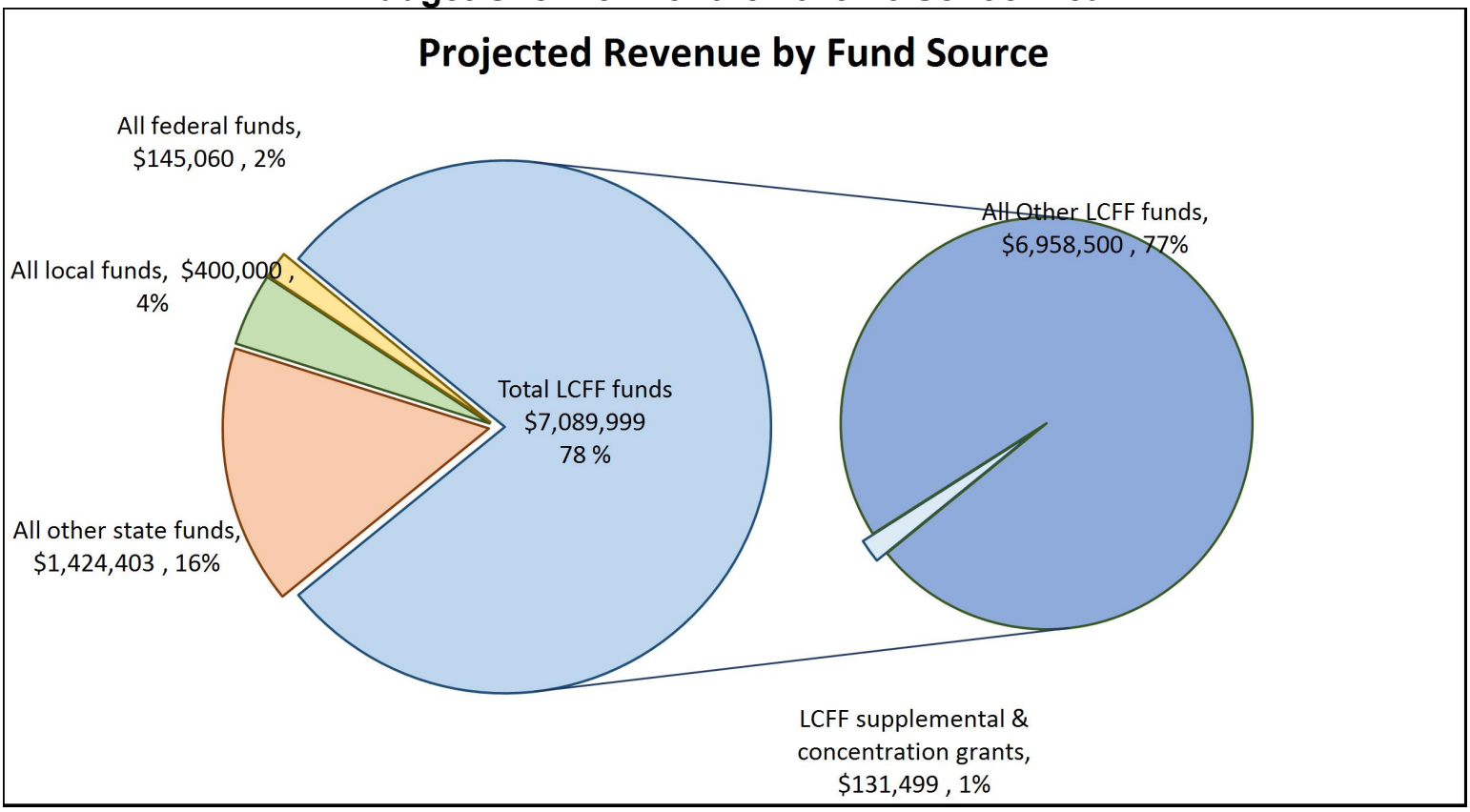
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Charter School of Morgan Hill
CDS Code: 43695836118541
School Year: 2025-26
LEA contact information:
Susan Pfefferlen
Principal / CEO
pcisewski@csmh.org
(408) 463-0618

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

Budget Overview for the 2025-26 School Year

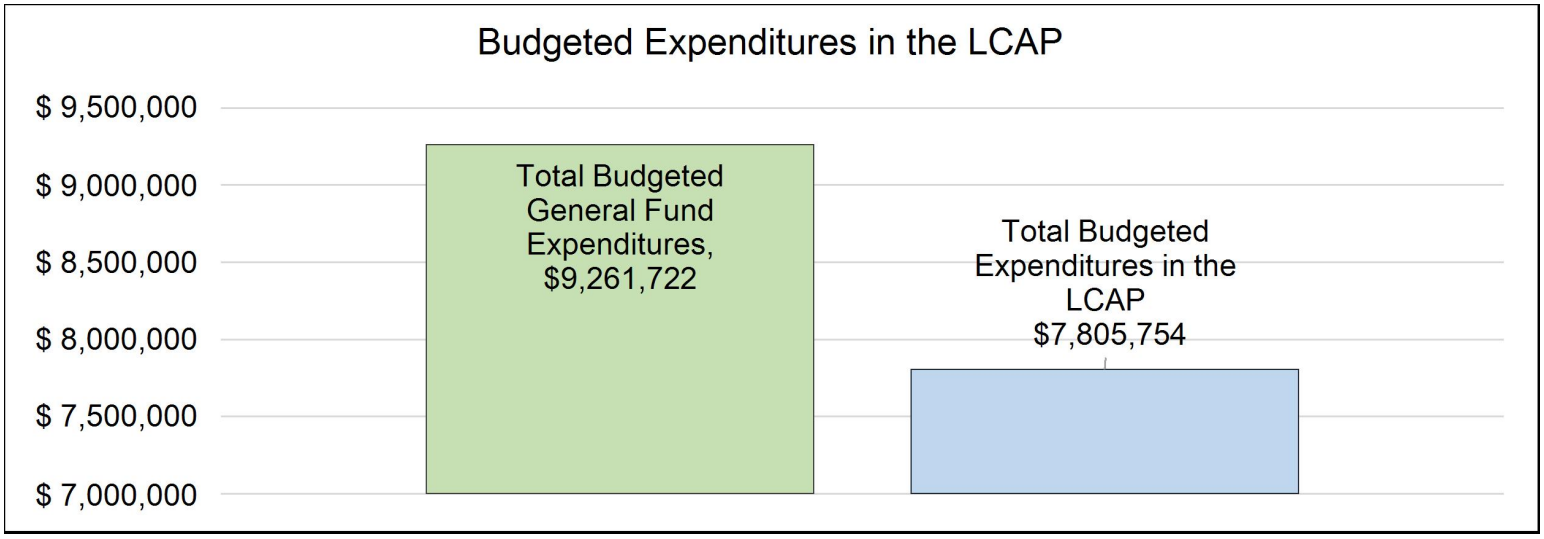


This chart shows the total general purpose revenue Charter School of Morgan Hill expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Charter School of Morgan Hill is $9,059,462, of which $7,089,999 is Local Control Funding Formula (LCFF), $1,424,403 is other state funds, $400,000 is local funds, and $145,060 is federal funds. Of the $7,089,999 in LCFF Funds, $131,499 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 Charter School of Morgan Hill plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Charter School of Morgan Hill plans to spend $9,261,722 for the 2025-26 school year. Of that amount, $7,805,754 is tied to actions/services in the LCAP and $1,455,968 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

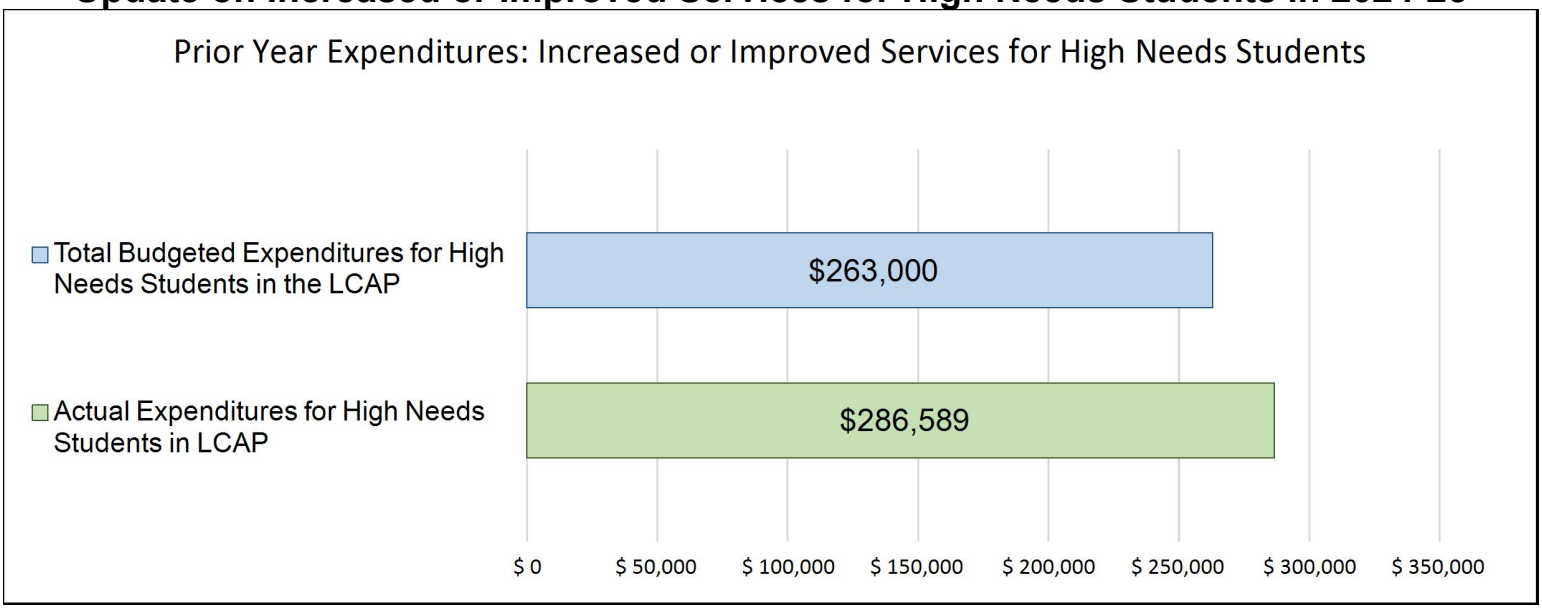
The General Fund Expenditures that are not included in the Local Control Accountability Plan includes such items as: administration and office support staff salaries and benefits, MHUSD oversight fee, building operation costs (such as gas and electricity, water, sewer, landscaping, janitorial, internet, and other maintenance costs), technology replacement costs, insurance, school and office supplies, field trips, financial service fees, copier leases and fees, and audit costs.

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

In 2025-26, Charter School of Morgan Hill is projecting it will receive $131,499 based on the enrollment of foster youth, English learner, and low-income students. Charter School of Morgan Hill must describe how it intends to increase or improve services for high needs students in the LCAP. Charter School of Morgan Hill plans to spend $265,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Charter School of Morgan Hill's LCAP budgeted $263,000 for planned actions to increase or improve services for high needs students. Charter School of Morgan Hill actually spent $286,589 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $23,589 had the following impact on Charter School of Morgan Hill's ability to increase or improve services for high needs students:

CSMH was able to provide small group and one to one tutoring to all of our English Learners. In addition, anyone who qualified for increased services through the Expanded Learning Opportunities Program (ELOP) were able to receive service free of charge. This included thirty intersession days and support after school. Our reading intervention teacher and counselor prioritized servicing our high need students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Charter School of Morgan Hill	Susan Pfefferlen Principal / CEO	spffeferlen@csmh.org (408) 463-0618

Plan Summary [2025-26]

General Information

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

The Charter School of Morgan Hill (CSMH) is a public charter school located in Morgan Hill, California. Established in 2001, the school currently serves over 650 students from kindergarten through eighth grade and has a lengthy waiting list. The school's positive reputation can be attributed to having an amazing staff, high academic expectations, a project-based learning approach, and a family-like, supportive school environment. In 2023, the school was once again recognized as a California Distinguished School.

The school's curriculum is designed to be rigorous and engaging, fostering critical thinking, creativity, and a love of learning. Teachers at CSMH are dedicated to providing personalized instruction that meets the diverse needs of the students. CSMH is proud of its academically excellent program that utilizes project-based learning and Universal Design for Learning (UDL) strategies. Students are involved in a robust enrichment program that includes the arts, physical education, Spanish, technology, and agriculture. With a focus on creating a supportive and inclusive environment, CSMH strives to prepare students for success in high school and beyond, equipping them with the skills and knowledge necessary to become lifelong learners and responsible citizens.

Parent engagement and community involvement are cornerstones of the school's philosophy. CSMH actively encourages parent participation and maintains strong ties with local organizations to enhance the educational experience. Through various events, projects, and volunteer opportunities, students are encouraged to develop a sense of responsibility and connection to their community.

The Charter School of Morgan Hill’s mission and vision serve as the school’s foundation. The statement was created by the school’s founders and is regularly reviewed by the staff and Board of Directors. The mission states, “Charter School of Morgan Hill uses project-based

learning, strong family involvement, and community interaction to develop lifelong learners prepared to be successful and innovative participants in the global community."
CSMH is committed to:

- Developing K-8 students who are self-motivated, self-disciplined, and socially responsible
- Partnering with staff, students, parents, and the community to create a unique, challenging, and individualized learning environment with high academic standards and expectations
- Applying academic learning to real-life activities through project-oriented programs
- Providing advanced opportunities in science, technology, languages, and the arts
- Building programs that foster thinking which is original, critical, collaborative, and reflective
- Respecting diversity and whole child development - cognitive, emotional, social, and physical

The mission statement identifies three elements critical to developing competent and educated children who are well-prepared for the 21st century: strong academics, community interaction, and family involvement. Implementing this vision requires eight components that address one or more of these key elements:

- Standards – Children excel when standards are high and when academic achievement is valued. All students are expected to perform at their highest level and to excel in the content areas outlined in the State curriculum standards.
- Family Participation – Children understand the importance of learning when they experience their family investing time in supporting that effort. Families contribute in a variety of significant ways to support both their own children's efforts to excel and to enhance the learning experiences of all students at the school.
- Project-Based Learning (PBL) - Active exploration leads to a better understanding of concepts. More effective learning takes place when students can relate new information to past experiences, their community, and their culture.
- Technology – In today's society, technology plays a significant role in everyday life and global affairs. Every student has access to technology and learns to use it as a tool for research, analysis, communication, organization, and self-expression.
- Enrichment Activities - All students benefit from regular exposure to a variety of programs such as agriculture, music, and other fine arts.
- Community Connection – Public schools must produce knowledgeable and involved citizens. Students learn to understand their connection to the community and their responsibilities as members of a community. The curriculum incorporates service-learning projects and community based, hands-on activities.
- Diversity – Citizens of the 21st century need an understanding and appreciation of the diversity of language, culture, and history in both their immediate community and the world.
- Personalization – At Charter School of Morgan Hill each student is known and valued as an individual with his/her specific needs identified and used to develop an appropriate instructional plan.

Reflections: Annual Performance

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

The Charter School of Morgan Hill (CSMH) remains committed to ensuring the success of every student. A review of the 2024 California School Dashboard provides valuable insights into both areas of excellence and opportunities for growth.

Strengths
The 2024 Dashboard reflects strong academic achievement, particularly in English Language Arts (ELA), where 72.85% of students met or exceeded standards, 52.4 points above standard. Although this marks a slight 1.7 point decrease from 2023, it still represents a high level of proficiency.

In mathematics, 58.61% of students met or exceeded standards, scoring 20.1 points above standard, despite a 9.3 point decline from the previous year. Science performance remained stable, with 58.05% of students meeting or exceeding standards.

Notably, the school continues to maintain a low suspension rate, contributing to a positive and supportive learning environment.

CSMH's instructional model, rooted in Project-Based Learning and Universal Design for Learning (UDL), supports diverse learning needs and fosters student engagement. All projects are aligned with state standards, and both students and staff are provided with the resources necessary for success.

Family engagement remains a key strength. Parents actively participate in classroom activities, volunteer for school-wide initiatives, chaperone field trips, and attend school events, reflecting a strong school-community partnership.

A significant highlight is the improvement in student attendance. Chronic absenteeism fell to 1.8% in the 2023–2024 school year, representing a 4% improvement from the previous year. In 2023, four student subgroups (Hispanic, socioeconomically disadvantaged, students with disabilities, and White students) were in the orange performance level for chronic absenteeism. By 2024, no subgroups remained in the orange or yellow levels. Socioeconomically disadvantaged students and students with disabilities moved into the green level. All other groups advanced to blue, a return to pre-pandemic attendance trends and a testament to the school's focused efforts.

Students with disabilities demonstrated notable academic growth. In ELA, they scored 18.1 points below standard, showing a 20.1-point improvement over the prior year. In mathematics, they were the only subgroup to show growth, improving by 12.1 points, although they remain 62.5 points below standard. These gains highlight the effectiveness of UDL and ongoing professional development efforts.

Challenges
Despite many successes, the 2024 results indicate a decline in overall mathematics performance. With the exception of students with disabilities, all subgroups either declined or maintained previous performance levels. The most significant decline was seen among socioeconomically disadvantaged students, who experienced a 22.3-point drop in mathematics and a 16.5-point drop in ELA. These outcomes signal a need for continued, targeted academic support and intervention strategies.

Conclusion
The 2024 California School Dashboard offers a comprehensive view of CSMH's performance, highlighting clear strengths and areas that warrant continued attention. Through intentional, data-driven reflection and a steadfast commitment to inclusive, high-quality instruction, CSMH remains focused on ensuring academic growth and equitable outcomes for all students.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Charter School of Morgan Hill's Board of Directors	September 3, 2024 - construction update (LCAP goal #2) September 24, 2024 - approve bids for school improvements (LCAP goal #2) October 22, 2024 - construction and barn project update (LCAP goal #2) November 19, 2024 - update on summer intersession and expanded learning programs (LCAP goal #3) February 25, 2025 - mid-year LCAP review March 11, 2025 - school safety plan (LCAP goal #2) May 27, 2025 - LCAP and budget public hearing June 17, 2024 - approval of LCAP and budget
Administration team	The administration team meets weekly. Many of the items discussed pertain to the LCAP goals, metrics, and actions.
Staff	Staff meetings occur regularly, and every other Wednesday is a professional development day. Grade level teams meet together once a week, and administration often joins these meetings. During

Educational Partner(s)	Process for Engagement
	these meetings and on professional development days, LCAP goals and actions are often discussed.
Parents	The Executive Director, principal, assistant principal, and community engagement liaison held parent coffee chats on September 16th, November 4th, January 25th, March 3rd, and May 9th. These were great opportunities for the administration to share school updates and gather parent feedback. The progress the school made during the 2024-2025 school year on the LCAP goals and actions was shared at the annual State of the School meeting on May 28th. This meeting was attended by approximately 140 families and staff members. The parents were asked to provide feedback on the goals. The school sent out a parent survey in May and received responses from over 150 families. The LCAP was published on the school's websites and a post was sent out on ParentSquare with a link to the document. Parents were encouraged to read it and provide feedback.
Students	A group of leadership students was consulted about the LCAP goals and actions. The meetings with the students took place on March 13th, May 22nd, and May 29th. Through the exit project presentations, 8th graders were able to share their successes at CSMH and provide feedback about their experience. Students in grades 4th-7th completed an end-of-year survey.
LCAP / budget committee	A committee comprised of administration, staff, and parents met on May 8th, May 20th, and June 2nd. This group reviewed the LCAP and budget and made recommendations to the CSMH Board of Directors.

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

CSMH is successful because all stakeholders believe in the mission and vision of the school. Our community is actively involved in the school and their valuable feedback has been included in our LCAP process.

Goal #1 - CSMH will make learning engaging and accessible to all students by implementing Project-Based Learning (PBL) and Universal Design for Learning (UDL)

- PBL is part of the school's mission and vision and remains one of the primary reasons teachers, parents, and students choose the school.
- The data shows that CSMH needs to continue to implement UDL strategies in order to meet the needs of all students, especially students with disabilities.

Goal #2 - CSMH will provide our students and staff with modern and safe learning spaces that support the school's mission and vision

- Staff, students, and parents have long recognized the need for upgrades to the school's campus. Many of the classrooms and bathrooms were in disrepair. The Proposition 51 monies the school received have helped modernize the school, but work outside the scope of this funding needs to be completed.
- The safety committee helped pinpoint actions that are needed to improve overall campus security.

Goal #3 - Students at CSMH will maintain high levels of academic achievement and growth

- The administration and parents recognize that much of CSMH's success can be directly attributed to the excellent teachers and support staff. Maintaining high-quality educators remains a top priority.
- This goal originally started as two separate goals - one on reading and one on math. These two goals were combined into a more general goal so that teachers would have the opportunity to personalize their professional development needs and focus on areas in which they feel they need to grow.

Goal #4 - With active involvement from both staff and parents, CSMH will cultivate a supportive environment that fosters the social, emotional, and mental well-being of students at CSMH

- Parent engagement is part of the school's mission, and CSMH needs to continue to offer opportunities for our community to be involved. The parent survey provided information about which community events parents valued and which events could possibly be eliminated.
- The staff continues to encounter students with challenging behaviors, high levels of anxiety, and other struggles. They feel there is a need to enhance the school's social and emotional curriculum and provide additional support to students who need it.
- Parents continue to ask about how to help their children socially and emotionally, therefore, ongoing parent education remains a priority. Parents also shared in the survey some areas that they would like more support such as - social media, cyberbullying, helping children become resilient, building self-confidence, and parenting tweens/teens.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	CSMH will make learning engaging and accessible to all students by implementing Project-Based Learning (PBL) and Universal Design for Learning (UDL)	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At CSMH, our commitment to providing a high-quality, inclusive, and engaging educational experience for all students has driven the development of a goal focused on the continuation of the implementation of Project-Based Learning (PBL) and Universal Design for Learning (UDL). This goal reflects the school's mission and vision and our dedication to innovative teaching practices that cater to diverse learning needs, foster critical thinking, and prepare students for success in a rapidly changing world.

PBL emphasizes real-world, meaningful projects that connect students to their community and the wider world. By engaging in hands-on, inquiry-based projects, students develop a deeper understanding of the subject matter, retain knowledge longer, and are more motivated to learn. PBL fosters collaboration, creativity, and problem-solving skills, which are essential for success in today's world. UDL provides a framework for designing instructional experiences that accommodate the variability of all learners. By offering multiple means of representation, engagement, and expression, UDL ensures that all students, including those with disabilities, English language learners, and gifted students, can access and engage with the curriculum in meaningful ways.

UDL provides a framework for designing instructional experiences that accommodate the variability of all learners. By offering multiple means of representation, engagement, and expression, UDL ensures that all students, including those with disabilities, English language learners, and gifted students, can access and engage with the curriculum in meaningful ways. Implementing UDL ensures that all students, regardless of their background or learning needs, have equitable access to high-quality education. UDL principles support differentiated instruction and personalized learning, which can help close achievement gaps and promote a more inclusive classroom environment.

By integrating UDL with PBL, teachers can create experiences that are accessible and challenging for all students. This approach recognizes and values the diverse talents and abilities of our student population, promoting a culture of inclusivity and respect.

Providing ongoing professional development for current teachers ensures that they are equipped with the latest research-based strategies and tools to implement PBL and UDL effectively. Continuous learning opportunities help teachers refine their practice, collaborate with peers, and stay motivated and inspired in their teaching careers. Comprehensive training for new staff members ensures that all educators at CSMH share a common understanding and commitment to PBL and UDL principles. This consistency in instructional approach fosters a cohesive learning environment and supports the successful implementation of these innovative teaching practices school-wide.

The development of this LCAP goal underscores CSMH's commitment to creating an engaging, inclusive, and equitable learning environment that meets the needs of all students. By promoting the implementation of PBL and UDL, and supporting our educators with robust professional development, we are dedicated to fostering a dynamic educational experience that prepares our students for the future while recognizing the diverse strengths and abilities of our entire school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Number of current teachers that participate in ongoing PBL and UDL training sessions. The number of new staff members who participate in more intensive PBL and UDL training sessions.	New teachers and other interested staff members are encouraged to attend PBL World. The majority of the staff have received UDL training but follow up trainings and support need to be offered. 17 staff members have attended PBL World 6 new staff members have not received UDL training Baseline 2023-2024	In the summer of 2024, we sent five teachers to PBL World. Currently, three teachers are signed up for PBL World for June 2025. Minimum days and Wednesday staff meetings were used to do tuning protocols - every grade level presented a project and received feedback. A full staff development day in November		CSMH will have developed a systematic method for all new teachers to receive PBL and UDL training. Already trained teachers will have follow-up staff development opportunities or professional learning communities available to them.	CSMH still needs to develop a systematic method that ensures that all new teachers receive PBL and UDL training. The yearly professional development calendar has and will continue to include PBL and UDL staff development opportunities or professional learning communities to guarantee that all staff have ongoing support with PBL and UDL.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			focused on PBL and UDL. All six new staff members have received some training in UDL.			
1.2	Frequency and quality of UDL strategies and PBL projects observed during classroom visits and tuning protocols	Every grade level does one tuning protocol each year. UDL strategies are not discussed in the tuning protocol. Baseline 2023-2024	Every grade level presented one tuning protocol this year. The implementation of UDL strategies and PBL were a focus of classroom visits and teacher evaluations.		Every grade level will present at least one tuning protocol each year and share what UDL strategies they have incorporated. The implementation of UDL strategies and PBL will be the focus of classroom visits and teacher evaluations.	Every grade level presented a tuning protocol. PBL and UDL were the focus of classroom visits and teacher evaluations this school year and will continue. More structured discussions around the implementation of UDL strategies need to occur.
1.3	Number of PBL projects completed by each grade level	Grade levels currently do at least two PBL projects each year Baseline 2023-2024	Every grade level completed two projects during the 2024-2025 school year.		Grade levels will do a minimum of three gold standard PBL projects each year	Need to continue to build the number of gold standard PBL projects that are implemented at each grade level.
1.4	Number of PBL project plans and other grade level resources put into shared drive	Every grade level has a Google Drive folder where long term plans are kept. Project plans and other resources are currently not submitted. Baseline 2023-2024	Each grade level has the following number of projects in Google Drive - Kinder - 3 1st grade - 2 2nd grade - 1 3rd grade - 3		Every grade level folder will have a minimum of three complete project plans and five sample lesson plans with UDL strategies.	Grade level teams need to add to the Google Drive gold standard PBL projects as they are developed. Folders can continue to be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4th grade - 8 5th grade - 2 6th grade - 5 7th grade - 5 8th grade - 6			expanded with grade level resources.
1.5	Frequency of collaborative planning sessions focused on PBL and UDL strategies	Grade level teams meet weekly, however, there are no requirements on how many collaborative planning sessions will focus on PBL and UDL strategies. Baseline 2023-2024	Grade levels meet regularly, however, we need to establish a systematic way of recording when these meeting focus on PBL and/or UDL strategies.		At a minimum of one grade level meeting a month, the team will collaborate on PBL and UDL strategies.	Need to create a systematic tracking system to verify that this is occurring once a month.
1.6	Regular self-assessments by teachers regarding their confidence and proficiency in implementing PBL and UDL	The teacher performance based pay rubric includes PBL but does not have a section on UDL strategies. The rubric has not been used consistently. Baseline 2023-2024	This goal has not yet been worked on.		The teacher rubric will have been revised to include both PBL and UDL. Teachers will use the rubric to self-assess.	This action will be worked on during the 2025-2026 school year.

Goal Analysis [2024-25]

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

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

Implementation Overview:
The implementation of the PBL (Project-Based Learning) and UDL (Universal Design for Learning) initiatives at CSMH during the 2024–2025 school year showed measurable progress in several key areas. Notably, teacher participation in PBL World continued, and a full staff development day focused on both PBL and UDL was successfully delivered. Every grade level completed at least two PBL projects and

participated in a tuning protocol, with classroom observations and evaluations centering on PBL and UDL implementation.

Substantive Differences from Plan:
- A systematic method for training new teachers in PBL and UDL is still under development, though all new staff did receive some training.
- Grade-level collaboration occurred regularly, but a formal tracking system to document the frequency of planning sessions focused specifically on PBL and UDL has not yet been established.
- Self-assessment via a teacher rubric that includes UDL has not been started. The school is planning to have various committees during the 2025-2026 school year, and one will be focused on the performance-based pay rubric and packet.

Successes:
- Increased participation in PBL World and training opportunities.
- Full school participation in tuning protocols. Observations and administrative walk-throughs which focused on PBL and UDL strategies.
- Growth in the use and sharing of project materials via Google Drive for several grade levels.
- All new teachers received some UDL training, improving from the baseline of none.

Challenges:
- Lack of systematic processes for new teachers' onboarding and professional development tracking.
- Inconsistent documentation of collaborative planning sessions focused on PBL and UDL

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.

There were no material differences between the budgeted and estimated actual expenditures on this goal or actions.

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

Effective Actions:
- Targeted professional development days and staff meetings have proven effective in keeping PBL and UDL visible and relevant throughout the year.
- The tuning protocol structure and classroom visit focus have effectively reinforced the importance of implementing PBL and UDL strategies.
- Google Drive resource sharing has begun to improve, which supports staff collaboration and continuity.

Less Effective or Incomplete Actions:
- The lack of a consistent method to ensure new teachers are fully trained in PBL and UDL has limited the reach of the implementation.

- Collaborative meeting tracking is incomplete, limiting insight into how often and how deeply teachers are engaging with PBL/UDL during planning.

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.

While most of the metrics remain the same, one change was made to metric 1.4 - the target for Google Drive resources to include two videos that showcase PBL and UDL in action is not a priority, and this part of the measurement was deleted.

All the actions remained the same; however, some future ideas to consider include -

- Assigning PBL/UDL leads or coaches by grade span (e.g., K–2, 3–5, 6–8) to support training, project reviews, and resource curation.
- Providing peer observation opportunities to promote shared learning around the successful implementation of strategies.

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	To promote the implementation of Project-Based Learning (PBL) and Universal Design for Learning (UDL) across all classrooms at CSMH by providing ongoing professional development.	$39,500.00	No
1.2	Implementation	Embed PBL and UDL principles into the school's instructional framework and curriculum design process. Collaborate with instructional leaders and teacher teams to integrate PBL and UDL strategies into unit planning, lesson design, and assessment practices, ensuring alignment with state standards.		No
1.3	Resources	Develop and curate a repository of resources, tools, and exemplar materials to support teachers in implementing PBL and UDL effectively. Provide access to online platforms, digital libraries, and curated collections of lesson plans, and instructional videos that showcase successful implementation of PBL and UDL in diverse classroom settings.		No

Action #	Title	Description	Total Funds	Contributing
1.4	New Teacher Support	Implement a comprehensive orientation and induction program for new staff members that includes training on PBL and UDL principles and practices. Offer mentorship opportunities, peer observation experiences, and ongoing support to help new teachers integrate PBL and UDL into their instructional practice and effectively meet the diverse needs of their students.	$15,000.00	No
1.5	Evaluation	Monitor and evaluate the implementation of PBL and UDL across classrooms through regular observations, walkthroughs, and tuning protocols. Collect feedback from teachers, students, and stakeholders to assess the impact of PBL and UDL on student engagement, learning outcomes, and equity. Use data to inform continuous improvement efforts and refine professional development offerings.	$70,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	CSMH will provide our students and staff with modern and safe learning spaces that support the school's mission and vision	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Creating a safe and modern learning environment is a goal that CSMH continues to strive towards. Before CSMH moved onto our current campus in 2003, it was already one of the oldest facilities in the Morgan Hill Unified School District and in need of repair. Small upgrades and fixes have occurred over the years, and a beautiful gym facility funded by a local bond measure was added to the site. In 2018, CSMH learned it would receive funding through California Proposition 51 to make significant upgrades to the school. CSMH and the school's architect team spent months gathering input from stakeholders about priorities for the site, and a plan that included both new construction and modernization was developed. In January 2024, nine classrooms moved into a newly completed building. Construction is currently underway on a new administration building that also includes a student center, an innovation lab, and a classroom.

Our school community has demonstrated a tremendous amount of flexibility and perseverance throughout the construction process. Almost every teacher and many of the support staff have had to move at least once, and some will have moved three times in 12 months. The new administration building and a new barn with classroom space are anticipated to be completed in September 2024.

With an updated campus, we are in the process of learning how to best utilize and maintain the space. We are also having to rethink campus safety and security. We are purchasing new furniture for the classrooms and student center that supports flexible seating and that can be a benefit to our diverse student population.

Being able to provide a facility that supports CSMH’s philosophy and that our community (especially the students) deserves continues to be an important goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of identified instances where facilities do not meet the "good repair" standard	0 instances Baseline 2023-2024	Much of the campus has been updated - buildings painted, blacktop throughout campus resurfaced (playground and parking lot), drainage around rooms 11 and 12, new cleaning company hired Projects still needing to be completed - some drainage issues, new roof or repairs needed on 1st grade wing, lunch shade structure, barn, K/1 playground		0 instances	no difference
2.2	Percentage of students indicating that they feel safe at school	Of the students surveyed, the following was the response to the question, "Do you feel safe at school?" 37.5% responded - yes, all of the time 43.9% responded - yes, most of the time 15.2% responded - yes, some of the time	Of the students surveyed, the following was the response to the question, "Do you feel safe at school?" 42.6% responded - yes, all of the time 46.4% responded - yes, most of the time		90% of students surveyed will respond that they feel safe at school all or most of the time.	Currently, at 89% - one percentage point away from the target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3.3% responded - no, never Baseline 2023-2024	9.1% responded - yes, some of the time 1.9% responded - no, never			
2.3	Monthly inspection reports indicating the cleanliness of the school facility and any safety concerns	A monthly inspection report needs to be developed. There are currently issues with the cleanliness of the facility - garbage around campus, walls not clean, cobwebs, unstocked supplies. Baseline 2023-2024	Inspections have been conducted on a regular basis but still need to create a report/checklist		Any cleanliness and safety concerns are corrected within 24 hours, when possible. The number of cleanliness and safety issues decreases in number from year to year.	The overall cleanliness of the school has improved. Need to implement a better tracking system.
2.4	Records indicating safety drill dates, areas of strength, areas for improvement	Fire - drills done monthly Earthquake - done twice in 23/24 Intruder - reviewed with staff twice but not practiced with students Baseline 2023-2024	Fire drills - conducted once a month Two earthquake drills - completed in October and February. Discussion with staff and students regarding run, hide, defend in September. Evacuation routes practiced with students in October.		All required drills are practiced - Fire - monthly Earthquake - 4 times Intruder - one time minimum (beginning of year)	Need to conduct more extensive run, hide, defend drill

Goal Analysis [2024-25]

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

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

CSMH made notable strides in improving campus facilities and student safety during the last several years. In August, the school opened its new administration building, which includes a Student Center, Tech Center, and classroom, along with new offices and staff areas. Other key projects that were completed included resurfacing the blacktop, repainting buildings, and resolving drainage issues in specific areas. A new cleaning company was hired, contributing to improved campus cleanliness.

Differences Between Planned and Actual Implementation:

- While major upgrades were completed, some planned facilities projects remain unfinished, including drainage in certain areas, repairs to the 1st-grade wing roof, the installation of a lunch shade structure, improvements to the barn, and K/1 playground updates.
- Monthly facility cleanliness inspections are being conducted, but a standardized checklist or report is still in development.

Successes:

- Improved campus appearance and safety, contributing to a better learning environment.
- More consistent drill practices for fire and earthquake emergencies.
- Cleaner campus conditions observed, with noticeable reductions in garbage and general untidiness.
- Student safety perception remains a key focus, and 89% of students surveyed stated they feel safe at school all or most of the time.

Challenges:

- Ongoing facility needs that require additional funding or scheduling.
- Tracking tools (e.g., cleanliness reports) are underdeveloped, limiting the ability to monitor and respond to issues systematically.

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.

Expenditures on action 2.1 were higher than budgeted. The school installed an automatic locking device with a buzzer on the front door of the office. The cost of this safety improvement was approximately $4,000 and not originally not included in the budgeted estimate.

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

Effective Actions:

- Facilities upgrades (Metric 2.1) have led to an improved campus environment and no reported instances of the school failing to meet the “good repair” standard, which reflects strong progress.
- Hiring a new cleaning company and conducting regular informal inspections have improved school cleanliness (Metric 2.3).

- Fire and earthquake drills were conducted as planned (Metric 2.4), indicating effective implementation of basic emergency preparedness procedures.

Less Effective or Incomplete Actions:

- The lack of a formal inspection report or checklist has limited the school's ability to track and reduce cleanliness issues systematically.
- Intruder preparedness is incomplete; students were not given an opportunity to practice responses, which is a critical safety gap.

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.

All the metrics, target outcomes, and actions remained the same; however, some future ideas to consider include -

- Offer staff development sessions on emergency procedures, including hands-on training and scenario-based simulations.
- Involve students in identifying and reporting safety concerns, promoting student agency in school climate efforts.

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	Safety	Continue to use visitor screening tool and investigate upgrading the school's security system	$2,500.00	No
2.2	Safety Committee	Continue safety committee meetings - this committee will work with administration to prioritize safety needs		No
2.3	Safety Drills	Continue to have safety drills - do at least one intruder drill annually with police personnel on campus to observe and provide feedback		No
2.4	New Learning Spaces	Execute a plan to ensure the new classrooms and outdoor spaces are used to support the school's mission and vision. These modern spaces should support project based learning, collaboration, creativity, and critical thinking.	$1,200,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Flexible Seating	Continue purchasing furniture that encourages flexible seating and meets the needs of our diverse learners	$80,000.00	No
2.6	Internet Safety	Continue to utilize programs such as Securly to monitor online behavior and the County's firewall	$12,100.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students at CSMH will maintain high levels of academic achievement and growth	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CSMH developed this goal to ensure a continued emphasis on strong instructional practices, high student achievement rates, and the use of data to help drive decisions around curriculum and instruction. A review of the California School Dashboard data verifies that CSMH students perform very well. However, we recognize that we need to continue to improve and ensure that all students are progressing academically. On the 2023 state dashboard, CSMH was rated blue in English Language Arts. Students scored 54.1 points above standard and scores had increased 9.1 points from 2022. Students with disabilities were rated in yellow, scored 38.1 points below standard, and increased by 13.3 points from 2022. Socioeconomically disadvantaged students were rated in green, scored 32.6 points above standard, and increased by 13.9 points from 2022. Hispanic students demonstrated a significant increase from 2022.

In the area of mathematics, CSMH was rated green. Students scored 29.4 points above standard and scores had increased by 7.4 points from 2022. Students with disabilities were rated in yellow, scored 74.6 points below standard, and increased by 4.1 points from 2022. Hispanic and socioeconomically disadvantaged students demonstrated a significant increase from 2022.

CSMH educators are empowered to innovate and to adapt to students' diverse needs with the goal of ensuring every student continues to grow and reach their full potential. We will continue to focus our efforts on best practices, including:

- providing high quality educators that support the school's mission and vision
- providing classrooms with resources and tools that support the state standards
- providing additional language support to our English learners
- reviewing data regularly to ensure student's needs are identified and addressed, and that they are making growth
- providing teachers with the professional development they need to be effective in the classroom

This goal emphasizes the importance of providing a rigorous and supportive learning environment where every student can thrive. By focusing on high levels of achievement, the goal aims to prepare students for future academic and career success, fostering skills that are

critical in a competitive and rapidly changing world. Additionally, prioritizing academic growth ensures that all students, regardless of their starting point, have the opportunity to improve and excel. This approach recognizes the varied learning paces and styles of students, aiming to provide equitable educational opportunities and reduce achievement gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of teachers who are appropriately assigned	Two teachers are currently considered misassigned due to AB1505 Baseline 2023-2024	2 teachers with GELAPs 1 teacher on a PIP 2 teachers misassigned (AB 1505)		100%	86%
3.2	Percentage of students that have access to standards-aligned instructional materials	100% Baseline 2023-2024	100%		100%	no difference
3.3	Percentage of students performing at or above standard on the Smarter Balanced English Language Arts and the Mathematics assessments and the California Science Test (CAST)	74.71% of students met or exceeded standards in English Language Arts 61.58% of students met or exceeded standards in mathematics 63.19% of students met or exceeded standards in science Baseline 2022-2023 test results	ELA - 72.85% meeting or exceeding standards Math - 58.61% meeting or exceeding standards Science - 58.05% meeting or exceeding standards		76% of students meeting or exceeding standards in English Language Arts 65% of students meeting or exceeding standards in mathematics 65% of students meeting or exceeding standards in science	ELA - 3.15% Math - 6.39% Science - 6.98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Percentage of K-2 students in the 41st percentile or better on the end of year MAP test	Kinder reading - 64% Kinder mathematics - 79% 1st grade reading - 82% 1st grade mathematics - 86% 2nd grade reading - 79% 2nd grade mathematics - 85% Baseline end of year 2023-2024 MAP data	Kinder reading - 82% Kinder mathematics - 91% 1st grade reading - 72% 1st grade mathematics - 82% 2nd grade reading - 83% 2nd grade mathematics - 84%		The percentage of students in the 41st percentile or better on the end of year MAP test will increase by at least one percentage point	making progress
3.5	Percentage of teachers participating in targeted professional development activities	All teachers currently participate in professional development activities. However, the action calls for teachers to participate in targeted areas. These specific staff development areas have not yet been offered so the baseline is 0%. Baseline 2023-2024	4 teachers had targeted training on the Investigation curriculum. A full day of professional development was focused on math.		100% of teachers participating in targeted professional development activities	Need to continue to explore targeted training on the Science of Reading.
3.6	Percentage of English Learners who are receiving designated support	100% of EL students receiving designated support Baseline 2023-2024	100%		100% of EL students receiving designated support	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	All students will have access to a broad course of study	Per student schedules in the school's database - 100% of students have access to a broad course of study. Per the elective course offering sheet - middle school students will continue to have a variety of elective courses to choose from Baseline 2023-2024	100%		100% of students will have access to a broad course of study. Middle school students will continue to have a variety of elective course offerings	no difference
3.8	Extent to which students have access to and are enrolled in programs and services provided to students with disabilities	CSMH provides push in and/or pull out services for 100% of students with IEPs Baseline 2023-2024	CSMH provides push in and/or pull out services for 100% of students with IEPs.		100% of students will receive all the services as indicated on their IEPs	no difference

Goal Analysis [2024-25]

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

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

Overall, implementation of the planned actions under Goal 3 focused on student academic performance, instructional quality, and program access was largely consistent with initial intentions, with some areas requiring ongoing development or refinement.

- Successfully implemented actions included maintaining 100% access to standards-aligned instructional materials (Metric 3.2), designated English Learner (EL) support (Metric 3.6), broad course offerings (Metric 3.7), and services for students with disabilities per IEPs (Metric 3.8). These reflect strong alignment between planned actions

and implementation.

- Professional development (Metric 3.5) saw partial implementation. While all teachers participated in PD generally, the "targeted" aspect outlined in the goal is still being developed and refined
- Teacher assignment compliance (Metric 3.1) will continue to improve. Teachers misassigned due to AB1505 will no longer be an option.

- For academic performance metrics (3.3 and 3.4), assessments were administered as planned, and implementation included analysis of Smarter Balanced and MAP scores. However, not all academic targets were met, indicating the need for enhanced instructional supports or interventions.

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

The estimated actual expenditures for ELD support (action 3.6) was approximately $30,000 higher than budgeted expenditures. This was due to the allocation of some additional instructional aide time being used to provide one on one support to students. The estimated actual expenditures for increased or improved services (action 3.9) was approximately $50,000 higher than budgeted expenditure. This was a result of the summer school program and our contract with the YMCA for after school and intersession days.

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

Effective Actions:

- Highly effective actions included ensuring 100% access to instructional materials (3.2), EL designated support (3.6), course access (3.7), and special education services (3.8). These actions demonstrate well-established systems that continue to deliver consistently.
- Moderately effective actions include academic achievement (3.3), where ELA, math, and science scores slightly declined from the prior year but still remained strong. While not yet meeting Year 3 targets, the academic programs appear stable and relatively effective, with a need for continued focus on mathematics and science.
- Development and implementation of a targeted professional development plan will be prioritized. PD offerings will be aligned with identified instructional needs (e.g., literacy intervention, math instruction, and support for English learners and students with disabilities).

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.

All the metrics, target outcomes, and actions remained the same. However, staff needs to have a deeper discussion around metric 3.4 which looks at MAP scores in grades kindergarten-2nd grades. They need to think about what this metric is actually measuring and if it somehow can be changed to look at the growth of a particular group of students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teaching Staff	Continue to ensure that all current and newly hired teachers are fully credentialed and appropriately assigned. All students will receive rigorous, high quality instruction.	$3,600,000.00	No
3.2	Curriculum and Instruction	Continue to provide teachers with standards based resources and the teaching and learning tools they need in their classrooms.	$65,000.00	No
3.3	Professional Development	In the next three years, CSMH will continue to use academic data and gather feedback from the teachers regarding their individual staff development needs. CSMH will provide staff development opportunities in the following areas: 1) the science of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension; 2) in mathematics, including effective instructional practices and how to provide targeted interventions to struggling students.	$72,500.00	No
3.4	Assessment	Continue to utilize the MAP assessment to monitor student growth in reading, mathematics, and science and conduct regular data analysis meetings to review student progress and adjust instruction as needed.	$10,000.00	No
3.5	Intervention	Provide support and targeted interventions to students that are struggling in reading. While support may be provided to all students identified with a need, the priority focus will be students who are ELs, foster youth, and SED.	$45,000.00	Yes
3.6	ELD support	Designated and integrated ELD instruction will be provided by the classroom teachers, English language development teacher, and instructional aides to support the learning of grade level academic standards.	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Enrichment Opportunities	All elementary students will have access to Spanish, PE, music, and farm/gardening enrichments. Middle school students will have access to various types of electives such as - drama, music, technology, yearbook, leadership, etc.	$1,070,000.00	No
3.8	Special Education	CSMH will continue to hire a highly qualified special education team to provide a program in the Least Restrictive Environment (LRE) for students with disabilities.	$984,154.00	No
3.9	Increased or Improved Services	Identified students will be afforded the chance to participate in expanded learning opportunities. CSMH will prioritize the participation of “unduplicated students” (English language learners, foster youth, and students eligible for a free or reduced-price meal) in any expanded learning program.	$100,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	With active involvement from both staff and parents, CSMH will cultivate a supportive environment that fosters the social, emotional, and mental well-being of students at CSMH	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CSMH recognizes that student success extends beyond academic achievement. Fostering social, emotional, and mental well-being is critical for holistic development. In the last few years, staff has seen a notable increase in stress, anxiety, and mental health challenges among students. Providing a supportive environment helps mitigate these issues and supports students' overall well-being. Research shows that socially and emotionally well-adjusted students tend to perform better academically. By prioritizing well-being, CSMH aims to enhance academic outcomes. A supportive environment encourages higher levels of student engagement and attendance, which are key factors in educational success.

Creating a supportive atmosphere contributes to a positive school culture where all students feel safe, valued, and included. Proactively addressing social and emotional needs can reduce incidents of bullying and behavioral challenges, fostering a more harmonious school community. Emphasizing social and emotional learning (SEL) equips students with essential life skills such as resilience, empathy, and effective communication, preparing them for future challenges. Involving staff and parents in fostering a supportive environment ensures a collaborative approach, creating a consistent support system for students both at school and at home. Engaging parents in social and emotional learning initiatives helps them understand and support their children's social and emotional development, reinforcing positive behaviors and attitudes outside school.

The development of this goal reflects the input and feedback from the CSMH community, including students, parents, and staff, who have expressed the need for a stronger focus on social, emotional, and mental well-being. CSMH is committed to meeting the expectations of its community by prioritizing areas that are deemed essential for student success and well-being. This LCAP goal was developed to ensure that students thrive not only academically but also socially and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of staff members participating in professional development focused on social and emotional learning principles	One teacher and administrator recently went to a SEL conference Baseline 2023-2024	All classroom teachers participated in two professional developments on positive discipline - one during EdCamp in August 2024 and one during the professional development day in March		Two teachers at each grade level will have received professional development focused on social and emotional learning	no difference but ongoing professional development will continue
4.2	Review of teachers' long range and daily lesson plans and classroom observations to determine that social and emotional learning is being integrated into the school day	Has not previously been done - starting baseline 0 Baseline 2023-2024	In progress - SEL topics appear in some grade level long range plans but the descriptions are general.		Social and emotional learning will be included in grade level long range plans and will be included in weekly lesson plans.	SEL is currently in long range grade level plans, but needs more specific scope and sequences about life skills that students are being taught
4.3	Purchase of social and emotional curriculum and resources	Little Spot program has been purchased for kindergarten, Second Step has been purchased for K-8, CyberCivics has been purchased for 6th and 7th grades. Baseline 2023-2024	Additional Little Spot materials were purchased for kindergarten. CyberCivics was renewed for 6th and 7th grades		Every grade level will have the curriculum and resources they need to teach an effective social and emotional learning program	Need to continue to examine curriculum needs by grade levels.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Number of service learning projects completed each year	The following grade levels completed a service learning project in 2023-2024 - 4th grade 7th-8th grade leadership class one schoolwide project Baseline 2023-2024	1st grade - Valentine cards to seniors 4th grade - canned food drive, Christmas trees to families that needed them, giving bags for Thanksgiving 6th grade - Character Matters play 7th grade - 20 hours of community service of CSMH 8th grade - 2 hours of community service to an outside organization of their choice		Every grade level will complete at least one service learning project each school year	five grade levels are doing some type of service learning activity and/or project four grade levels need to add service learning activities/projects
4.5	Number of families attending parent education opportunities	45 parents participated in positive discipline series 32 parents participated in the internet safety presentation Baseline 2023-2024	9/26 - Mistaken Goals - in person - 34 participants 11/6 - Keys for Effective Family Meetings - online - 18 participants 2/27 - Family Work: Whose Job Is It Anyway? - in		Increase the number of parents participating in parent education by 20%	Number of parents participating in parent education opportunities actually decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			person - 6 participants 4/23 - The Development of Self Control in the Tween Years - online - 16 participants 5/20 - Internet Crimes Against Children - 35 participants			
4.6	Number of schoolwide activities and events offered each year that bring famillies together	8 schoolwide events were held in 2023-2024 Baseline 2023-2024	grade level playdates Back to School Nights (8/27-8/29) Back to School Fiesta y (9/18) Bike to School (Gala (11/2) Fall Exhibition (11/13) Bingo (1/23) Talent Show (3/27) Spring Exhibition (5/14) State of the School (5/28) Family Fun Festival (5/30)		Continue to hold a minimum of 8 schoolwide events that bring families together	11 events were held - surpassing the minimum of 8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.7	Increase in percentage of students who attended school 96% or more of the time	70% (456 of 652) students were present 96% or more of the time Baseline 2023-2024	59% (382 of 642) students were present 96% or more of the time		80% of students present 96% or more of time	21% away from goal - less students were present 96% or more of the time
4.8	Reduction in the number of students chronically absent	11 students chronically absent Baseline 2023-2024	12 students chronically absent		8 or fewer students chronically absent	relatively unchanged from previous year
4.9	Increase percent of students with positive responses on climate survey	Student responses on the 2023-2024 climate survey to the following questions: Are you happy at school? 9.3% - yes, all the time 58.4% - yes, most of the time 28.3% - yes, some of the time 4.1% - no, never Do the adults at school care about you? 40.5% - yes, all the time 38.3% - yes, most of the time 17.8% - yes, some of the time 3.3% - no never Do you have at least one caring adult at school? 72.1 % - yes, more than one 24.2% - yes, one	Student responses on the 2024-2025 climate survey to the following questions: Are you happy at school? 7.5% - yes, all the time 60.8% - yes, most of the time 30.9% - yes, some of the time .8% - no, never Do the adults at school care about you? 43% - yes, all the time 39.6% - yes, most of the time 16.2% - yes, some of the time 1.1% - no never		75% of students responding they are happy at school all or most of the time 85% of students responding that the adults at school care about them all or most of the time Maintain at 95% or above that students feel they have at least one or more caring adult at school	6.7% away from75% of students responding they are happy at school all or most of the time 2.4% away from 85% of students responding that the adults at school care about them all or most of the time Maintained at 95% or above that students feel they have at least one or more caring adult at school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3.7% - no, never Baseline 2023-2024	Do you have at least one caring adult at school? 77.4 % - yes, more than one 21.1% - yes, one 1.5% - no, never			
4.10	Student Expulsion rate	0 students were expelled Baseline 2023-2024	0 students expelled		maintain a low expulsion rate while maintaining the overall student and staff safety	no difference

Goal Analysis [2024-25]

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

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

Overall, the implementation of the social and emotional learning (SEL) and school climate initiatives has seen steady progress, with some metrics meeting or exceeding expectations, while others revealed areas for improvement.

Successes:

- All classroom teachers received professional development in positive discipline, aligning with planned actions.
- The school exceeded expectations in hosting family engagement events, with 11 events held versus the target of 8 (Metric 4.6).
- The expulsion rate remained at zero, maintaining student safety (Metric 4.10).
- SEL curriculum purchases (e.g., Little Spot, Second Step, CyberCivics) were implemented as planned and expanded (Metric 4.3).

Challenges:

- SEL integration into lesson planning (Metric 4.2) is still in progress; although long-range plans include SEL, they lack specificity and consistent scope and sequence.
- Parent education participation decreased, counter to the goal of a 20% increase (Metric 4.5).
- While attendance and chronic absenteeism (Metrics 4.7 & 4.8) showed some positive movement, they have not yet met the year three targets.
- Only some grade levels completed service learning activities and/or projects (Metric 4.4).

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

The estimated actual expenditures for attendance (action 4.6) was approximately $13,500 lower than budgeted expenditures. The amount of administration time devoted to attendance ended up being less than originally anticipated.

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

Effective Actions:

- Professional development (4.1) has been effectively implemented schoolwide, improving educator awareness and strategies for SEL.
- Family engagement events (4.6) have been successful, suggesting strong organizational capacity and community interest in informal schoolwide activities.
- Curriculum acquisition (4.3) ensured foundational resources are in place to support SEL instruction.

Ineffective or Incomplete Actions:

- Parent education outreach (4.5) has been ineffective in increasing participation, showing a decline from the previous year despite multiple offerings.
- SEL integration into daily instruction (4.2) is incomplete; while there is progress, the lack of a detailed SEL scope and sequence hinders consistent implementation.
- Service learning (4.4) was not implemented across all grade levels, indicating a need for stronger planning and accountability.
- Climate survey outcomes (4.9) show moderate student satisfaction and connectedness, but improvement is still needed to reach target percentages.

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.

A change was made to metric 4.10 - instead of zero expulsion, the three-year metric was changed to maintain a low expulsion rate while maintaining the overall student and staff safety.

All the actions remained the same; however, some future ideas to consider included -

- Developing a more specific SEL scope and sequence to ensure consistent instruction across grade levels.
- Continued evaluation of SEL curriculum needs by grade level, signaling a move toward more tailored support.
- The parent education approach may require revision, potentially including alternative formats (e.g., hybrid events, targeted outreach) to boost participation.
- To improve service learning, structured support and monitoring will likely be introduced to ensure all grade levels meet the project completion expectation.

- Continued professional development will be prioritized, ensuring sustainability and deeper SEL integration.
- Attendance and climate data suggest targeted interventions are still needed to reduce chronic absenteeism and enhance student connectedness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development	Provide professional development opportunities for staff members to deepen their understanding of social and emotional learning principles, strategies, and best practices.	$32,000.00	No
4.2	Curriculum and Instruction	Integrate social and emotional learning principles into the school's curriculum, instructional practices, and school-wide initiatives. • Utilize evidence-based social and emotional learning programs and resources to promote skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. • Continue to use Project Cornerstone Readers to encourage social skills through literature and discussion. • Continue implementing CyberCivics at the 6th and 7th grade levels and offer various middle school assembles related to socially positive behaviors • Refocus on service learning projects that encourage collaboration, empathy, and positive relationships among students.	$3,500.00	No
4.3	Family Engagement	Engage parents and caregivers as partners in supporting students' social and emotional development. Offer parent education workshops, seminars, and informational sessions on topics related to social and emotional learning, mental health, and positive parenting practices.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Counseling	Offer counseling services, support groups, and mental health resources for students who may need additional support with social and emotional learning skills or managing social and emotional challenges.	$150,000.00	Yes
4.5	Family Engagement	Continue implementing school-wide programs and activities that promote a positive school climate and foster a sense of belonging and connectedness among students and families.	$102,500.00	No
4.6	Attendance	Administration will review attendance data monthly and will identify students who are at risk of becoming chronically absent. Individual follow up with families to develop attendance plans will occur. The importance of school attendance will continue to be disseminated in schoolwide communications.	$80,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$131,499	$

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
1.855%	0.000%	$0.00	1.855%

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
3.5	**Action:** Intervention **Need:** Focused intervention, especially with literacy **Scope:** LEA-wide	While these specialists will be principally directed to provide services to ELs, FY, and students who are SED, the specialists may also provide service to other students.	MAP scores, ELPAC scores, CAASPP scores, teacher data, teacher observation

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
3.9	**Action:** Increased or Improved Services **Need:** Extended time for students to receive extra math and reading support and to experience enrichment activities **Scope:** LEA-wide	While these extended services will be principally directed to ELs, FY, and students who are SED, the programs may also provide service to other students. This includes programs offered during the summer and non-school days.	MAP scores, ELPAC scores, CAASPP scores, teacher data, teacher observation
4.4	**Action:** Counseling **Need:** Data shows that ELs, FY, and students who are SED benefit from academic and/or mental health counseling. **Scope:** LEA-wide	While the counselors first priority will be to provide services to ELs, FY, and students who are SED, the specialist will also provide service to other students that need support.	counselor notes, academic data

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
3.6	**Action:** ELD support	While all classroom teachers provide both designated and integrated ELD, the ELD teacher and instructional aides provide additional small	MAP scores, ELPAC scores, CAASPP scores,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The ELD teacher and instruction aides provides additional EL support to ELs **Scope:** Limited to Unduplicated Student Group(s)	group and one-on-one targeted support to EL students.	teacher data, teacher observation

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

Additional Concentration Grant Funding

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,089,999	131,499	1.855%	0.000%	1.855%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,541,600.00	$843,094.00	$1,330,000.00	$91,060.00	$7,805,754.00	$6,330,654.00	$1,475,100.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	All Students with Disabilities	No			All Schools		$32,000.00	$7,500.00	$32,000.00	$7,500.00			$39,500.00	
1	1.2	Implementation	All Students with Disabilities	No			All Schools									
1	1.3	Resources	All Students with Disabilities	No			All Schools									
1	1.4	New Teacher Support	All Students with Disabilities	No			All Schools		$0.00	$15,000.00		$15,000.00			$15,000.00	
1	1.5	Evaluation	All Students with Disabilities	No			All Schools		$70,000.00	$0.00	$70,000.00				$70,000.00	
2	2.1	Safety	All Students with Disabilities	No			All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.2	Safety Committee	All Students with Disabilities	No			All Schools									
2	2.3	Safety Drills	All Students with Disabilities	No												
2	2.4	New Learning Spaces	All Students with Disabilities	No			All Schools		$0.00	$1,200,000.00			$1,200,000.00		$1,200,000.00	
2	2.5	Flexible Seating	All Students with Disabilities	No			All Schools		$0.00	$80,000.00	$30,000.00		$50,000.00		$80,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.6**	Internet Safety	All Students with Disabilities	No			All Schools		$0.00	$12,100.00	$12,100.00				$12,100.00	
3	**3.1**	Teaching Staff	All Students with Disabilities	No			All Schools		$3,600,000.00	$0.00	$3,600,000.00				$3,600,000.00	
3	**3.2**	Curriculum and Instruction	All Students with Disabilities	No					$0.00	$65,000.00		$35,000.00	$30,000.00		$65,000.00	
3	**3.3**	Professional Development	All Students with Disabilities	No					$67,500.00	$5,000.00	$60,000.00	$12,500.00			$72,500.00	
3	**3.4**	Assessment	All Students with Disabilities	No			All Schools		$0.00	$10,000.00		$10,000.00			$10,000.00	
3	**3.5**	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$45,000.00	$0.00	$45,000.00				$45,000.00	
3	**3.6**	ELD support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$70,000.00	$0.00	$70,000.00				$70,000.00	
3	**3.7**	Enrichment Opportunities	All	No			All Schools		$1,070,000.00	$0.00	$950,000.00	$120,000.00			$1,070,000.00	
3	**3.8**	Special Education	Students with Disabilities	No					$984,154.00	$0.00	$350,000.00	$543,094.00		$91,060.00	$984,154.00	
3	**3.9**	Increased or Improved Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,000.00	$70,000.00		$100,000.00			$100,000.00	
4	**4.1**	Professional Development	All	No			All Schools		$32,000.00	$0.00	$32,000.00				$32,000.00	
4	**4.2**	Curriculum and Instruction	All	No			All Schools		$0.00	$3,500.00	$3,500.00				$3,500.00	
4	**4.3**	Family Engagement	All	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$150,000.00	$0.00	$150,000.00				$150,000.00	
4	4.5	Family Engagement	All	No					$100,000.00	$2,500.00	$52,500.00		$50,000.00		$102,500.00	
4	4.6	Attendance	All Students with Disabilities	No					$80,000.00	$0.00	$80,000.00				$80,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,089,999	131,499	1.855%	0.000%	1.855%	$265,000.00	0.000%	3.738 %	**Total:**	$265,000.00
								LEA-wide Total:	$195,000.00
								Limited Total:	$70,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.5**	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
3	**3.6**	ELD support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$70,000.00	
3	**3.9**	Increased or Improved Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	**4.4**	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,316,531.00	$6,308,001.97

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	No	$35,640.00	$40,406.99
1	**1.2**	Implementation	No		
1	**1.3**	Resources	No		
1	**1.4**	New Teacher Support	No	$15,000.00	$18,000.00
1	**1.5**	Evaluation	No	$68,000.00	$70,210.24
2	**2.1**	Safety	No	$1,000.00	$4,844.68
2	**2.2**	Safety Committee	No	$2,000.00	0
2	**2.3**	Safety Drills	No		
2	**2.4**	New Learning Spaces	No		
2	**2.5**	Flexible Seating	No	$130,000.00	$130,847.95
2	**2.6**	Internet Safety	No	$12,100.00	$11,924.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Teaching Staff	No	$3,422,658.00	$3,484,539.99
3	3.2	Curriculum and Instruction	No	$55,000.00	$65,778.13
3	3.3	Professional Development	No	$24,896.00	$26,543.29
3	3.4	Assessment	No	$10,000.00	$9,868.50
3	3.5	Intervention	Yes	$55,000.00	$44,961.25
3	3.6	ELD support	Yes	$58,000.00	$87,852.47
3	3.7	Enrichment Opportunities	No	$1,148,910.00	$934,059.70
3	3.8	Special Education	No	$930,532.00	$978,390.66
3	3.9	Increased or Improved Services	Yes	$53,000.00	$105,316.80
4	4.1	Professional Development	No	$30,045.00	$31,997.44
4	4.2	Curriculum and Instruction	No	$3,500.00	$835.96
4	4.3	Family Engagement	No	$2,000.00	$2,000.00
4	4.4	Counseling	Yes	$150,000.00	$153,775.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.5**	Family Engagement	No	$92,500.00	$102,678.38
4	**4.6**	Attendance	No	$16,750.00	$3,169.58

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$126,442	$263,000.00	$286,588.72	($23,588.72)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.5**	Intervention	Yes	$55,000.00	44961.25		
3	**3.6**	ELD support	Yes	$58,000.00	87852.47		
3	**3.9**	Increased or Improved Services	Yes				
4	**4.4**	Counseling	Yes	$150,000.00	153775.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$126,442	$126,442	0.00%	100.000%	$286,588.72	0.000%	226.656%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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