for grades 4–5 helped build consistency in practices across teachers. A challenge was encountered in combining newly trained OG Comp+ and OG Morphology teachers in a single coaching session. To address this, the district plans to triage coaching groups in the coming year to provide more in-class support for newly trained teachers.

Action 1.2 (Tiered Intervention Support) was fully implemented. The district experienced success in bringing teams together at the end of the 2024–25 school year to build collective understanding around PLC+ and collaborated with county consultants to support tools and resources for principals. As this was the first year of the PLC+ shift, elementary principals shared a need for more strategic tools to deepen understanding and application at their sites. June 2 has been designated as planning time with instructional teams to prepare for deeper implementation in 2026–27.

Action 1.3 (EL Academic and Language Support) was fully implemented. Teachers who attended EL support professional development shared positive feedback about the value of the training. In 2026–27, additional professional development sessions will be provided to encompass more teachers being trained on comprehensive strategies to deepen the application of designated and integrated ELD.

Action 1.4 (College and Career Preparedness) was fully implemented. The district successfully provided multiple opportunities for students to access pathways to college readiness through AVID, college visits, and preparation courses designed to help students feel successful in high school and beyond. Middle school counseling staff levels were maintained at both Cucamonga Middle School and Ruth Musser Middle School despite declining enrollment. Action 1.4 had a substantive difference in the amount where staff was charged, though the services were still provided as planned. Two middle school counselor positions (one from each middle school) were transferred into Action 1.4 from Action 2.2.

Action 1.5 (Broad Course of Study) was fully implemented. Middle school students had access to a rich variety of elective coursework including coding, visual arts, music, concert, health and wellness, and science application. Elementary students benefited from after-school learning clubs that enriched their school experience and helped develop a broad range of skills aligned to their interests.

Action 1.6 (Engagement Strategies Support) was fully implemented. The district noted success in students' ability to demonstrate receptive and expressive language skills as a result of engagement strategies applied in classrooms. Classroom environments became more positive as students engaged in learning from one another. New teachers received additional support from site instructional leadership teams and district-level onboarding support.

Action 1.7 (Small Group Support) was fully implemented. Based on teacher and community input, classroom walkthroughs, administrator feedback, and student engagement observations, the additional staff support was instrumental in reaching students who need extra support. Small group instruction allowed for greater differentiation, and combination classrooms benefited significantly from the extra support to effectively manage two grade levels while ensuring students were both challenged and receiving differentiated instructional support.

As the newly added Action 1.8 was presented to educational partners and the Governing Board at the mid-year update as a new action for the 2025–26 school year. Based on educational partner feedback, this action was needed to provide instructional student materials to align to the Orton-Gillingham reading program. They were purchased in 2025-26 and received in June. They will be sent to schools for the upcoming new school year, 2026-27.

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.

Staffing expenditures for Action 1.4 were adjusted to reflect a realignment of counseling resources. Two middle school counselor positions (one from each middle school) were transferred into Action 1.4 from Action 2.2. This change was made after reviewing support structures and determining that the middle school counselors' work is more directly aligned with College and Career pathways, academic guidance, and postsecondary planning supports.

Based on feedback from staff and community partners, we will be adding a new action (Goal 1, Action 8) to the 2026–27 LCAP. Therefore, there was a material difference as the expenditure was not originally budgeted in the 2025-26 LCAP but funds were subsequently spent on the action. Therefore there is a material difference, whereas the action was not in the orginal 2025-26 LCAP, after consultation with educational partners and governing board, the action was implemented and books were purchased.

Expenditures were reduced primarily due to a twofold decrease in staffing costs in Action 1.7. Following final classroom assignments in the fall, fewer additional K and combination-class paraprofessionals were needed than originally estimated. In addition, several paraprofessional positions experienced periods of vacancy, resulting in lower salary and benefit costs.

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

Actions 1.1 and 1.2 were partially effective and were designed to work in tandem to strengthen first best instruction through professional learning while providing tiered, targeted intervention for students requiring additional academic support. When evaluated together, the aligned outcome metrics show evidence of recovery and site-level successes, particularly in elementary grades and targeted student groups, alongside persistent districtwide challenges. On CAASPP ELA (M1.1), overall district performance declined -5.8 DFS from the baseline of +3.6 DFS, indicating that while literacy-focused professional development supported improvement from Year 1 to Year 2, performance has not yet returned to baseline levels. Low-income students declined -7.6 DFS and English learners declined -4.5 DFS from baseline, signaling the need for more intentional differentiation and sustained instructional follow-up to ensure professional learning translates into equitable classroom practices. In contrast, Long-Term English Learners demonstrated a strong gain of +11.1 DFS and Homeless Youth improved +9.5 DFS, suggesting that targeted instructional strategies and intervention support benefitted students receiving more focused services. Foster Youth did not have a performance color available for comparison. School-level ELA outcomes (M1.2) reflect uneven implementation of tiered interventions for Students with Disabilities. Bear Gulch Elementary SWD students improved +1 DFS from a baseline of -115 DFS, showing positive movement in the elementary setting. However, Cucamonga Middle School SWD students declined -11.4 DFS and Ruth Musser

Middle School SWD students declined -8.2 DFS from baseline, indicating that intervention supports and professional development application at the middle school level require further alignment and monitoring. In CAASPP Math (M1.5), overall performance declined -6.9 DFS from a baseline of -37.7 DFS. Declines were observed among low-income students (-9.7 DFS), English learners (-5.4 DFS), and Long-Term English Learners (-11.2 DFS), highlighting ongoing challenges in math instruction and intervention effectiveness. Homeless Youth again demonstrated positive movement, improving +6 DFS from baseline, reflecting the effectiveness of targeted supports. At the school level (M1.6), gains illustrate the potential impact of aligned professional learning and tiered supports when implemented with fidelity. Bear Gulch Elementary SWD students showed strong growth of +17.5 DFS from baseline in math, and Cucamonga Middle School English learners grew +28.3 DFS from baseline, indicating that effective differentiation and intervention structures can produce meaningful gains. Cucamonga Middle School SWD students declined only -2.2 DFS from baseline, suggesting stabilization but continued need for improvement. Analysis of M1.3 and M1.4 STAR ELA and Math data for Grades 1 and 2 shows mixed results from the 2023–24 baseline through 2025–26, with varied outcomes by grade level and student group. In ELA, Grade 1 performance for All Students remained relatively stable across years, increasing from 53.4% proficient/exceeding at baseline to 55% in 2024–25, then declining slightly to 52.7% in 2025–26. Similar patterns were observed for Low-Income students. English Learner performance declined over time in both Grade 1 and Grade 2, with the most significant decreases occurring by 2025–26, while Foster Youth results fluctuated due to small cohort sizes. In Grade 2 ELA, All Students and Low-Income students showed gains above baseline levels despite declines from 2024–25 to 2025–26, indicating partial maintenance of prior improvement. STAR Math results reflect a general decline from baseline, particularly in Grade 1, where All Students, Low-Income students, and English Learners decreased steadily through 2025–26. In Grade 2 math, outcomes for All Students remained stable near 50% proficient/exceeding across all three years, while Low-Income students demonstrated gradual improvement, narrowing gaps relative to All Students. English Learner math performance declined modestly, and Foster Youth results varied year to year. Overall, while some gains achieved in 2024–25 were sustained into 2025–26, data indicate continued need for targeted supports, particularly for English Learners and in early mathematics instruction.

Action 1.3 was effective in focused on strengthening designated and integrated ELD instruction to support English learner language development and progression toward reclassification. Outcome metrics indicate modest recovery in Year 2 and areas of continued concern, particularly for Long-Term English Learners. The English Learner reclassification rate (M1.8) increased by +2.5% from the baseline of 30.6%, demonstrating a positive districtwide trend and suggesting that EL programs are supporting more students in meeting reclassification criteria. While the action was fully implemented and some positive outcomes are noted including ELPI outcomes that remain below baseline and a slight decline in LTEL reclassification. This action is deemed as partially effective. However, the LTEL reclassification rate increased slightly by +0.5% from the baseline of 13.4%, highlighting the need for more targeted academic language support for students with prolonged EL status. On the ELPI (M1.7), the percentage of English learners making progress toward English proficiency improved +1.5% from the baseline of 52.5%, while Long-Term English Learners declined -9.7% from the baseline of 66%. Although these results reflect improvement from Year 1 to Year 2, they remain below baseline levels. These outcomes suggest that while foundational EL supports are stabilizing, designated and integrated ELD instruction—particularly at the middle school level where LTELs are concentrated—requires strengthening. Continued emphasis on language-rich instruction across content areas will be essential to sustain recovery and accelerate progress.

Actions 1.4 and 1.6 was partially effective and were implemented to increase student engagement, academic relevance, and access to college and career readiness experiences, especially at the middle school level. Collectively, the aligned metrics suggest that engagement-focused strategies are contributing to positive outcomes for some student groups, though gaps persist. On CAASPP ELA (M1.1), overall performance declined -5.8 DFS from baseline, with declines for low-income students (-7.6 DFS) and English learners (-4.5 DFS). However, Long-Term English Learners improved +11.1 DFS and Homeless Youth improved +9.5 DFS, indicating that engagement strategies may be

particularly effective for students benefiting from targeted support and advocacy. School-level ELA outcomes (M1.2) show continued challenges for SWD students at Cucamonga Middle School (-11.4 DFS) and Ruth Musser Middle School (-8.2 DFS), signaling a need for more intensive engagement and transition planning for these students. In math (M1.5 and M1.6), while districtwide declines persisted (CAASPP Math (M1.5), overall performance declined -6.9 DFS from a baseline of -37.7 DFS. Declines were observed among low-income students (-9.7 DFS), English learners (-5.4 DFS), and Long-Term English Learners (-11.2 DFS)), notable site-level gains emerged. Bear Gulch Elementary SWD students improved +17.5 DFS, and Cucamonga Middle School English learners showed substantial growth of +28.3 DFS from baseline. These gains suggest that college readiness programming, AVID strategies, and engagement supports are positively influencing outcomes when paired with effective instruction and student support systems. Continued refinement is needed to address persistent gaps for Students with Disabilities, foster youth, and English learners.

Action 1.5 was partially effective and aimed to expand access to a broad and engaging curriculum to support academic growth and student interest. Results indicate that aligned instructional opportunities are supporting progress in select areas. On CAASPP ELA (M1.1), overall district performance declined -5.8 DFS from the baseline of +3.6 DFS, indicating that while literacy-focused professional development supported improvement from Year 1 to Year 2, performance has not yet returned to baseline levels. Low-income students declined -7.6 DFS and English learners declined -4.5 DFS from baseline, signaling the need for more intentional differentiation and sustained instructional follow-up to ensure professional learning translates into equitable classroom practices. In contrast, Long-Term English Learners demonstrated a strong gain of +11.1 DFS and Homeless Youth improved +9.5 DFS, suggesting that targeted instructional strategies and intervention support benefitted students receiving more focused services. Foster Youth did not have a performance color available for comparison. School-level ELA outcomes (M1.2) reflect uneven implementation of tiered interventions for Students with Disabilities. Bear Gulch Elementary SWD students improved +1 DFS from a baseline of -115 DFS, showing positive movement in the elementary setting. However, Cucamonga Middle School SWD students declined -11.4 DFS and Ruth Musser Middle School SWD students declined -8.2 DFS from baseline, indicating that intervention supports and professional development application at the middle school level require further alignment and monitoring. In CAASPP Math (M1.5), overall performance declined -6.9 DFS from a baseline of -37.7 DFS. Declines were observed among low-income students (-9.7 DFS), English learners (-5.4 DFS), and Long-Term English Learners (-11.2 DFS), highlighting ongoing challenges in math instruction and intervention effectiveness. Homeless Youth again demonstrated positive movement, improving +6 DFS from baseline, reflecting the effectiveness of targeted supports. At the school level (M1.6), gains illustrate the potential impact of aligned professional learning and tiered supports when implemented with fidelity. Bear Gulch Elementary SWD students showed strong growth of +17.5 DFS from baseline in math, and Cucamonga Middle School English learners grew +28.3 DFS from baseline, indicating that effective differentiation and intervention structures can produce meaningful gains. Cucamonga Middle School SWD students declined only -2.2 DFS from baseline, suggesting stabilization but continued need for improvement. On the California Science Test (M1.9), Grade 5 All Students declined -1.65% Met/Exceeded Standard from baseline, while Grade 7 All Students improved +1.93%, suggesting that access to science electives and application-based coursework at the middle school level may be contributing to improved outcomes. Across ELA and math, subgroup results mirrored broader district trends, with notable gains for Long-Term English Learners, Homeless Youth, and select school-level groups (Bear Gulch SWD and Cucamonga MS EL students). These outcomes indicate that a broad course of study can support academic growth when access is equitable and paired with targeted instructional support. Findings also highlight the need for intentional outreach to ensure Students with Disabilities and other high-need groups can fully access these opportunities.

Action 1.7 was partially effective and provided additional staffing to support small-group instruction and differentiated learning, particularly in early grades and combination classrooms. Analysis of multiple outcome metrics indicates this action contributed to stabilization and targeted improvement for some student groups, while highlighting ongoing systemwide needs. On CAASPP ELA (M1.1), overall district performance

declined -5.8 DFS from the baseline of +3.6 DFS, indicating that while supplemental staffing supported instructional access and consistency, outcomes have not yet returned to baseline levels. Declines for low-income students (-7.6 DFS) and English learners (-4.5 DFS) suggest that staffing supports must continue to be paired with intentional instructional differentiation to ensure equitable impact. Analysis of STAR ELA and Math data for Grades 1 and 2 (M1.3 and M1.4) shows mixed results from the 2023–24 baseline through 2025–26. In ELA, Grade 1 performance for All Students remained relatively stable across years, with small fluctuations, while English Learners experienced declining proficiency rates by 2025–26. Grade 2 ELA outcomes for All Students and Low-Income students remained above baseline despite year-to-year declines, suggesting partial maintenance of prior improvement. STAR Math data show declines from baseline in Grade 1 across most student groups, while Grade 2 outcomes remained stable for All Students and improved for Low-Income students, indicating that small-group staffing may be supporting targeted math growth when aligned to student needs. At the school level, CAASPP math results (M1.6) demonstrate the potential effectiveness of additional staffing when implemented with fidelity. Bear Gulch Elementary Students with Disabilities improved +17.5 DFS from baseline, and Cucamonga Middle School English learners improved +28.3 DFS, supporting the impact of small-group instruction and differentiated supports in targeted settings. English learner progress toward proficiency (M1.7) improved +1.5% from the baseline of 52.5%, with Long-Term English Learners declining -9.7% from baseline. While these outcomes reflect improvement from Year 1 to Year 2, they remain below baseline levels, indicating that additional staffing alone is insufficient to accelerate English language development without strengthened designated and integrated ELD practices. Overall, Action 1.7 demonstrates evidence of effectiveness in supporting targeted student groups and stabilizing early academic outcomes; however, results indicate the need for continued refinement of instructional practices, stronger alignment between staffing and language-focused instruction, and sustained monitoring to ensure that supplemental supports translate into improved districtwide outcomes.

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

Action 1.8 was added to support K-2 Reading instructional materials aligned to support early literacy instruction. This action is funded out of LREBG funds. Action 1.8 K-2 Decodable Reading Books: Based on feedback from staff and community partners, we will be adding a new action (Goal 1, Action 8) to the 2026–27 LCAP. Using Learning Recovery Emergency Block Grant funds. We will purchase Orton-Gillingham–aligned reading materials for grades K–2 to strengthen early literacy. This intention also shared at the February 12, 2026, Board meeting with the Mid-Year LCAP Update. As a result of ongoing educational partner feedback, teachers and administrators, the decision was made to purchase the materials so they would be received in June for preparation and early distribution to schools to accomodate inventory and distribution timelines so teachers would have them in classrooms by the first day of school for the 2026-27 school year. Waiting til July 1 to order and receive these materials would not allow for sufficent processing time. For Metric 1.1 and 1.5, SWD student group was added to "Current Difference from Baseline" due to the district's eligibility for Differentiated Assistance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	The district will provide Teachers-on-Assignment and services to provide professional development for teachers, staff, and administrators, on content standards, evidence-based instructional strategies, reading instruction, and differentiation techniques to enhance literacy across all subject areas, with a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.3, M1.4, M1.5, M1.6.	$925,388.89	Yes
1.2	Tiered Intervention Support	The district will allocate additional teachers, Intervention Coordinators, materials and teacher release time for Professional Learning Communities in order to ensure students obtain academic intervention tailored to their specific needs, aiming to increase performance in English Language Arts and math. with a primary focus on Low-income students and foster youth students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.3, M1.4, M1.5, M1.6.	$4,163,550.34	Yes
1.3	EL Academic and Language Support	The district will implement a comprehensive program for English Learners, encompassing EL support teachers, staff, resources, professional development and parent workshops, to ensure that both English learner and Long-Term English learner (LTELs) students enhance their performance in language proficiency and academic language development. The effectiveness of this action will be evaluated by: M1.7, M1.8	$285,121.61	Yes
1.4	College and Career Preparedness	The district will offer counselors, as well as student and family resources, to ensure services are available to aid students in becoming academically prepared for college and career opportunities, with a primary focus on English learner, Low-income and foster youth students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.5, M1.6.	$568,737.65	Yes
1.5	Broad Course of Study	The district will allocate teachers and resources to expand the range of science, visual performing arts, and other courses to students, aiming to boost academic involvement and achievement, with a focus on assisting	$1,146,473.95	Yes

Action #	Title	Description	Total Funds	Contributing
		Low-income students. The effectiveness of this action will be evaluated by: M1.1, M1.2, M1.5, M1.6, M1.9		
1.6	Engagement Strategies Support	The district will assist teachers and oversee the application of evidence-based academic engagement strategies and add additional class-size reduction teachers in classrooms to promote active engagement, differentiate instruction, and improve student learning outcomes, with a focus on Low-income and English learner students. The effectiveness of this action will be evaluated by:M1.1, M1.2, M1.5, M1.6.	$4,069,669.07	Yes
1.7	Small Group Support	The district will provide additional certificated staff, paraprofessionals in kindergarten and combination classrooms to support small group, differentiated instruction in ELA and math. The effectiveness of this action will be evaluated by:M1.1, M1.3, M1.4, M1.6 and M1.7. This added support will help meet diverse student needs and improve core instruction; this action is being funded in 2026-2027. LREBG Action $667,202.41	$667,202.11	No
1.8	K-2 Decodable Reading Books	The district will provide K–2 decodable reading books aligned to the district's foundational literacy curriculum to support early reading development. These materials will be used during core instruction, small group instruction, and targeted intervention to strengthen phonics, decoding, and fluency skills for early readers. The effectiveness of this action will be evaluated by: M1.1, M1.3, and M1.7. This action will support differentiated instruction and improve early literacy outcomes; funding will support implementation in 2026–2027. These books were purchased in the 2025-2026 fiscal year using LREBG funds $85,573.26 but books were received in June, hence a $0 total fund expenditure for the 2026-27 school year for this action.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 ensures all students will access a Multi-Tiered System of Support to ensure positive behavior, increased engagement in school, and social-emotional wellness. to be future ready and English learners will demonstrate progress on English language proficiency. This goal aims to address the disparities, with a particular focus on supporting underperforming groups, while also maintaining and enhancing the achievements of those student groups performing at or above standard levels. Central School District is committed to dedicating resources to this goal that demonstrates its commitment to ensuring every student has access to a positive and engaging school climate to ensure a quality learning experience that ignites endless possibilities for all.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate – District Source: CA School Dashboard % of students absent, 10% or more	2022-23 All 22.8% LI 25.7% EL 17.9% FY 9.3% AA 27.8% 2023-24 LTELs 24.6% HML 32.1% 2024-25 SPED 26%	2023-24 All 20.1% LI 23.2% EL 14.8% LTEL 24.6% FY 18.5% AA 31.8% HML 32.1%	2024-25 All 19.6% LI 22.9% EL 14.1% LTEL 13% FY 39.1% AA 33% HML 37.7% SPED 26%	All 10% LI 10% EL 10% LTEL 10% FY 7.8% AA 10% HML 22.1% SPED 24%	All -3.2% LI -2.8% EL -3.8% LTEL -11.6% FY +29.8% AA +5.2% HML +5.6% SPED not applicable
2.2	Chronic Absenteeism Rate - School and Student Group Source: CA School Dashboard % of students absent, 10% or more	2022-23 Elementary Bear Gulch SWD 41.8% AA 34.4% Central Elementary	2023-24 Elementary Bear Gulch SWD 32.2% AA 38.5%	2024-25 Elementary Bear Gulch SWD 28.7% AA 32.9%	Elementary Bear Gulch SWD 10% AA 10% Central Elementary LI 10%	Elementary Bear Gulch SWD -13.1% AA -1.5% Central Elementary LI +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI 21.3% Coyote Canyon AA 32.1% Dona Merced All 20.8% LI 23.6% SWD 32.1% AA 23.9% HI 26.3% Valle Vista LI 25.1% SWD 25.7% 2 or More 22.2% Middle School Ruth Musser AA 23.5%	Central Elementary LI 18.2% Coyote Canyon AA 35% Dona Merced All 12.8% LI 15.6% SWD 18.6% AA 21.7% HI 4.2% Valle Vista LI 17.9% SWD 16.8% 2 or More 13.2% Middle School Ruth Musser AA 29.7%	Central Elementary LI 22.4% Coyote Canyon AA 30.1% Dona Merced All 16.2% LI 20.6% SWD 26.3% AA 25% HI 17.1% Valle Vista LI 18.7% SWD 16.4% 2 or More 5.3% Middle School Ruth Musser AA 34.4%	Coyote Canyon AA 10% Dona Merced All 10% LI 10% SWD 10% AA 10% HI 4.1% Valle Vista LI 10% SWD 10% 2 or More 10% Middle School Ruth Musser AA 10%	Coyote Canyon AA -2% Dona Merced All -4.6% LI -3% SWD -5.8% AA +1.1% HI -9.2% Valle Vista LI -6.4% SWD -9.3% 2 or More -16.9% Middle School Ruth Musser AA +10.9%
2.3	Suspension Rate – District Source: 2023 CA School Dashboard % of students suspended at least 1 day	2022-23 All 1.5% LI 1.8% EL .8% FY 0% 2023-24 LTELs 5.2% HML 11.2% AA 31.8%	2023-24 All 3% LI 3.5% EL 1.6% LTEL 7.6% FY 11.8% HML 11.2% AA 31.8%	2024-25 All 2% LI 2.2% EL 1.9% LTEL 8.7% FY 0% HML 5.9% AA 4.3%	less than 1.5% All less than 1.5% LI less than 1% EL less than 1% LTEL less than 1% FY Less than 1% HML Less than 1% AA	All +0.5% LI +0.4% EL +1.1% LTEL +3.5% FY 0% HML -5.3% AA -27.5%
2.4	Family Engagement Survey Source: Local Survey	2023-24 95% 'Feel Confident in Child's Safety at School'	2024-25 95.6% 'Feel Confident in	2025-26 96.0% 'Feel Confident in	96.3% or higher 'Feel Confident in Child's Safety at School'	+1% 'Feel Confident in Child's Safety at School'

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Child's Safety at School'	Child's Safety at School'		
2.5	Middle School Dropout Source: CALPADs Number of students who dropped out	2023-24 1.7% ALL 1.0% LI 0.3% EL 0% FY	2024-25 1.0% ALL 0.6% LI 0.3% EL 0% FY	2025-26 0.09% ALL 0.06% LI 0.0% EL 0% FY	less than 1% ALL less than 1% LI less than 1% EL less than 1% FY	-1.61% ALL -0.94% LI -0.3%EL Maintained 0% FY
2.6	School Attendance Rate Source: Local Data End of Year Attendance Rate	2023-24 End of Year Attendance Rate 94.2%	2024-25 End of Year Attendance Rate 95.6%	2025-26 End of Year Attendance Rate 94.19%	End of Year Attendance Rate 96% or above	End of Year Attendance Rate .01% negative decrease
2.7	Parent Involvement Indicator Source: Ca Schools Dashboard	2022-23 Creating welcoming environments: Full Implementation Opportunities for school-to-home communication: Full Implementation Engaging families to be decision makers: Full Implementation	2023-24 Creating welcoming environments: Full Implementation Opportunities for school-to-home communication: Full Implementation Engaging families to be decision makers: Full Implementation	2024-25 Creating welcoming environments: Full Implementation Opportunities for school-to-home communication: Full Implementation Engaging families to be decision makers: Full Implementation	Creating welcoming environments: Full Implementation Opportunities for school-to-home communication: Full Implementation Engaging families to be decision makers: Full Implementation	Maintained
2.8	Expulsion Rate Source: CALPADs % of Students Expelled	2022-23 All 0% LI 0%	2023-24 All 0% LI 0%	2024-25 All 0% LI 0%	Maintain All 0% LI 0% EL 0%	All 0% LI 0% EL 0% FY 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 0% FY 0%	EL 0% FY 0%	EL 0% FY 0%	FY 0%	

Goal Analysis [2025-26]

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

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

Central School District fully implemented all nine actions under Goal 2 during the 2025–26 school year. Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9 were all fully implemented as planned, with no substantive differences noted between planned and actual implementation for any action.

The district experienced several notable successes across Goal 2. Under Action 2.1 (Family Engagement Support), while the district encountered challenges with parent participation at district-level events, it identified a strategic solution to increase attendance by partnering with existing school site parent events in the coming year. Action 2.2 (Social-Emotional Learning Support) saw success through an integrated professional development model that combined trauma-informed practices, SEL, and restorative practices into cohesive training days, which participants praised as the most effective way to understand how all student supports work together, fostering deeper discussion and understanding to promote increased implementation.Two middle school counselor positions (one from each middle school) were transferred after reviewing support structures and determining that the middle school counselors' work is more directly aligned with College and Career pathways, academic guidance, and postsecondary planning supports addressed in Action 1.4 As a result, expenditures were correspondingly reduced in Action 2.2.

Under Action 2.3 Positive Behavior and Support, the district celebrated significant progress as several schools advanced in PBIS recognition status, with five of seven schools now focusing on Tier III implementation after mastering Tiers I and II, while the remaining two schools are positioned to move into Tier II next year. As a result of staffing changes, a district TOSA dedicated to supporting PBIS was not filled in 2025-26, but services to students was maintained with school site counselors, therefore it resulted in a change of about $100,000 less spent. However, the district is in declining enrollment and the services were provided to students through the counselors at each site and administrators, and Director of SAFE.

Action 2.4 increased this year due to the fact that during our analysis of staffing charged to the LCAP last year, we determined that we needed to move (1) counselor from each middle school out of Goal 2 Action 2 into Goal 1 Action 4 to better reflect the intention of the Action in both 1.4 and 2.2. Services were provided and maintained to students and action 2.4 was fully implemented. This action reflected a strategic shift from monthly to quarterly attendance clerk meetings, with increased attendance monitoring during principal meetings to build site-level capacity. The district also made a responsive decision, informed by educational partner input including parents, to transition from the Attend-SIA program to Parent Square Plus to improve the efficiency and effectiveness of outreach to families of students needing attendance support.

Action 2.5 (Mentor Support) demonstrated success through mentors building meaningful relationships with students who were not responding to other engagement strategies, providing an additional layer of support beyond the classroom. Action 2.6 (Health and Wellness Support) contributed to increases on several California School Dashboard metrics, as dedicated health and wellness staff promoted higher rates of attendance and, in turn, student achievement. Action 2.7 (After-school Tutoring and Clubs) saw high student participation rates, with staff incentivized to share their talents to create a rich and diverse after-school experience. Parents reported that their children were more motivated to attend school so they would not miss club time, reflecting a meaningful connection between engagement and attendance.

Action 2.8 (Tiered Behavior Supports) achieved a high degree of success through additional certificated behavioral staff who provided direct Tier III support to students while simultaneously coaching and building the capacity of school staff to support students with the greatest behavioral needs, promoting safe and secure learning environments. Finally, Action 2.9 (Family Extended Supports) was successful in providing dedicated staff to directly connect families of students with the greatest needs to resources and strategies, strengthening their ability to support their children's attendance and overall educational success.

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.

Two middle school counselor positions (one from each middle school) were transferred after reviewing support structures and determining that the middle school counselors' work is more directly aligned with College and Career pathways, academic guidance, and postsecondary planning supports addressed in Action 1.4 As a result, expenditures were correspondingly reduced in Action 2.2.

The underspending in Action 2.3 is primarily attributable to staffing changes that occurred after the LCAP and budget were developed. At the time of adoption, the Paraprofessional/Mentor Teacher position was funded at 50 percent under this goal and action. This position was subsequently reduced, resulting in lower actual expenditures than originally projected by about $100,000.

Following a subsequent staffing analysis, the district determined that certain classified library staff were more appropriately aligned with the supports outlined in Action 2.4. As a result, 50 percent of middle school library clerk positions and 100 percent of elementary school library clerk positions were reallocated from Action 1.2 to Action 2.4. These staffing realignments led to increased expenditures for this action while ensuring continuity and consistency of library services to students.

Under Action 2.7, there was limited staff interest in facilitating after-school clubs at several school sites, which resulted in reduced implementation of those activities. However, services to students were sustained through the Expanded Learning Opportunities Program (ELOP), which provided afterschool programming and supports that met the overall intent of the after-school clubs by continuing to offer enrichment, engagement, and supervision opportunities for students.

Services to students under Action 2.8 were implemented effectively. For Goal 2 Action 8, the district had to journal the (2) additional psychs out of the LCAP into other onetime funds as we had agreed to that during the LCAP development mid-year update.

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

Action 2.1 Family Engagement Support has continued to effectively strengthen family-school partnerships by providing certificated and classified staffing at the district and site levels, implementing family engagement strategies, and offering workshops and resources to support

families, particularly for low-income and foster youth students. Success is reflected in the Family Engagement Survey (M2.4), where parent confidence in their child's safety at school increased +1% from the baseline of 95% to 96%, moving toward the Year 3 target of 96.3% or higher. The district also maintained Full Implementation across all areas of the Parent Involvement Indicator on the California Schools Dashboard (M2.7), including creating welcoming environments for families, providing meaningful school-to-home communication, and actively engaging families as decision-makers in the educational process. These results reflect the district's continued commitment to building inclusive, collaborative partnerships with families of English learner, foster youth, and low-income students to support student success.

Actions 2.2 Social-Emotional Learning Support, 2.3 Positive Behavior and Support, 2.4 Attendance, and 2.5 Mentor Support have been determined to be partially effective to fostering a supportive and engaging school environment through counseling, mental health clinicians, PBIS implementation, behavior interventions, attendance monitoring, and mentorship programs. These efforts have led to a reduction in overall chronic absenteeism (M2.1) of -3.2% from the baseline of 22.8%, with notable decreases among low-income students (-2.8% from baseline), and English learners (-3.8% from baseline). However, African American students saw an increase of +5.2% from baseline and Foster Youth with an increase of 29.8% from baseline, highlighting the need for continued and intensified focus on engagement, attendance, and culturally responsive strategies for these student groups. School-specific chronic absenteeism data (M2.2) shows meaningful improvements from baseline at several sites.

At Dona Merced Elementary, overall chronic absenteeism decreased -4.6%, low-income students decreased -3%, Students with Disabilities decreased -5.8%, African American students increased 1.1%, and Hispanic students decreased -9.2% from baseline, making progress from last year. At Valle Vista Elementary, low-income students decreased -6.4%, Students with Disabilities decreased -9.3%, showing a slight decline from last year, and Two or More Races students decreased -16.9% from baseline, showing continued efforts. Central Elementary saw low-income students increase 1.1% from baseline, and Bear Gulch Elementary saw Students with Disabilities decrease -13.1% from baseline and African Americans decrease 1.5%. However, chronic absenteeism increased among African American students at Bear Gulch (+4.1% from baseline), Coyote Canyon (+2.9% from baseline), and Ruth Musser Middle School increase 10.9% from baseline, indicating that additional targeted interventions are needed for African American students at Ruth Musser and Dona Merced.

Suspension rates (M2.3) baseline across all reported student groups: increase of 0.5% for All Students,which was a decline from last year. Increase of 0.4% for low-income students, better than last year's outcome. Increase of 1.1% for English learners, which was a slight increase from last year's outcome, and foster youth maintained at 0%. These collective results indicate that while PBIS implementation has advanced significantly—with five of seven schools now focusing on Tier III implementation—the behavioral supports have not yet translated into reduced suspension rates for the groups identified in the analysis of the outcome data for year 2. The +11.8% increase for foster youth students is particularly concerning and warrants intensified trauma-informed and restorative practice strategies for this population. Expulsion rates (M2.8) remained at 0% for All Students, low-income, English learner, and foster youth students, maintaining the baseline and indicating that no students were permanently removed from the educational environment. The End of Year Attendance Rate (M2.6) demonstrated a positive increase of .01% from the baseline of 94.2% to 94.19%, which demonstrates these actions are contributing to greater daily attendance rates for the all student group, including English learner, and low-income students. The district achieved and maintained Full Implementation across all areas of the Parent Involvement Indicator on the California Schools Dashboard (M2.7), including creating welcoming environments, school-to-home communication, and engaging families as decision-makers. The district is encouraged by the effectiveness of these actions as the middle school dropout rate (M2.5) decreased -1.61% for All Students, -0.94% for low-income students,

and 0.3% for English learner and 0% change for the foster youth students from baseline. Families also increased their confidence in their child's safety at school (M2.4) by +1.3% from baseline.

Action 2.6 Health and Wellness Support has positively influenced student well-being, attendance, and engagement through programs promoting physical health, wellness education, sports and activities, and family involvement, with a focus on low-income students, foster youth, and English learners. While progress was made in the reduction
in chronic absenteeism (M2.1), with overall district absenteeism decreasing -3.2% from the baseline, notinfg that the attendance rate decreased slightly from 94.2% to 94.19%, which is in the right direction. Improvements were seen among low-income students (-2.8% from baseline) and English learners (-3.8% from baseline), suggesting that wellness initiatives contributed to improved student attendance. However, foster youth chronic absenteeism increased +29.8% from baseline, Homeless saw an increase of +5.6% and African American students saw an increase of +5.2% from baseline, indicating that additional targeted health and wellness interventions may be necessary for these groups. At the school level (M2.2), improvements in chronic absenteeism were evident at Bear Gulch with a dcrease in the Students with Disabilities student group of -13.1% from baseline and African-American of -1.5% from baseline. At Central Elementary, low-income saw a slight increase of +1.1% in Chronic Absenteeism. Coyote Canyon elementary school saw a decrease in their African-American student group of -2% from baseline. Dona Merced Elementary saw an overall absenteeism decrease -4.6% from baseline, low-income students decreased -3%, Students with Disabilities decreased -5.8%, African American increased slightly to +1.1 from baseline and Hispanic students decreased -9.2% from baseline. At Valle Vista, low-income student absenteeism declined -6.4% from baseline and Students with Disabilities decreased -16.9.9% from baseline. Ruth Musser Middle School saw an increase in absence rate for their African American student group of +10.9% from baseline. Family involvement has remained strong, as evidenced by consistent Full Implementation of welcoming environments, school-to-home communication, and family decision-making engagement as reported on the Parent Involvement Indicator (M2.7), which has been maintained from baseline. Additionally, parent confidence in school safety (M2.4) increased +1% from baseline, reinforcing the positive impact of wellness initiatives on overall school climate and parental perception for English learner, foster youth, and low-income families. However, we have a need at schools to focus attention on the student groups that are increasing from baseline in chronic absence.

Action 2.7 After-school Tutoring and Clubs has been determined to be effective and contributed to increased academic support and student engagement beyond the school day. High student participation rates and parent feedback indicating that students were more motivated to attend school so they would not miss club time reflect a meaningful connection between engagement and attendance. The reduction in overall chronic absenteeism (M2.1) of -3.2% from baseline, with low-income students decreasing -2.8% and English learners decreasing -3.8%, suggests that after-school programming is supporting improved attendance. Parent confidence in school safety (M2.4) increased +1% from baseline, and the Parent Involvement Indicator (M2.7) maintained Full Implementation from baseline, indicating that after-school programs are contributing to a positive school climate and sustained family engagement. The school level (M2.2), improvements in chronic absenteeism were evident at Bear Gulch with a dcrease in the Students with Disabilities student group of -13.1% from baseline and African-American of -1.5% from baseline. At Central Elementary, low-income saw a slight increase of +1.1% in Chronic Absenteeism. Coyote Canyon elementary school saw a decrease in their African-American student group of -2% from baseline. Dona Merced Elementary saw an overall absenteeism decrease -4.6% from baseline, low-income students decreased -3%, Students with Disabilities decreased -5.8%, African American increased slightly to +1.1 from baseline and Hispanic students decreased -9.2% from baseline. At Valle Vista, low-income student absenteeism declined -6.4% from baseline and Students with Disabilities decreased 9.3% from baseline. Ruth Musser Middle School saw an increase in absence rate for their African American student group of +10.9% from baseline.

Action 2.8 Tiered Behavior Supports has expanded access to Board Certified Behavior Analysts, Registered Behavior Technicians, and school psychologists to provide Tier II and III behavioral supports for students. This action has been determined to be partially effective. These staff have also collaborated with teachers to build capacity for consistent Tier I behavior practices. The reduction in overall chronic absenteeism (M2.1) of -3.2% from baseline. Improvements were seen among low-income students (-2.8% from baseline) and English learners (-3.8% from baseline), suggesting that wellness initiatives contributed to improved student attendance and tiered behavior supports are contributing to safer, more supportive learning environments that promote attendance . However, foster youth chronic absenteeism increased +29.8% from baseline, Homeless saw an increase of +5.6% and African American students saw an increase of +5.2% from baseline, indicating that additional targeted health and wellness interventions may be necessary for these groups. However, suspension rates (M2.3) increased from baseline across all reported student groups: +1.5% for All Students, +1.7% for low-income students, +0.8% for English learners, and +11.8% for foster youth students. These increases indicate that while tiered behavior supports are building staff capacity and providing direct student support, additional strategies are needed to reduce suspensions, particularly for foster youth students. The Parent Involvement Indicator (M2.7) maintained Full Implementation from baseline, reflecting continued collaboration with families as part of the behavioral support framework.

Action 2.9 Family Extended Supports has successfully provided dedicated staff to directly connect families of students with the greatest needs to resources and strategies, strengthening their ability to support their children's attendance and overall educational success.This action has been determined to be effective. Parent confidence in school safety (M2.4) increased +1% from baseline, and the Parent Involvement Indicator (M2.7) maintained Full Implementation across all areas from baseline, including creating welcoming environments, school-to-home communication, and engaging families as decision-makers. These results indicate that expanded family engagement staffing is effectively strengthening school-home partnerships for families of unduplicated students.

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.

The Students with Disabilities (SWD) group was added to metric 2.1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family Engagement Support	The district will implement family engagement strategies and initiatives designed to build stronger bonds between families and the school community and provide certificated and classified staffing at the district and site levels to bolster family engagement. These efforts aim to encourage families to actively participate in their children's education, reinforce home-school partnerships, and improve students' academic achievements and	$567,805.55	Yes

Action #	Title	Description	Total Funds	Contributing
		overall well-being, with a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by: M2.4, M2.7		
2.2	Social-Emotional Learning Support	The district will provide site counselors, mental health clinicians and resources to create a positive and inclusive learning environment for students that fosters emotional growth, self-awareness, and interpersonal skills to enhance their overall well-being and academic success, with a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by: M2.1, M2.2, M2.3, M2.5, M2.6, M2.8	$2,642,267.54	Yes
2.3	Positive Behavior and Support	The district and school staff, in collaboration with students, families, and community organizations, will integrate a positive behavior intervention system framework into the school environment. This initiative aims to foster students' positive behavior skills, including self-awareness, self-management, relationship building, and responsible decision-making, ultimately improving their well-being and academic success. This action will have a primary focus on Low-income and foster youth students. The effectiveness of this action will be evaluated by M2.1, M2.2, M2.3, M2.5, M2.6, M2.8	$73,676.29	Yes
2.4	Attendance	The district will provide district and site staff and resources to support a range of student and family engagement strategies to promote active involvement of families in their children’s education, build stronger connections between home and school and increase student daily attendance, with a primary focus on Low-income students. This action will be measured by: M2.1, M2.2, M2.4, M2.5, M2.6, M2.7	$531,841.87	Yes
2.5	Mentor Support	The district will provide certificated and classified staff to implement targeted strategies to improve student school attendance and engagement in school to increase student participation in learning, increase peer-to-peer positive interactions, reduce absenteeism and suspension, and create a positive school culture conducive to academic success with a primary	$998,492.47	Yes

Action #	Title	Description	Total Funds	Contributing
		focus on Low-income students. This action will be measured by: M2.1, M2.2, M2.3, M2.5, M2.6, M2.8		
2.6	Health and Wellness Support	The district will provide certificated and classified staff, resources and comprehensive programs to promote student physical health and wellness to enhance student well-being by fostering healthy lifestyle habits, promoting physical activity, and offering workshops for families, with a focus on Low-income students, foster youth and English learners. This action will be measured by: M2.1, M2.2, M2.4, M2.7	$850,990.52	Yes
2.7	After-school Tutoring and Clubs	The district will provide after-school tutoring and enrichment clubs at sites to increase academic support and engagement opportunities for students. These programs will provide structured time for learning, social connection, and skill development beyond the school day. This action will be measured by: M2.1, M2.2, M2.4, M2.7. LREBG Action $150,332.00	$150,332.00	No
2.8	Tiered Behavior Supports	The district will expand access to Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs) and school psychologists to provide Tier II and III behavioral supports for students. These staff will also collaborate with teachers to build capacity for consistent Tier I behavior practices, ensuring greater continuity and effectiveness of schoolwide behavior systems, principally dedicated to support unduplicated students. The effectiveness of this action will be evaluated by: M2.1, M2.3, and M2.7. LREBG Action $352,475.49	$352,475.49	No
2.9	Family Extended Supports	The district will add staff to support expanded family engagement efforts across school sites. These roles will assist with outreach, communication, and coordination of workshops and events to strengthen school-home partnerships, principally dedicated to support unduplicated students. The effectiveness of this action will be evaluated by: M2.4, M2.7. LREBG Action $88,572.62	$88,572.62	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Misassignment Rate Source: Ca Schools Dashboard	2022-23 83.9% Clear Credential	2023-24 86.9% Clear Credential	2024-25 90.8% Clear Credential	Maintain 83.9% or higher Clear Credential	Increased 6.9%
3.2	Instances that Facilities 'do not' meet the 'good' repair standard Source: Ca Schools Dashboard	2022-23 0 Instances	2023-24 0 Instances	2024-25 0 Instances	Maintain 0 Instances	Maintained
3.3	Students without access to their own instructional materials Source: Ca Schools Dashboard	2022-23 0 Instances	2023-24 0 Instances	2024-25 0 Instances	Maintain 0 Instances	Maintained
3.4	Implementation of State Standards Source: Ca Schools Dashboard	2022-23 Professional Development average score 5 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5	2023-24 Professional Development average score 5 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5	2024-25 Professional Development average score 5 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5	Professional Development average score 5 Instructional Materials average score 5 Policy and Program Support average score 5 Implementation of Standards average score 5	Maintained

Goal Analysis [2025-26]

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

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

All three actions within Goal 3 were fully implemented as planned during the 2025–26 school year, with no substantive differences between planned and actual implementation noted for any action. The district maintained its commitment to providing high-quality learning conditions through qualified staffing, standards-aligned materials, and integrated technology. There were no challenges to implementation.

Action 3.1 (Induction, Recruitment and Retention) was fully implemented. The district worked diligently to provide a competitive salary and benefits package to attract high-caliber staff. Recruitment efforts included outreach to college preparatory programs and targeted strategies for hard-to-fill positions. Staff well-being was prioritized, with multiple programs to support staff wellness and well-being implemented successfully throughout the year.

Action 3.2 (Supplemental Instructional Materials) was fully implemented. Supplemental materials were provided to support student learning across grade levels. A notable success this year was the transition to OG workbooks, which replaced duplicated materials and allowed teachers to focus on quality instruction rather than preparing lesson materials. Students actively engaged with the high-quality, visually appealing workbooks, supporting their learning through the Science of Reading evidence-based approach in grades K–2. Additionally, classroom supplies were provided to teachers to support the use of Kagan engagement strategies in the classroom.

Action 3.3 (Technology Engagement) was fully implemented. Technology integration was supported through additional staff on site to assist students and teachers. A key success was the shift in how students interact with technology—moving from passive interaction through educational games to active engagement using coding and AI to create learning content that enhances the joy in their classrooms. This progress was made possible through tech leads supporting teachers with new learning in this rapidly evolving area.

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

Action 3.1 is overspent. This is a result of the increase in the number of new teachers that were hired for the 2025-26 school year.

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

Action 3.1 Induction, Recruitment, and Retention has supported staffing stability through continued recruitment efforts, implementation of the teacher induction program, and strategies to promote staff well-being and retention, with a focus on ensuring continuity of personnel serving English learner, foster youth, and low-income students. On the Teacher Misassignment Rate (M3.1), the district increased the percentage of teachers with clear credentials by +6.9%, from a baseline of 83.9% to 90.8%, exceeding the Year 3 target of maintaining 83.9% or higher. This sustained growth—from 86.9% in Year 1 to 90.8% in Year 2—demonstrates the effectiveness of recruitment, induction, and retention strategies and reflects the district's commitment to ensuring that unduplicated students are taught by appropriately credentialed educators. On CAASPP ELA (M1.1), overall performance declined -5.8 DFS from baseline, with larger declines for low-income students (-7.6 DFS) and English learners (-4.5 DFS). In contrast, Long-Term English Learners (+11.1 DFS) and Homeless Youth (+9.5 DFS) demonstrated gains from baseline, while Foster Youth do not have a performance color. These results suggest that while improvements in staffing quality are a critical foundational condition, staffing stability alone must be paired with ongoing professional learning and targeted instructional strategies to translate improved staffing conditions into sustained academic growth for all unduplicated students. On Students without Access to Their Own Instructional Materials (M3.3), the district maintained 0 instances across all three years from baseline, meeting the Year 3 target and ensuring consistent access to instructional materials for English learner, foster youth, and low-income students. Overall, Action 3.1 has been effective in strengthening staffing conditions and maintaining access to instructional materials. Continued monitoring will focus on ensuring that improved staffing stability is accompanied by instructional supports that lead to improved academic outcomes for unduplicated students.

Action 3.2 Supplemental Instructional Materials has provided student-centered, culturally responsive resources to support differentiated instruction across grade levels and subject areas, with a focus on low-income and English learner students. On CAASPP ELA (M1.1), overall performance declined -5.8 DFS from baseline, with declines for low-income students (-7.6 DFS) and English learners (-4.5 DFS). Long-Term English Learners (+11.1 DFS) and Homeless Youth (+9.5 DFS) showed gains from baseline, while Foster Youth do not have a performance color. These mixed outcomes indicate that while access to supplemental resources has been established, continued refinement of instructional implementation is needed to ensure consistent impact across student groups. Local assessment data reflect more immediate effects of supplemental materials. In STAR ELA (M1.3), second grade showed strong gains, with increases for All Students (+8.7%), low-income students (+10.6%), English learners (+3.7%), and Foster Youth (+25%) from baseline. First grade demonstrated more modest gains overall, with declines for English learners and Foster Youth, highlighting a need for more targeted early literacy supports. These results reflect the positive impact of the newly implemented evidence-based reading program and the transition to OG workbooks, particularly in second grade. In STAR Math (M1.4), second grade demonstrated modest overall growth, with gains for All Students (+0.5%) and low-income students (+3.2%), and a significant gain for Foster Youth (+50%). However, English learners declined -4.6% from baseline. First-grade results were mixed, with growth for Foster Youth (+20%) but declines for All Students, low-income students, and English learners. These results suggest a need to strengthen the alignment of supplemental math materials to the needs of English learners and low-income students, particularly in the early grades. On CAASPP Math (M1.5), overall performance declined -6.9 DFS from baseline, with declines for low-income students (-9.7 DFS), English learners (-5.4 DFS), and Long-Term English Learners (-11.2 DFS), while Homeless Youth improved +6 DFS from baseline. These outcomes underscore the need for more intensive and differentiated supplemental math supports. On Implementation of State Standards (M3.4), the district maintained a performance level of 5 across all local indicators for two years from baseline, demonstrating sustained implementation of standards-aligned professional development, instructional materials, and instructional support systems. Overall, Action 3.2 has been partially effective in improving access to standards-aligned instructional materials and supporting early literacy gains, particularly in second grade. Continued monitoring will focus on strengthening early math instruction and ensuring equitable benefits across all student groups.

Action 3.3 Technology Engagement supports the integration of instructional technology to enhance core instruction by strengthening staff capacity to implement student-centered, culturally responsive digital resources, with a focus on improving engagement, access, and learning outcomes for low-income and English learner students. On CAASPP ELA (M1.1), overall performance declined -5.8 DFS from baseline, with larger declines for low-income students (-7.6 DFS) and English learners (-4.5 DFS). On CAASPP Math (M1.5), overall performance declined -6.9 DFS from baseline, with declines among low-income students (-9.7 DFS), English learners (-5.4 DFS), and Long-Term English Learners (-11.2 DFS), while Homeless Youth improved +6 DFS from baseline. These outcomes indicate that while technology access is in place, technology integration must be more intentionally leveraged to strengthen grade-level ELA and math instruction for historically underserved students. Local assessment results provide additional insight. In STAR ELA (M1.3), second grade demonstrated strong growth across student groups, including low-income students (+10.6%), English learners (+3.7%), and Foster Youth (+25%), suggesting that targeted use of technology-supported literacy tools can accelerate learning when implementation is consistent. STAR Math (M1.4) results were mixed, with gains for Foster Youth and low-income students in second grade, but declines for English learners, indicating a need for further differentiation and instructional guidance in technology-supported math instruction. On the English Learner Progress Indicator (ELPI, M1.7), the percentage of English learners making progress declined -1.5% from baseline, and Long-Term English Learners declined -9.7%. While improvement from Year 1 was observed, results have not yet returned to baseline, highlighting the need to strengthen the integration of technology within designated and integrated ELD instruction. On Chronic Absenteeism (M2.1), the district reduced absenteeism for All Students (-2.7%), English learners (-3.1%), and low-income students (-2.5%) from baseline, suggesting that technology-supported engagement strategies and digital communication tools are positively contributing to student attendance. Increases for Foster Youth (+9.2%)

and African American students (+4%) indicate the need for more targeted, culturally responsive technology-based engagement and outreach strategies. On Implementation of State Standards (M3.4), the district maintained a performance level of 5 across all local indicators for all three years from baseline, confirming that professional development, instructional materials, and system support are in place to support standards-aligned instruction, including the effective use of instructional technology. The district also maintained 0 instances of facilities not meeting good repair standards (M3.2), ensuring reliable access to technology-enhanced learning environments. Overall, Action 3.3 has been determined to be contributing to progress by strengthened conditions for equitable access to instructional technology and improved student engagement and attendance. Continued monitoring will focus on ensuring technology integration more consistently supports English learner progress and improved ELA and math outcomes for unduplicated students.

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

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming 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
3.1	Induction, Recruitment and Retention	The district will recruit and retain qualified staff to meet the needs of students by offering a teacher induction program, delivery of strategic plans to recruit and maintain high-caliber personnel, and fostering a work environment that promotes staff well-being and retention, in order to increase student achievement for our unduplicated students so they have continuity of personnel to support their needs. This action is focused on Low-income, foster youth and English learner students. It will be measured by: M1.1, M3.3	$115,771.76	Yes
3.2	Supplemental Instructional Materials	The district will allocate resources to procure and distribute supplemental instructional materials across all grade levels and subject areas to enhance teaching and learning that support diverse learning styles, address individual student needs, and reinforce core curriculum objectives, focusing on Low-income and English learner students in order to increase student achievement. This action will be measured by M1.1, M1.3, M1.4, M1.5, M3.4	$32,742.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Technology Engagement	The district will integrate technology and adopt innovative teaching practices to enhance the core program by providing certificated and classified staff to ensure technology materials are student-focused, culturally relevant, increase student engagement and monitoring of learning progress, focused on Low-income and English learner students in order to increase student achievement. This action will be measured by: M.1.7, M2.1, M3.2.	$520,605.77	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$12,908,481	$1,365,885

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.827%	0.000%	$0.00	26.827%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the need to ensure the district offers programs and resources that prepare all students for high school and beyond, focusing on college and career initiatives, programs, and services. **Scope:** LEA-wide		
1.5	**Action:** Broad Course of Study **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. Low-Income students perform better in ELA compared to Math, indicating a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject. While both ELA and Math scores indicate significant challenges, Foster Youth students perform better in ELA compared to Math, with a smaller DFS score (-71.4 DFS vs. -120 DFS) indicating a smaller	To address the specific needs of low-income and foster youth students identified on the 2023 CA School Dashboard, providing access to a broad course of study offers numerous benefits to all students, enriching their overall educational experience and fostering well-rounded development. These experiences are limited for these student groups as families often work more than one job and have limited resources and time to dedicate enrichment experiences to their children at home. The district is providing LEA-wide programs to scale up resources to support the objective of increasing academic achievement of Low-income and foster youth students by offering increased broad course of studies at the elementary and middle schools. Exposure to diverse subjects and extracurricular activities cultivates critical thinking skills, creativity, and problem-solving abilities, preparing students for success in an increasingly complex and interconnected world. Furthermore, participation in varied educational experiences promotes social and emotional growth, encouraging students to explore their interests, build confidence, and develop leadership qualities. By offering a comprehensive range of enrichment opportunities, including classes in Visual and Performing Arts	This action will be measured by the metrics identified in the action description.

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	foster youth family engagement at the district and site levels. To address the specific needs of low-income, foster youth and English learner students as identified through the educational partner engagement process. Parents, staff, DAC, DELAC, and community members have highlighted the necessity of workshops for families and guardians to aid them in supporting their children's success in school, understanding the US school system, digital citizenship, health, social-emotional learning, and academics. **Scope:** LEA-wide	support for families to remove barriers to their child attending school daily.	
2.2	**Action:** Social-Emotional Learning Support **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting	To address the specific needs of low-income students identified in the 2023 CA School Dashboard as experiencing increased suspension and chronic absenteeism rates, the district is implementing a comprehensive approach. This initiative involves LEA-wide programs focused on positive behavior intervention and support strategies across all tiers. By providing certificated and classified staff with curriculum on Social-Emotional Learning, as well as access to mental health clinicians and community referrals, counseling staff, and relevant materials, we aim to create a supportive environment conducive to student well-being and success. This LEA-wide initiative ensures that evidence-based social-emotional support and strategies are available to all students, particularly those experiencing higher rates of suspension. Tier II and III strategies, such	This action will be measured by the metrics identified in the action description.

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	attention to student behavior in schools, which directly affects student learning and wellness. **Scope:** LEA-wide	subgroups. However, the slightly higher suspension rate among Low-Income students calls for added districtwide PBIS tiered systems of support, schools can work towards creating more positive learning environments at school. To address the need raised by educational partners, an action within the LCAP focuses on implementing tiered positive behavior intervention strategies. This includes providing professional development, programs, resources, and incentives aimed at fostering a positive school climate conducive to student success.	
2.4	**Action:** Attendance **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners show a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This shows a	To address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased chronic absenteeism rates, the district is implementing targeted measures. Dedicated staff will work closely with families to identify and remove barriers preventing their children from attending school regularly. Through differentiated monitoring programs, district and school-certified and classified staff will conduct on-the-spot attendance calls to families, providing personalized support to ensure daily attendance. Research indicates that chronically absent students are at greater risk of academic struggles, dropout, and decreased college and career readiness. Therefore, our LEA-wide initiative aims to provide comprehensive support through programs, initiatives, and dedicated staff to assist struggling students and their families in prioritizing regular and punctual school attendance, thus laying a solid foundation for academic success and future opportunities.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	positive trend towards higher attendance rates among foster youth students compared to other student subgroups. Parents, administrators, teachers, and community members expressed concerns about increased student chronic absenteeism since the return to school from the COVID 19 pandemic. **Scope:** LEA-wide	To address the need raised by educational partners, an action has been included in the LCAP to provide dedicated district and school staff, programs, family resources and workshops, and District Attendance Team who will monitor attendance data regularly and meet with parents and students to determine that supports are being provided and student needs are being heard. Overall, the data underscores the importance of addressing chronic absenteeism as a barrier to academic success, particularly among student subgroups such as Low-Income students. By implementing LEA-wide targeted interventions and support services, schools can work towards reducing chronic absenteeism rates and ensuring that all students have equitable access to consistent and meaningful educational opportunities.	
2.5	**Action:** Mentor Support **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, indicating that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, indicating that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared	To address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased suspension and chronic absenteeism rates, the district is introducing districtwide mentorship services. Research indicates that when students form positive relationships with caring and responsible school staff, they are more likely to engage positively in school and with their peers. To ensure students receive tiered mentorship support (Tier I, II, and III), the district will maintain staff resources on a districtwide basis. These dedicated certificated and classified staff members will provide personalized mentorship to students, fostering a supportive environment conducive to academic success and improved attendance.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, indicating that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners show a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster Youth students have a suspension rate of 0%, showing that no foster youth students received suspension during the academic year. Educational partners have collectively underscored the urgent importance of allocating staff to address the needs of students requiring tier 2 and 3 individualized supports. **Scope:**	This encompasses a range of vital activities, including regular student interactions, check-ins, modeling positive behavior, intervening to redirect negative behavior, fostering enhanced communication and collaboration with parents and guardians, and implementing restorative conflict management strategies alongside trauma-informed practices. Overall, the data suggests that English Learners and foster youth students experienced lower suspension rates compared to the overall student population and Low-Income students. This may show the effectiveness of districtwide targeted counseling and mentor support and restorative practice strategies tailored to the needs of these student subgroups. However, the slightly higher suspension rate among Low-income students calls for added mentorship support ensuring that all students have equitable access to consistent and meaningful educational opportunities.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** Health and Wellness Support **Need:** The data on chronic absenteeism rates for the 2022-23 academic year reveals notable disparities across student subgroups. The overall chronic absenteeism rate stands at 22.8%, showing that approximately 22.8% of students are absent for a significant portion of the school year. Low-Income students have a higher chronic absenteeism rate of 25.7%, showing that a larger proportion of students from low-income backgrounds are missing school compared to the overall student population. English Learners exhibit a lower chronic absenteeism rate of 17.9% compared to the overall student population, suggesting that fewer EL students are chronically absent from school. Foster Youth students have the lowest chronic absenteeism rate among the groups listed, with only 9.3% of students classified as chronically absent. This indicates a positive trend towards higher attendance rates among foster youth students compared to other student subgroups. The suspension rate data for the 2022-23 academic year shows significant variations across student subgroups. The overall suspension rate is 1.5%, indicating that 1.5% of all students received suspension during the academic year. Low-Income students have a slightly higher suspension rate of 1.8%	To effectively address the specific needs of low-income students identified on the 2023 CA School Dashboard as experiencing increased chronic absenteeism and suspension rates, the district is implementing targeted measures. Additional staff and programs focused on student health and wellness will be provided districtwide. Research consistently highlights the pivotal role of prioritizing student health and wellness in fostering positive school attendance and peer interactions. When students' fundamental needs, such as access to nutritious meals, adequate sleep, and emotional support, are met, they are more likely to attend school regularly and engage positively with their peers. Studies further underscore that interventions addressing these needs positively impact students' overall well-being, leading to improved attendance and enhanced social interactions. By cultivating a school environment that prioritizes health and wellness, educators lay a solid foundation for academic success and positive social development, benefiting the entire school community. In response to the needs raised by educational partners, the district is committed to implementing a range of initiatives on an LEA-wide basis. This includes expanding elementary and middle school sports and activities, deploying health clerks at school sites, increasing the number of nurses, offering wellness programs and family workshops, and providing staff with professional development opportunities focused on student wellness. By prioritizing these measures, the district aims to	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to the overall student population, suggesting that a slightly larger proportion of low-income students experienced suspension. English Learners exhibit a lower suspension rate of 0.8% compared to the overall student population, indicating that fewer EL students were subject to suspensions. Foster Youth students have a suspension rate of 0%, indicating that no foster youth students received suspensions during the academic year. Parents, staff, teachers, and community members have collectively underscored the critical importance of ensuring comprehensive support for every aspect of a child's well-being, including their physical health and wellness. **Scope:** LEA-wide	create a nurturing environment that promotes the holistic health and well-being of all students. Overall, the data suggests that the slightly higher suspension rate among low-income students calls for the allocation of resources, staff, and support dedicated to health and wellness initiatives. By ensuring that students receive a well-rounded approach that encompasses their physical well-being and ability to participate in healthy peer-to-peer interactions, particularly through sports activities, we can better address the underlying factors contributing to suspension rates and foster a supportive environment conducive to student success.	
3.1	**Action:** Induction, Recruitment and Retention **Need:** According to the 2023-24 local survey, 89% of classified and certificated staff agree that they receive adequate support to excel in their roles. Furthermore, the district is steadfast in its commitment to ensuring all teachers are appropriately credentialed teachers. Low-Income students have a slightly higher suspension rate of 1.8% compared to the overall student population, Low-Income students also have a higher chronic	To effectively address the specific needs of low-income students shown on the 2023 CA School Dashboard, including increased suspension rates, chronic absenteeism, and proficiency gaps in ELA and math, the district will enact a comprehensive set of initiatives. This includes implementing a LEA-wide staff induction program, enhancing recruitment efforts, providing targeted professional development, and implementing strategies to promote staff retention so the district can ensure a greater benefit to low-income students as these students benefit best from consistent adults in their educational journey. These measures aim to ensure a stable and consistent workforce,	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism rate of 25.7%. Academically, overall students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. However, Low-Income students perform better in ELA compared to Math as a cohort, showing a smaller achievement gap (-8.3 DFS vs. -49.3 DFS). There is a significant need for improvement in math performance among Low-income students, as they are performing below the standard in this subject and in ELA compared to the overall student group. Our educators, support personnel, leaders, bargaining entities, DAC, DELAC, and SELPA (Special Education Local Plan Area) have highlighted the necessity to bolster LEA-wide efforts in staff retention and recruitment, aiming to attract the most qualified professionals to serve our diverse student body, particularly our Low-income students. **Scope:** LEA-wide	reducing teacher and staff turnover, and fostering a supportive environment conducive to student success.	
3.3	**Action:** Technology Engagement **Need:** In the 2023-24 academic year, 65.8% of educational partners strongly agreed or	Moving forward, our commitment to fostering innovative teaching practices that harness technology to enrich student learning experiences remains steadfast. This commitment is especially vital for our Low-income students, as highlighted by the 2023 CA School Dashboard results on	This action will be measured by the metrics identified in the action description.

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

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
		academically and develop essential digital literacy skills for success in the 21st century.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** EL Academic and Language Support **Need:** The 2023 CA School Dashboard shows student achievement levels on the CAASPP (California Assessment of Student Performance and Progress) English Language Arts (ELA) and math. Overall, students perform better in ELA compared to Math, as indicated by the positive DFS score for ELA (3.6 DFS) and the negative DFS score for Math (-37.7 DFS), showing a smaller achievement gap in ELA. There is still a need for improvement in Math performance across the student population, as students are performing below the standard in this subject. English Learners demonstrate stronger performance in ELA compared to Math, with a smaller DFS score (-21.3 DFS vs. -51.1 DFS) indicating a smaller achievement gap. There is a significant need for improvement in math performance among English Learners, as they are performing below the standard in this	The district acknowledges the ongoing challenge of ensuring equitable access to resources and support for ELs to achieve full English proficiency. To enhance programs and services for English learners, districtwide efforts to refine and expand instructional strategies, along with sustained investment in professional development for educators, will be essential to further advance the language proficiency outcomes of ELs and promote educational equity within the district. Districtwide professional development will prioritize culturally responsive teaching practices to create inclusive learning environments that affirm and celebrate the diverse linguistic and cultural backgrounds of ELs and LTELs. To facilitate ongoing progress monitoring, we will implement regular assessments to track academic and English proficiency growth, using data to inform instructional decision-making and intervention strategies. By ensuring daily language acquisition through dedicated English Language Development (ELD)	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	subject. The baseline data for LTELs in 2023-2024 is -72.2 DFS in CAASPP ELA and -142.3 DFS in CAASPP math, indicating stronger Tier I instruction and language supports for these students. LTELs decreased -20.3% in Making Progress on English which indicates a greater need to improve designated and integrated ELD at the Middle Schools. With 52.5% of ELs making progress towards proficiency as measured by the annual English Language Proficiency Assessment, there is evident need in language acquisition and skill development within this student group. This baseline underscores the efficacy of targeted instructional interventions and support services implemented to address the unique needs of ELs. Our LTELs total 69 students, with 10.1% at level 1, 15.9% at level 2, 43.5% level 3 and 30.4% at level 4. Our LTELs are clustered in grades 6, 7, and 8. We have identified a need to support our middle school teachers with professional development on improving differentiation and engagement strategies to support these students. Based on assessment data from the 2023-24 academic year and input from educational partners, dedicated English Language Development (ELD) programs are essential to ensure academic gains for English learners and to close the achievement gap. Through engagement sessions with education partners, additional needs were identified by various educational partners, including teachers, administrators, instructional staff, DELAC,	instruction, teachers will ensure ELs receive targeted language support tailored to their proficiency levels. Additionally, educators will integrate language and content instruction across all subject areas, ensuring that ELs have meaningful access to grade-level curriculum while simultaneously developing their English language skills.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	DAC, and district administrators. These needs include enhancing language and intervention support for English learners through additional resources, classified paraprofessionals, materials, increased paraprofessional support in middle schools, EL parent workshops, Newcomer professional development, AVID Excel for Long Term English Learners (LTEL) at middle schools, and dedicated EL support teachers at the middle school level. Targeted interventions and teacher capacity building in evidence based EL strategies, along with administrator workshops, are crucial for addressing academic gaps in CAASPP ELA and math for English learners. **Scope:** Limited to Unduplicated Student Group(s)		

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

Not applicable

Additional Concentration Grant Funding

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

Maintain 9 Classroom Teachers FTE assigned in 2025-26 for class size reduction in 2026-27, as identified in Goal 1, action 6. The criteria to identify which schools require additional staffing was classroom projections and rosters to support class loads under the limit and to reduce combination classes as much as possible. This process occurs in spring with one-one meetings with cabinet and each principal.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	No comparison schools, therefore not applicable.	No comparison schools, therefore not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools, therefore not applicable.	No comparison schools, therefore not applicable.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$48,117,623	$12,908,481	26.827%	0.000%	26.827%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,012,084.75	$2,568,242.93	$0.00	$1,171,389.82	$18,751,717.50	$17,882,254.17	$869,463.33

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$804,255.59	$121,133.30	$862,293.89	$0.00	$0.00	$63,095.00	$925,388.89	
1	1.2	Tiered Intervention Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$4,162,350.34	$1,200.00	$3,141,184.32	$99,731.05	$0.00	$922,634.97	$4,163,550.34	
1	1.3	EL Academic and Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-27	$262,647.32	$22,474.29	$238,437.01	$0.00	$0.00	$46,684.60	$285,121.61	
1	1.4	College and Career Preparedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$536,507.65	$32,230.00	$568,737.65	$0.00	$0.00	$0.00	$568,737.65	
1	1.5	Broad Course of Study	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$1,110,994.53	$35,479.42	$448,806.61	$697,667.34	$0.00	$0.00	$1,146,473.95	
1	1.6	Engagement Strategies Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	$4,069,669.07	$0.00	$3,557,406.75	$512,262.32	$0.00	$0.00	$4,069,669.07	
1	1.7	Small Group Support	All	No			All Schools	2025-26, 2026-27, 2027-28	$621,346.11	$45,856.00	$0.00	$667,202.11	$0.00	$0.00	$667,202.11	
1	1.8	K-2 Decodable Reading Books	All	No			All Schools K-2	2026-27, 2027-28	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Family Engagement Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$561,085.55	$6,720.00	$567,805.55	$0.00	$0.00	$0.00	$567,805.55	
2	2.2	Social-Emotional Learning Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$2,559,450.84	$82,816.70	$2,591,210.58	$0.00	$0.00	$51,056.96	$2,642,267.54	
2	2.3	Positive Behavior and Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-27	$10,614.77	$63,061.52	$18,500.00	$0.00	$0.00	$55,176.29	$73,676.29	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Attendance	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$485,841.87	$46,000.00	$531,841.87	$0.00	$0.00	$0.00	$531,841.87	
2	2.5	Mentor Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$998,492.47	$0.00	$998,492.47	$0.00	$0.00	$0.00	$998,492.47	
2	2.6	Health and Wellness Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$799,732.52	$51,258.00	$850,990.52	$0.00	$0.00	$0.00	$850,990.52	
2	2.7	After-school Tutoring and Clubs	All	No			All Schools	2025-26, 2026-27, 2027-28	$62,367.90	$87,964.10	$0.00	$150,332.00	$0.00	$0.00	$150,332.00	
2	2.8	Tiered Behavior Supports	All	No			All Schools	2025-26, 2026-27, 2027-28	$199,734.49	$152,741.00	$0.00	$352,475.49	$0.00	$0.00	$352,475.49	
2	2.9	Family Extended Supports	All	No			All Schools	2025-26, 2026-27, 2027-28	$82,485.62	$6,087.00	$0.00	$88,572.62	$0.00	$0.00	$88,572.62	
3	3.1	Induction, Recruitment and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$45,271.76	$70,500.00	$115,771.76	$0.00	$0.00	$0.00	$115,771.76	
3	3.2	Supplemental Instructional Materials	All	No			All Schools	2024-27	$0.00	$32,742.00	$0.00	$0.00	$0.00	$32,742.00	$32,742.00	
3	3.3	Technology Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	$509,405.77	$11,200.00	$520,605.77	$0.00	$0.00	$0.00	$520,605.77	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$48,117,623	$12,908,481	26.827%	0.000%	26.827%	$15,012,084.75	0.000%	31.199 %	**Total:**	$15,012,084.75
								LEA-wide Total:	$14,773,647.74
								Limited Total:	$238,437.01
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	Foster Youth Low Income	All Schools	$862,293.89	
1	**1.2**	Tiered Intervention Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,141,184.32	
1	**1.3**	EL Academic and Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$238,437.01	
1	**1.4**	College and Career Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$568,737.65	
1	**1.5**	Broad Course of Study	Yes	LEA-wide	Low Income	All Schools	$448,806.61	
1	**1.6**	Engagement Strategies Support	Yes	LEA-wide	English Learners Low Income	All Schools	$3,557,406.75	
2	**2.1**	Family Engagement Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$567,805.55	
2	**2.2**	Social-Emotional Learning Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,591,210.58	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Positive Behavior and Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$18,500.00	
2	2.4	Attendance	Yes	LEA-wide	Low Income	All Schools	$531,841.87	
2	2.5	Mentor Support	Yes	LEA-wide	Low Income	All Schools	$998,492.47	
2	2.6	Health and Wellness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$850,990.52	
3	3.1	Induction, Recruitment and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,771.76	
3	3.3	Technology Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$520,605.77	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,053,314.42	$17,885,675.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$972,805.39	$858,379.51
1	**1.2**	Tiered Intervention Support	Yes	$4,432,019.28	$4,246,569.50
1	**1.3**	EL Academic and Language Support	Yes	$292,332.14	$252,237.58
1	**1.4**	College and Career Preparedness	Yes	$298,549.43	$516,005.57
1	**1.5**	Broad Course of Study	Yes	$956,415.19	$948,115.79
1	**1.6**	Engagement Strategies Support	Yes	$3,943,887.40	$4,084,602.46
1	**1.7**	Small Group Support	No	$541,470.51	$407,018.09
1	**1.8**	K-2 Decodable Reading Books	No	0.00	85,573.26
2	**2.1**	Family Engagement Support	Yes	$544,421.93	$556,245.89
2	**2.2**	Social-Emotional Learning Support	Yes	$2,761,269.58	$2,506,651.73
2	**2.3**	Positive Behavior and Support	Yes	$145,648.48	$53,392.65

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Attendance	Yes	$316,241.40	$508,317.60
2	**2.5**	Mentor Support	Yes	$951,657.17	$908,549.34
2	**2.6**	Health and Wellness Support	Yes	$824,075.14	$822,918.52
2	**2.7**	After-school Tutoring and Clubs	No	$140,000.00	$94,779.01
2	**2.8**	Tiered Behavior Supports	No	$236,184.61	$306,864.68
2	**2.9**	Family Extended Supports	No	$75,749.00	$76,352.40
3	**3.1**	Induction, Recruitment and Retention	Yes	$114,001.60	$140,655.77
3	**3.2**	Supplemental Instructional Materials	No	$32,100.00	$32,100.00
3	**3.3**	Technology Engagement	Yes	$474,486.17	$480,345.99

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
12,428,897.00	$14,792,280.76	$14,366,684.26	$425,596.50	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$885,316.46	782,866.92		
1	1.2	Tiered Intervention Support	Yes	$3,570,288.36	3,058,922.71		
1	1.3	EL Academic and Language Support	Yes	$237,518.35	219,425.82		
1	1.4	College and Career Preparedness	Yes	$298,549.43	516,005.57		
1	1.5	Broad Course of Study	Yes	$392,323.63	396,822.28		
1	1.6	Engagement Strategies Support	Yes	$3,464,878.72	3,586,570.92		
2	2.1	Family Engagement Support	Yes	$544,421.93	556,245.89		
2	2.2	Social-Emotional Learning Support	Yes	$2,701,022.40	2,378,008.77		
2	2.3	Positive Behavior and Support	Yes	$17,500.00	11,028.16		
2	2.4	Attendance	Yes	$316,241.40	508,317.60		
2	2.5	Mentor Support	Yes	$951,657.17	908,549.34		
2	2.6	Health and Wellness Support	Yes	$824,075.14	822,918.52		
3	3.1	Induction, Recruitment and Retention	Yes	$114,001.60	140,655.77		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.3**	Technology Engagement	Yes	$474,486.17	480,345.99		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
46,491,414	12,428,897.00	0.000%	26.734%	$14,366,684.26	0.000%	30.902%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024