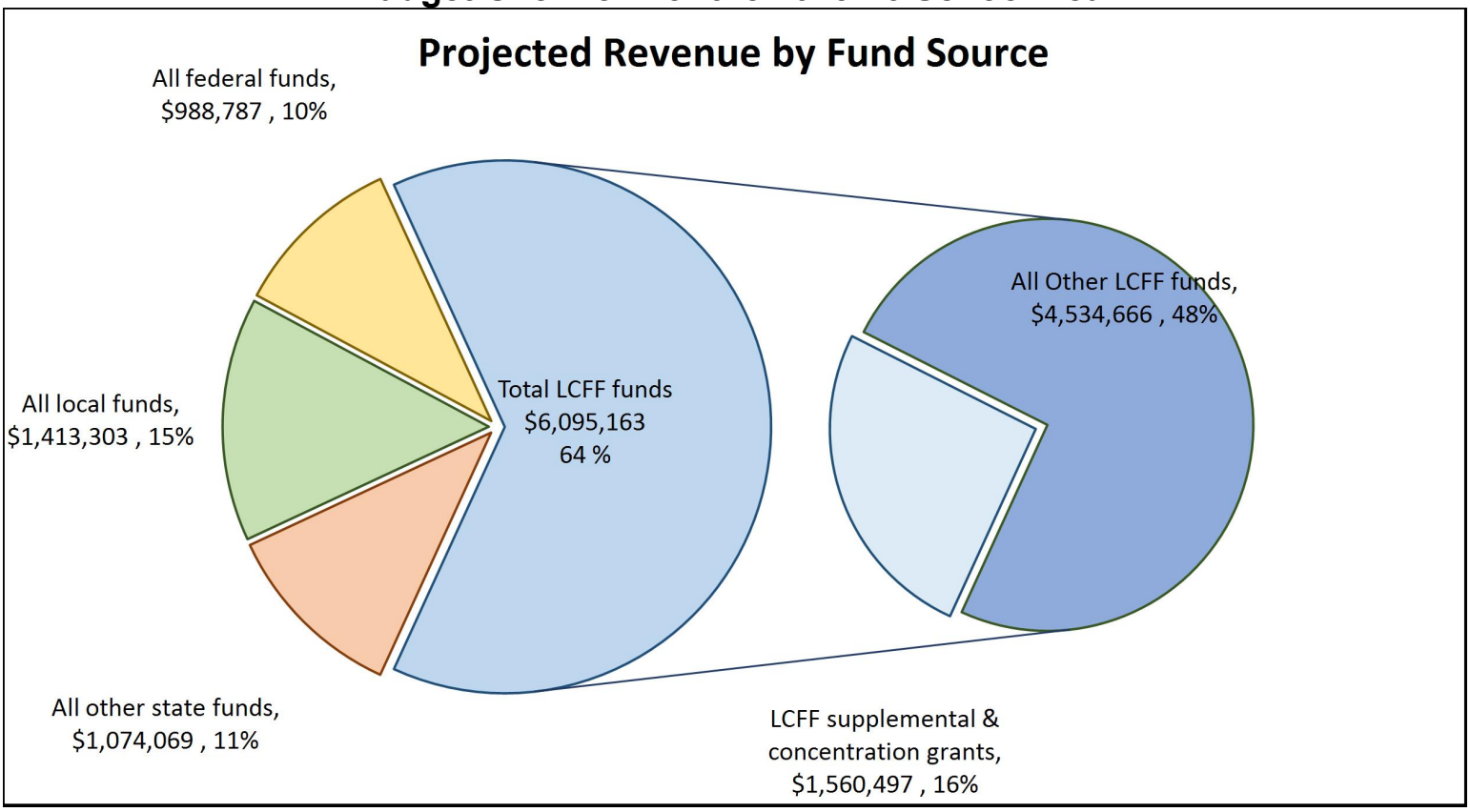
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Borrego Springs Unified School District
CDS Code: 37-679830000000
School Year: 2025-26
LEA contact information:
Mark Stevens
Superintendent
mstevens@bsusd.net
(750)767-5357

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

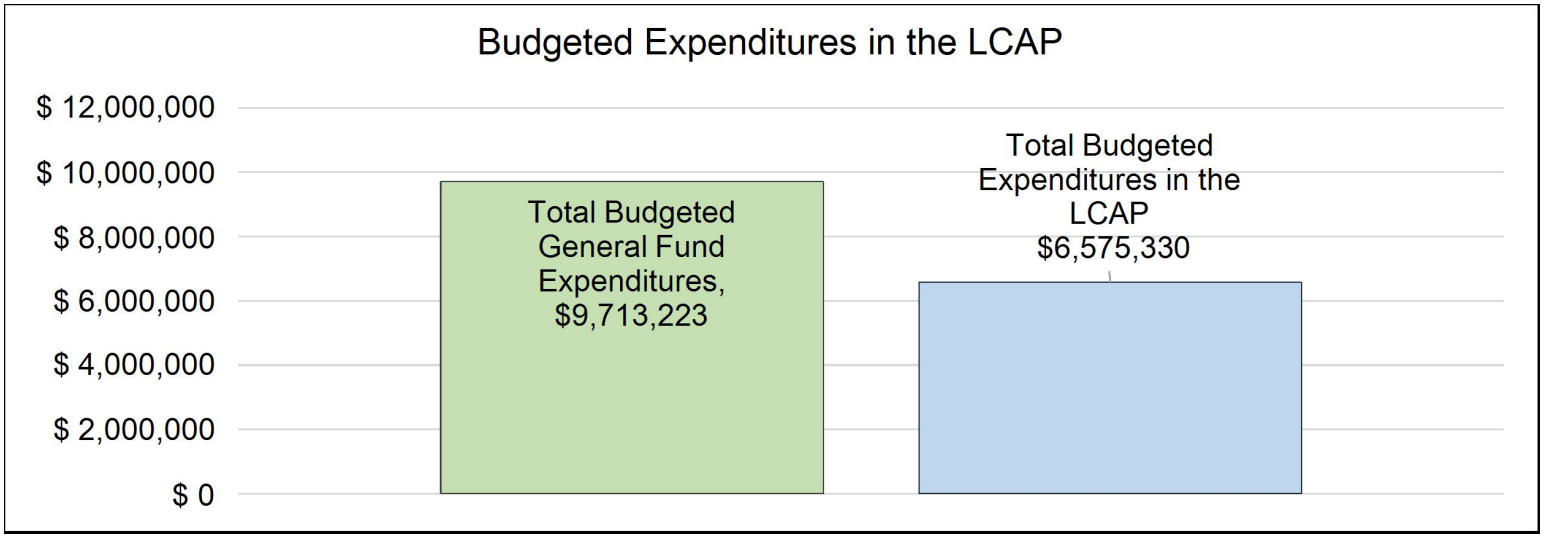


This chart shows the total general purpose revenue Borrego Springs Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Borrego Springs Unified School District is $9,571,322, of which $6,095,163 is Local Control Funding Formula (LCFF), $1,074,069 is other state funds, $1,413,303 is local funds, and $988,787 is federal funds. Of the $6,095,163 in LCFF Funds, $1,560,497 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 Borrego Springs Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Borrego Springs Unified School District plans to spend $9,713,223 for the 2025-26 school year. Of that amount, $6,575,330 is tied to actions/services in the LCAP and $3,137,893 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

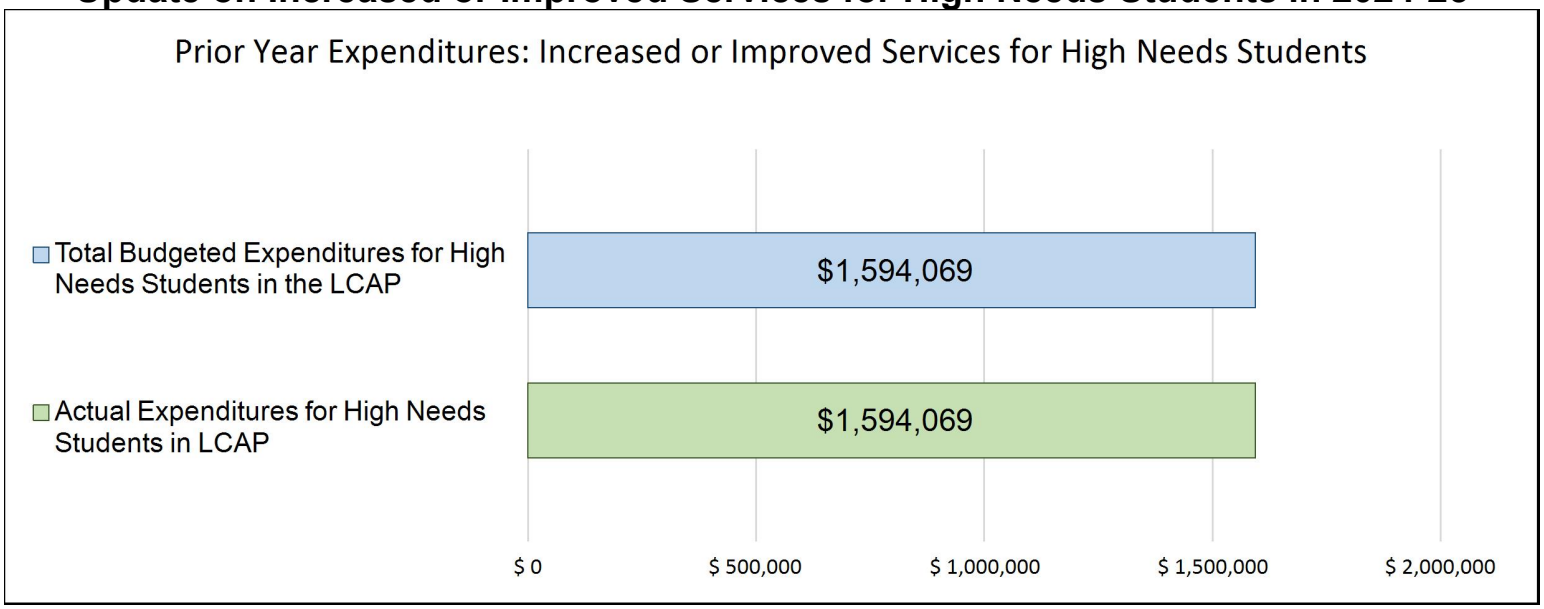
Funds not included in the LCAP will be used for future salaries, economic uncertainty and unforeseen expenses that arise.

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

In 2025-26, Borrego Springs Unified School District is projecting it will receive $1,560,497 based on the enrollment of foster youth, English learner, and low-income students. Borrego Springs Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Borrego Springs Unified School District plans to spend $1,651,403 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 Borrego Springs Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Borrego Springs Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Borrego Springs Unified School District's LCAP budgeted $1,594,069 for planned actions to increase or improve services for high needs students. Borrego Springs Unified School District actually spent $1,594,069 for actions to increase or improve services for high needs students in 2024-25.

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
Borrego Springs Unified School District	Mark Stevens Superintendent	mstevens@bsusd.net (750)767-5357

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 community of Borrego Springs is located 80 miles northeast of San Diego and is isolated by the surrounding mountains and 600,000 acres of the Anza-Borrego Desert State Park. Borrego Springs Unified School District serves students in preschool through twelfth grade. The District's key demographics in 2024-25 include: 87% of students qualify for Free/Reduced lunch, 36% of students are English Learners, and 14% of all students qualify for special education services. The Ethnic breakdown of students in Borrego Springs is roughly 87% Hispanic, 9% White, and 4% other. The high school features core academic classes, art, advanced placement (AP) courses, college dual enrollment, and ROP/CTE pathways. The elementary school offers a robust curriculum with supplemental enrichment classes.

The educational community of Borrego Springs includes parents, students, and staff who work together in a generous community to help all of our students achieve. The District's core goals are outlined in the mission/vision statement:
"We are Borrego Springs Unified School District. As a small school and caring community, we work together to provide every single student a diverse and academically rich education. We aspire to produce graduates who have their own visions for the future, armed with strong values and the tools for success in college, career, family and community life."

Reflections: Annual Performance

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

Based on a review of the 2024 California School Dashboard and local assessment data, Borrego Springs Unified School District saw minimal overall change in performance compared to the previous year. While some areas demonstrated slight improvement and others experienced minor declines, the majority of metrics remained relatively flat. There was no significant worsening across key indicators; however, notable gains were also limited.
Performance remained largely unchanged for several important student group and metric combinations as noted in the CA Dashboard. These include: Concerns as expressed on the 2023 Dashboard include the following areas: Districtwide suspension rates (including EL, HI, SED, WH), Districtwide English Learner progress in ELA, ELPI, and Math, Middle school math scores (including for EL, HI & SED), Elementary math for 2024-25 Local Control and Accountability Plan for Borrego Springs Unified School District Page 2 of 55 EL students. Despite these static results, the district continues to implement targeted supports—especially in math instruction and English language development—and has expanded professional development focused on instructional strategies for ELs. Ongoing collaboration with the County Office of Education through technical assistance is helping the district refine and strengthen its approach, with the goal of moving beyond this performance plateau in the 2024–25 school year.
LREBG - funds have been spent and there will be no expenditures for LREBG funds in 2025-26.

Reflections: Technical Assistance

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

The district is currently receiving technical assistance for the 2024–2025 school year in response to identified areas of low performance, specifically in English Language Arts and Math for Long-Term English Learners (LTELs), as well as in student suspension rates. The County Office of Education's Differentiated Assistance (DA) team is actively supporting the district through a collaborative process of data review, strategic planning, and implementation of targeted actions to address improvement of EL academics. Given the ATSI (Additional Targeted Support and Improvement) designation at both the elementary and middle school levels, district administration has partnered closely with the DA coach to align improvement efforts with districtwide goals. SDCOE staff has facilitated professional development, co-teaching opportunities, and reflective dialogue centered on instructional practices with elementary teachers. In addition, the district has implemented EL shadowing protocols and experiences in conjunction with our DA coach to give teachers an insight into how much academic talk an EL participates in. 13 teachers ad 2 administrators in the district have also attended GLAD training for their levels to help provide stategies in teaching to support EL students. The district also entered a contract with Math Transformations for all math teachers in the district to recieve professional development that includes academic speaking in math, attention to prescision, curriculum building, and co-teaching experiences.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
The following Educational Partners were identified and consulted as part of the development of the LCAP: • Parents • Students • Teachers • Administration, including principals • School support staff • Collective bargaining units Borrego Springs Education Association and Classified School Employee Association • Parent Advisory Committee • English Language Parent Advisory Committee • School Site Councils • SELPA Administrator	Borrego Springs Unified School District values collaboration and consultation with all educational partners within the district and the community, and believes that the input of many voices will lead to systemic improvements that will improve the education and outcomes for all students. This is something BSUSD wants to build on now and for the future, soliciting input from teachers, classified staff, administrators, students, parents and the community. Based on input from our educational partners, we annually update our engagement process based on learnings from the prior year and feedback received. For this year's process, we: • Conducted a communications campaign to promote participation in parent advisory committees. Families were sent text messages and emails through the student information portal. Additionally, the community was notified through the district's Facebook page • Held "Coffee with the Principal" at the elementary school throughout the year to provide educational partners with an opportunity to provide school leadership with input that informs the LCAP development process • Surveyed staff, families, and students separately at each school site to request input related to student needs, possible actions to address needs, and potential updates to the LCAP

Educational Partner(s)	Process for Engagement
	• Conducted input gathering sessions at each schoolsite during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs • Collected input from families and community members related to student needs and how they might be addressed at the local food bank • Met with local bargaining units to request feedback to inform the LCAP development • Met with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. • Presented the LCAP to the Parent Advisory Committee and the English Learner Parent Advisory Committee. • Posted the LCAP for public comment prior to public hearing • Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP • Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item • Posted the adopted LCAP prominently on our district web page • Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided The following events were part of the LCAP development process during 2023-24, and included sharing information and/or asking for input: • Certificated bargaining unit input: 05/21/25 • Classified bargaining unit input: 05/21/25 • LCAP Stakeholder meeting - Parents (includes Parents of Foster Youth, Unduplicated, Special Education, and community members). 05/15/25 • DELAC meetings: 05/15/25

Educational Partner(s)	Process for Engagement
	• Site Council meetings - school site parents, certificated and classified staff, principal, and students: 08/26/24, 09/30/24, 10/28/24, 11/18/25, 12/16/24, 01/27/25, 02/24/25, 03/24/25, 04/28/25, 05/19/25, 06/2/25 • SELPA input: 06/09/25 • Student Voice - Survey to all students grades 3 - 12; LCAP survey- 05/21/25, School Climate survey - 06/02/25 • Scool Climate Survey sent to parents: 06/02/25 • School Survey sent to staff: 06/02/25 • Board Public Hearing - June 18, 2025
	Throughout the many educational partner events the following themes came up: Parent/Community Survey - main themes • 82% of parents agree they participated more in their children's education this year. • 89.9% of parents believe that students are engaged • 88.1% of parents agree that the school has a positive climate • 94.1% agree that we have safe schools • 64.3% of parents agree their students are prepared for college or career • Parents want clearer and timely communication from staff and adminstration -More parent activities on campus -Have highly qualified teachers and support staff on campus -Improved academic rigor Staff survey - main themes • 100% of staff who responded feel valued • 87.2% of staff who responded say that we have a positive climate • 100% of staff say that we have safe schools -Staff worry about staff shortage and needs for highly qualified teachers and aides -Stronger Parent engagement at middle and high school

Educational Partner(s)	Process for Engagement
	-Clearer internal communication -Tuturoing and extra support for struggling students Student survey - main themes: • 56.1% of high school students feel prepared for college or career • 25.9% of students say they don't participate in class • Students requested more options of food in the cafetria • Students in Middle and High school want more options of classes to take including CTE and career preperation -Students asked for more supportive, respectful, and responsive teachers.

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

The LCAP was updated this year to include feedback as provided by students, community members, and staff. Students, parents, and staff all want stronger academic programs and more support for learning. Clear communication and meaningful family engagement are widely seen as areas needing improvement. There is a shared call to hire and retain high-quality teachers and staff. Across all groups, improving the student experience—through better food, more activities, and a positive school climate—is a clear priority.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Focus on improving student achievement for all students. Specific focus on ELL and low socioeconomic students in ELA and Math.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Part of our Mission in Borrego Springs is to provide every single student a diverse and academically rich education. While our graduation rate is 90.6%, in other measures our students are not being as successful. We want to improve academic success for all students, with a special focus on Math, where only 15.08% met or exceeded standard, and our EL and low SES students who scored even lower.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Increase CAASPP scores	From 2023 CAASPP ELA - 28.94% met or exceeded Math - 15.03% met or exceeded	2024 CAASPP ELA - 24.29% met or exceeded Math - 15.08% met or exceeded		ELA - 50% met or exceeded Math - 30% met or exceeded	ELA - 4.65% under Math - 0.05% over
1.2	Improve results on the California Science Test (CAST)	2023 - 13.48% met or Exceeded	2024 - 19.77% Met or exceeded		28% met or Exceeded	6.29% over baseline
1.3	The percentage of graduates meeting A-G	2023- 35.3% met A-G	2024 - 48.3%		45% met A-G	Goal Met - 13% over

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements will increase.					
1.4	Access to a Broad Course of Study, as measured by Local Indicator Reflection.	100% of students have access to a Broad Course of Study, including programs and services for unduplicated students and students with exceptional needs.	100% of students have access to a Broad Course of Study, including programs and services for unduplicated students and students with exceptional needs.		100% of students	Goal Met - 100%
1.5	Advanced Placement pass rate	2023- 18% of the students who took AP tests passed with a 3 or better	2024- 20% of the students who took AP tests passed with a 3 or better		20% of the students who took AP tests passed with a 3 or better	Goal Met - 2% over baseline
1.6	The percentage of 11th grade students "conditionally ready" based upon the CAASPP will increase. Students earning SBAC of 3 or 4.	2023 CAASPP scores ELA - 66.67% met or exceeded Math - 36.67% met or exceeded	2024 CAASPP scores ELA - 37.5 % met or exceeded Math - 29.19% met or exceeded		ELA - Maintain 60% met or exceeded Math - Maintain 40% met or exceeded	ELA - 29.17 under baseline Math- 7.48 under baseline
1.7	Graduation Rate will increase	2023- 85.3%	2024 - 90.6%		Maintain above 80%	Goal Met - 5.3 above
1.8	English Learners making progress as measured by the ELPAC	2023- 44% making progress toward English proficiency	2024 - 36.8% making progress toward English proficiency		60% making progress toward English Proficiency	7.2 under baseline
1.9	Maintain a two-year average reclassification rate equal to or above new identification rates.	Reclassification rate = 8% Newcomer rate = 3.6%	2024 Reclassification rate = 5.4% Newcomer rate = 1.5%		Maintain	Goal Met - 0.5 under

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Decrease the percentage of students classified as Long-term English Learners	2023- 26.6% (6+ years)	2024 - 32.5% (6+ years)		15% (6+ years)	5.9% above
1.11	Appropriately assigned and fully credentialed teachers	100%	100%		100%	Goal Met
1.12	Implementation of California State Standards, and access to aligned instructional materials, including for ELs, as measured by a positive annual resolution of sufficiency.	The Annual Board Resolution of Sufficiency for 2023-24 was positive.	The Annual Board Resolution of Sufficiency for 2024-2025 was positive.		Maintain positive	Goal Met
1.13	Percentage of seniors who complete a CTE/ROP career pathway.	2023- 59%	2024- 45%		100%	14% under baseline
1.14	Met UC/CSU Requirements AND Completed at Least One CTE Pathway	2023 - 11.8%	2024 - 36.36%		20%	24.56% above baseline

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.

There was no substantive difference in planned action vs implementation for Goal 1. The district successfully implemented actions to support student achievement, including hiring and retaining qualified staff, providing targeted professional development, and expanding interventions in writing, math, and reading for English Learners, Foster Youth, and low-income students. These efforts were implemented largely as planned, with positive impact on support services despite minor logistical challenges. Also, The district implemented actions to support academic and career readiness by providing instructional aide support, purchasing educational software, and enhancing CTE and literacy

programs across grade levels. Career pathways, learning labs, and targeted English Learner supports were developed as planned, with strong alignment to student needs and positive feedback from staff and students.

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

There were no material differences in 2024-25 for goal 1 actions.

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

The district's efforts to recruit, hire, and retain qualified staff have proven effective, as demonstrated by Metric 1.11, which shows 100% of teachers were appropriately credentialed and assigned. Action 1.1 and Action 1.2 both contributed to this success. Similarly, Action 1.1's focus on class size and instructional materials also showed positive outcomes. Class sizes were maintained according to the union agreement, and the sufficiency of instructional materials remained intact, as reflected in Metric 1.12. Administrative programs supported the implementation of these base actions, ensuring effective delivery without major issues. These foundational elements provided a solid base for the broader instructional program.

However, despite these structural strengths, many of the district's supplemental and targeted academic supports showed limited or negative impact. Metric 1.1 reveals a decline in ELA performance (from 28.94% to 24.29%), while math scores remained stagnant (15.03% to 15.08%). Additionally, Metric 1.8 shows a drop in English Learners making progress toward proficiency (from 44% to 36.8%), and Metric 1.10 highlights a rise in the Long-Term English Learner rate (from 26.6% to 32.5%). These declines suggest that actions designed to improve academic achievement for EL, LTEL, Foster Youth, and low-income students—such as Action 1.2's interventions in ELA and Math, professional development, and reading support—were ineffective. Similarly, Action 1.3's instructional aide support, educational software, and targeted EL programming did not yield improvements in key outcomes.

On the other hand, progress in college and career readiness was more promising. Metric 1.14, which measures completion of both UC/CSU requirements and a CTE pathway, rose significantly from 11.8% to 36.36%, surpassing the Year 3 goal. This indicates that elements of Action 1.3 focused on career exploration, literacy programs, and CTE counseling were effective. However, the percentage of students completing a standalone CTE pathway (Metric 1.13) dropped from 59% to 45%, revealing a gap in full pathway participation. The district's new policy making pathway completion a graduation requirement may help address this shortfall. Overall, while staffing, instructional infrastructure, and career readiness efforts showed success, more targeted and refined supports are needed to address persistent academic achievement gaps, especially among English Learners and other underserved students.

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

Based on reflections from the Year 1 outcomes, the district is considering intensifying supports including expanding targeted ELD instruction, increasing professional development focused on literacy strategies for ELs, and implementing more rigorous progress monitoring systems. Additionally, to address the decline in CTE/ROP completion, the district has made it a graduation requirement to complete a career pathway.

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	Base Program	1. Recruit, hire and retain highly qualified teachers appropriately credentialed and assigned to continue to provide excellent teaching to all students. 2. Retain average class sizes according to union agreement in Elementary school. 3. Implement new textbook adoption when necessary aligned with Common Core standards and provide sufficient instructional materials in all classrooms. 4. Provide quality administration of instructional, human resources, and business programs.	$1,916,593.00	No
1.2	Supplemental Program	1. Recruit, hire, incentivize, and retain highly qualified teachers. 2. Provide instructional aide support to maintain student teacher ratios per union agreement. 3. Provide Professional Development on strategies for working with EL, LTEL, Foster Youth, and low socio-economic students district-wide to improve student achievement in ELA and Math. (supports EL progress in ELA, ELPI, and Math) 4. Create additional classes specifically for direct instruction of writing with a specific writing curriculum. 5. Provide additional periods of math intervention for EL,LTEL, FY and LI. (supports EL, HI and SED progress in Math) 6. Hire and retain Reading Intervention support to provide academic and dyslexia support for EL,LTEL, FY and LI. 7. Purchase intervention software for identified students in reading and math. (Supports EL, HI, LTEL, SED in ELA and Math)	$1,412,895.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Targeted Program	1. Provide Instructional Aide support to low performing students, EL students, and foster youth in the areas of ELA and Math. (Supports EL, HI, LTEL, SED in ELA and Math) 2. Continue purchase of Educational Software to enhance educational opportunities and provide targeted support. 3. Provide Career Pathways for students to develop job skills in High School. (LTEL) 4. Provide career counseling and career exploration courses for CTE program in ms/hs. (supports suspension rates for EL, HI, SED, WH, LTEL) 5 Create a career literacy program for all grade levels. (LTEL) 6. Create new Learning Labs on each site to combine libraries and makerspaces. 7. Provide training and materials to ensure high quality programs for English Learners, including ELD Integrated and Designated instruction, and appropriate placement and monitoring. (LTEL)	$564,053.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster character development and a sense of well-being for our students and provide support for the whole child. Provide a safe, supportive learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Indicators show a strong need to provide social, emotional, and health service programs to our students and families. This became especially important during the pandemic. Parents and community members express a need for Character Development and Social/Emotional needs programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Survey results on Safety	Percent of students who responded positively on survey about school safety = 69%. 82% of staff responded positively. 50% of parents responded positively.	2024-2025 Survey results Student who responded positively about school safety: 69.5% Staff responded positively about school safety: 100% Parents who responded positively about		Percent of students who responded positively on survey about school safety = 85%. 90% of staff responded positively. 65% of parents responded positively.	Student school safety: 0.5% over Staff School safety: 18% above Parents school safety: 44.1% above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school safety: 94.1%			
2.3	Suspensions and Expulsions	2023 Suspensions = 5.8% Expulsions = 0	2024 Suspensions = 6.3% Expulsions = 0		Suspensions < 5% Expulsions = 0	Suspensions: 1.5% above Expulsions= goal met 0
2.4	High school and Middle school drop-out rates	2023: HS dropout = 14.7 % MS = 0	2024 HS Dropout = 9.4% MS= 0		HS dropout < 10% MS = 0	HS= 5.3% under MS= maintained
2.5	Safe and Clean Facilities	Percent of schools rated Good or better rating on the FIT = 100%	Percent of schools rated Good or better rating on the FIT = 100%		Percent of schools rated Good or better rating on the FIT = 100%	Goal Met - 0 change

Goal Analysis [2024-25]

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

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

All planned actions were implemented as intended with no substantive differences. These included character development, health services, safe facilities, transportation, and facility improvements. The district also provided academic, social-emotional, and safety supports such as counseling, MTSS, VAPA, and online learning. Implementation was smooth, with no major challenges noted.

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 in 2024-25 for goal 2 actions.

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

The actions taken to support school safety (actions 2.1.3, 2.2.7) and well-being (actions 2.1.3, 2.2.1, 2.2.4, 2.2.6, 2.3.3) have been largely effective, due to the increased amount of staff and professional development dedicated to MTSS, SEL and Safety. Student, staff, and parent perceptions of safety improved or remained stable, with strong gains among staff (100%) and parents (94.1%) (Metric 2.1). The high school

dropout rate significantly decreased from 14.7% to 9.4% (metric 2.4), and the middle school rate remained at 0%. However, suspension rates slightly increased from 5.8% to 6.3%, indicating a continued area of concern despite other positive trends. Actions 2.1.1, 2.2.1 have benefited the students. A small increase in percentage in a tiny student population is not statistically significant. Facilities continue to be maintained and reach goals due to actions 2.1.3.

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

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year. Upon reflection of prior practice, the district found the current strategies to be effective in supporting student safety, well-being, and engagement. Continued implementation of existing actions is expected to maintain or improve positive outcomes. Therefore, no adjustments are deemed necessary at this time.

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	Base Program	1. Provide a district-wide character development program based on district PRIDE. 2. Provide other health services (nursing/aide). a. Nurse and Health Aide b. Psychological/therapy services 3. Create a safe/quality learning environment through clean and functional facilities. 4. Provide home-to-school transportation.	$714,500.00	No
2.2	Supplemental Program	1. Retain a PPS Credentialed Counselor and full counseling program to improve school climate and pupil achievement. (Support suspension rates for EL, HI, WH, LTEL, SED) 2. Foster Youth Trauma Informed training for staff (SDCOE) 3. Provide online learning and independent study program for High School students needing supplemental classes in academic content and Common Core standards to decrease dropout rates and increase graduation rates. 4. Provide professional development on social/emotional needs. 5. Provide VAPA opportunities for students districtwide.	$482,980.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6. Develop and implement a tiered intervention model based on MTSS. (This action supports our low performing students for suspensions) 7. Increase safety training and provide supervisory staff and structural improvements for student safety.		
2.3	Targeted Program	1. Provide a free and appropriate education for all students according to IDEA (Special Education). Establish the mod/severe program. 2. Provide nutritious meals to all students, both for breakfast and lunch. 3. Through the community school's implementation grant, provide additional social/emotional supports for student well being.	$426,964.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve the engagement of students, parents, and the entire community of Borrego Springs in the support of high quality education. Enhance communication and build connections and relationships between students, parents, community and school.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The pandemic has shown us the importance of pulling together as a community to support each other during difficult times. Communication became critical to getting out important and ever-changing information to students and families. Community partnerships and support were helpful in responding to parent needs. With our community school coordinators we want to continue to grow and expand our connections within the district, school and community to build trusting relationships that will support our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance	School Attendance rates 2023-24: Elementary 94.58%, Middle 94.38%, High 93.20%	2024-2025: Elementary: 93.3% Middle: 94.15% High: 92.45%		School Attendance rates: Elementary 95%, Middle 95%, High 95%	Elementary: 1.28% under Middle: .23% under High: 0.75% under
3.2	Student participation in activities	2023-24- HS Participation in Athletics=62% Participation in clubs= 40%	2024-25 Participation in Athletics:62.7% Participation in clubs 41%		HS Participation in Athletics maintain 60% Participation in clubs - Maintain 40%	Athletics: 0.7% above Clubs: 1% above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent participation in events, including programs for unduplicated students and individuals with exceptional needs.	2023-2024 Back to School=43% (average for all schools) Open House=39% (average for all schools) Site Council=10 DELAC= 1	2024-2025 Back to School=47% (average for all schools) Open House=40% (average for all schools) Site Council=10 ELAC/DELAC= 4		Back to School= 50% (average for all schools) Open House= 50% (average for all schools) Site Council= maintain 10 DELAC= 5	Back to School Night: 4% over Open House: 1% above Site Council: goal met ELAC/DELAC: 4 additional members
3.4	Website use	The number of times the district/schools websites receive “hits” 2020-21 = 7269	2024-2025: 8500		The number of times the district/schools websites receive “hits” Maintain above 7000	2231 hits over
3.5	Social Media followers	Current followers - 581	605 Followers		Increase over 581	24 followers over
3.6	Survey input from Students, parents and staff on school climate/connectedness	Student Results: Participation in class = 66.7% Engage in activities = 80.4% Parent Results: Positive Climate = 60% Quality Education = 50% Staff Results: Positive Climate = 83.3% Valued = 77.8% Quality Education = 94.4%	Student Results: Participation in class = 36.7% Engage in activities = 84.4% Parent Results: Positive Climate = 88.1% Quality Education =87 % Staff Results: Positive Climate = 91.7% Valued = 100%		Student Results: Participation = 80% Activities = 85% Parent Results: Positive Climate = 75% Quality Education = 70% Staff Results: Positive Climate = 90% Valued = 85% Quality Education = 95%	Student Results: Participation = 30% under Activities = 4.4 over Parent Results: Positive Climate = 28.1% above Quality Education = 37% above Staff Results: Positive Climate = 8.4% above Valued = 22.2% above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Quality Education = 87.5%			Quality Education =6.9% under
3.7	Parent Vue use	Increase the number of parents and teachers that are “actively” using ParentVue and number of parents with an active email; including parents of unduplicated students and students with exceptional needs. 2023-24: 35%	2024-2025: 59%		Increase the number of parents and teachers that are “actively” using ParentVue and number of parents with an active email; including parents of unduplicated students and students with exceptional needs.	increase of 24%
3.8	Chronic Absenteeism	2023 Dashboard - 29.5%	2024 Dashboard: 19.7%		Decrease to 15%	9.8% better than baseline

Goal Analysis [2024-25]

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

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

All planned actions were implemented; however, the district was unable to hire a social worker and instead hired two counselors to fulfill the intent of the action. The district maintained strong technology infrastructure, implemented attendance and engagement strategies, expanded parent and community outreach, supported after-school learning, and continued development of the community schools program.

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 in 2024-25 for goal 3 actions.

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

The district implemented all planned actions under Goal 3, which focuses on improving student, parent, and community engagement, with notable success in areas related to communication and community-building. Action 3.1, which includes enhancing technology access through

Chromebooks, Kajeets, and maintaining a 1:1 initiative, was effective in increasing connectivity and outreach. Website usage (Metric 3.4) rose significantly above target, and social media followers (Metric 3.5) increased as well. ParentVue use (Metric 3.7) saw a major jump from 35% to 59%, indicating stronger parent-school communication. Additionally, attendance incentive programs, SARB processes, and ELOP makeup days contributed to a reduction in chronic absenteeism, which dropped from 29.5% to 19.7% (Metric 3.8), although still above the 15% target.

Supplemental actions under Action 3.2 showed mixed results. While parent participation improved slightly—Back to School Night increased from 43% to 47% and Open House from 39% to 40% (Metric 3.3)—these events still fell short of their targets. The district's efforts to maintain outreach organizations such as DELAC and Site Council were successful, with DELAC membership increasing from 1 to 4 and Site Council maintaining 10 members. Furthermore, staff engagement remained strong, with positive results in climate and feeling valued (Metric 3.6). However, student class participation dropped significantly from 66.7% to 36.7%, suggesting that while external communication improved, internal engagement—especially in academic settings—needs additional attention. The district did not hire a social worker as planned, but mitigated the gap by hiring two counselors to support students and families.

Targeted actions under Action 3.3 focused on after-school programs, parent education, early outreach, and the community schools initiative. These were implemented as planned and supported broader goals of engagement and support. Student participation in extracurriculars saw small but positive growth: athletics participation rose from 62% to 62.7%, and club participation from 40% to 41% (Metric 3.2). Parent survey results showed significant gains, with positive perceptions of school climate and educational quality rising by over 25% each (Metric 3.6). These outcomes suggest that community-based efforts and extended learning opportunities are helping families feel more connected to the school system. Moving forward, the district aims to build on these community initiatives while working to improve direct student academic engagement and attendance.

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

Based on reflections from prior practice, Action 3.1.6 is being modified to include ELOP (Expanded Learning Opportunities Program) attendance recovery. This addition aims to further support efforts to improve student attendance and reduce chronic absenteeism through extended learning time. No other changes to the planned goal, metrics, or target outcomes are being made at this time.

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	Base Program	1. Provide technology services to increase communication and provide a reliable network accessible to all students and community: Kajeets, library access, increased Chromebooks.	$267,498.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Maintain 1:1 initiative districtwide. 3. Provide an information tech specialist to implement and maintain technology and ensure internet, website, and district functionality, as well as communicate through social media 4. Purchase attendance incentive awards to improve student engagement and connectedness to school. 5. Partner with local businesses and government agencies for high school work experience to increase pupil achievement, engagement, and connectedness. 6. Implement SARB Process, Saturday School, and ELOP makeup days to increase attendance.		
3.2	Supplemental Program	1. Provide instruction for parents and translation for parents at events. 2. Create and maintain effective parent/staff/community organizations for outreach such as DELAC, Site Council, Parent Advisory Council, etc. 3. Maintain the community liaison. 4. Provide sufficient elective and extra- curricular activities, such as sports, clubs and art, to increase student engagement. 5. Maintain websites, social media, and parent outreach app to increase communication and partnership with parents. 6. Hire a social worker to provide student and parent support as well as SEL/counseling. (support EL, HI, SED, WH with suspensions)	$417,508.00	Yes
3.3	Targeted Program	1. Provide a robust after-school and extended learning opportunity program. 2. Contract with parent education groups to create partnerships between parents, students and educators to further students' academic success. 3. Expand the community outreach program for all future students, ages 0-5. Provide parent instruction to help close the knowledge gap in Kindergarten. 4. Further our community schools program using the community schools implementation grant. Provide additional supports and classes for parents and community members. Hire and retain needed staff for	$372,339.00	No

Action #	Title	Description	Total Funds	Contributing
		school/community support staff. Provide additional counseling for students and parents.		

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
$1,560,497	$200,624

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
36.154%	0.000%	$0.00	36.154%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Supplemental Program **Need:** According to the CA Dashboard students (specifically EL, LTEL, and LI) are consistently underperforming in ELA and Math **Scope:**	We expect these actions to improve ELA and Math scores of EL, LTEL, and LI students and address their areas of identified needs. However, these actions will be provided on a LEA wide basis because all students underperforming can benefit from opportunities to improve.	We will monitor student progress utilizing MAP and CAASPP scores. See metric 1.1 and 1.2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Supplemental Program **Need:** The number of students struggling with mental and emotional health issues continues to be an area of need since the Pandemic. **Scope:** LEA-wide	We expect that providing additional professional development, counseling and MTSS training for staff will support all students, but particularly EL, HI, SED(LI) and foster youth with emotional health. These actions are being provided on an LEA-wide basis because we are seeing these needs across every grade level within these populations and outside of it.	School Climate surveys will continue to be given on a yearly basis and reviewed for areas of need. See metric 2.1
3.2	**Action:** Supplemental Program **Need:** The LEA continues to struggle with parent engagement in activities such as parent education classes, back to school night, open house, and other events. **Scope:** LEA-wide	We expect these actions to improve parent engagement of student groups EL, FY, and LI. We also expect increased engagement and support for students of groups (EL, HI, SED, WH) effected by high suspension rates. These are provided LEA wide as parents of students span all grade levels in our small school district, affecting multiple students throughout differing school sites.	The LEA will continue to provide yearly School Climate and LCAP Surveys to educational partners to monitor parent engagement. See metric 3.3 and 3.6

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

Additional concentration funding is used by the district to increase the amount of instructional aides at all sites. See Goal one, action 1.2

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	Elem = 1/19, Middle = 1/40, High = 1/25
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elem = 1/22, Middle = 1/19, High = 1/16

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,316,233	1,560,497	36.154%	0.000%	36.154%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,249,496.00	$542,312.00	$497,339.00	$1,286,183.00	$6,575,330.00	$4,200,238.00	$2,375,092.00

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	Base Program	All	No			All Schools	Ongoing	$1,590,593.00	$326,000.00	$1,911,593.00	$5,000.00	$0.00		$1,916,593.00	
1	1.2	Supplemental Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,058,000.00	$354,895.00	$1,412,895.00				$1,412,895.00	0
1	1.3	Targeted Program	All #7 targets English Learners and LTEL	No			All Schools	Ongoing	$311,673.00	$252,380.00	$54,000.00	$143,053.00	$85,000.00	$282,000.00	$564,053.00	
2	2.1	Base Program	All	No			All Schools	Ongoing	$300,000.00	$414,500.00	$562,500.00	$0.00		$152,000.00	$714,500.00	
2	2.2	Supplemental Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$262,000.00	$220,980.00	$40,000.00	$42,000.00		$400,980.00	$482,980.00	0
2	2.3	Targeted Program	All Students with Disabilities #1 -SWD	No			All Schools	Ongoing	$250,464.00	$176,500.00		$158,964.00		$268,000.00	$426,964.00	
3	3.1	Base Program	All	No			All Schools	2 years	$70,000.00	$197,498.00	$70,000.00	$108,295.00		$89,203.00	$267,498.00	
3	3.2	Supplemental Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$272,508.00	$145,000.00	$198,508.00		$125,000.00	$94,000.00	$417,508.00	0
3	3.3	Targeted Program	All	No			All Schools	Ongoing	$85,000.00	$287,339.00		$85,000.00	$287,339.00		$372,339.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,316,233	1,560,497	36.154%	0.000%	36.154%	$1,651,403.00	0.000%	38.260 %	**Total:**	$1,651,403.00
								LEA-wide Total:	$1,651,403.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Supplemental Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,412,895.00	0
2	**2.2**	Supplemental Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	0
3	**3.2**	Supplemental Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,508.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,822,115.00	$7,822,115.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Base Program	No	$2,694,922.00	2,694,922
1	**1.2**	Supplemental Program	Yes	$1,296,334.00	1,296,334
1	**1.3**	Targeted Program	No	$461,281.00	461,281
2	**2.1**	Base Program	No	$1,483,141.00	1,483,141
2	**2.2**	Supplemental Program	Yes	$226,449.00	226,449
2	**2.3**	Targeted Program	No	$486,480.00	486,480
3	**3.1**	Base Program	No	$504,364.00	504,364
3	**3.2**	Supplemental Program	Yes	$310,508.00	310,508
3	**3.3**	Targeted Program	No	$358,636.00	358,636

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)
1,537,211	$1,594,069.00	$1,594,069.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Supplemental Program	Yes	$1,296,334.00	1,296,334	0	
2	**2.2**	Supplemental Program	Yes	$112,227.00	112,227	0	
3	**3.2**	Supplemental Program	Yes	$185,508.00	185,508	0	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,220,761	1,537,211	0.316	36.736%	$1,594,069.00	0.000%	37.767%	$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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