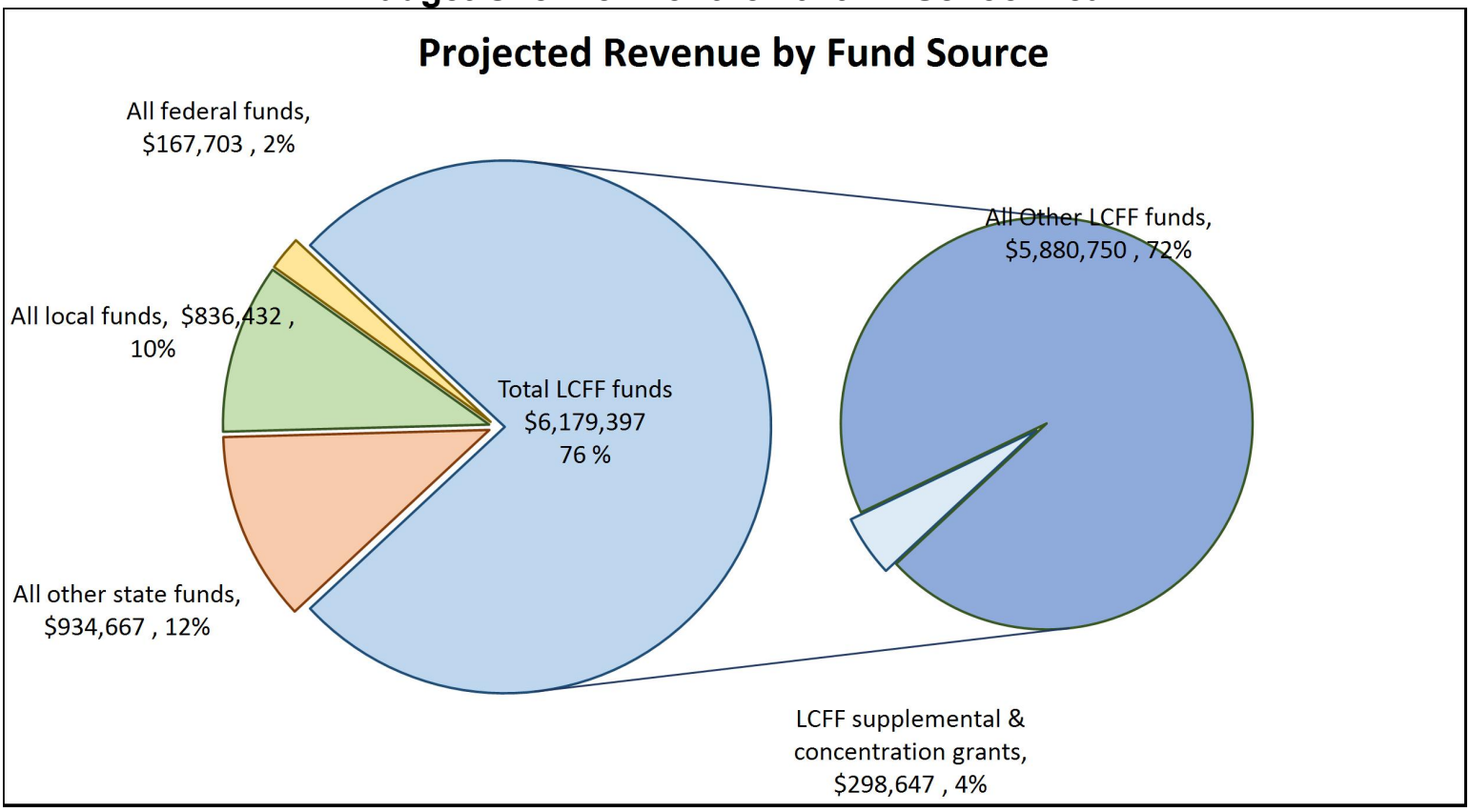
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: La Honda-Pescadero Unified School District
CDS Code: 41-689400000000
School Year: 2026-27
LEA contact information:
Michelle Ross
Superintendent
mross@lhpusd.com
(650) 879-0286

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

Budget Overview for the 2026-27 School Year

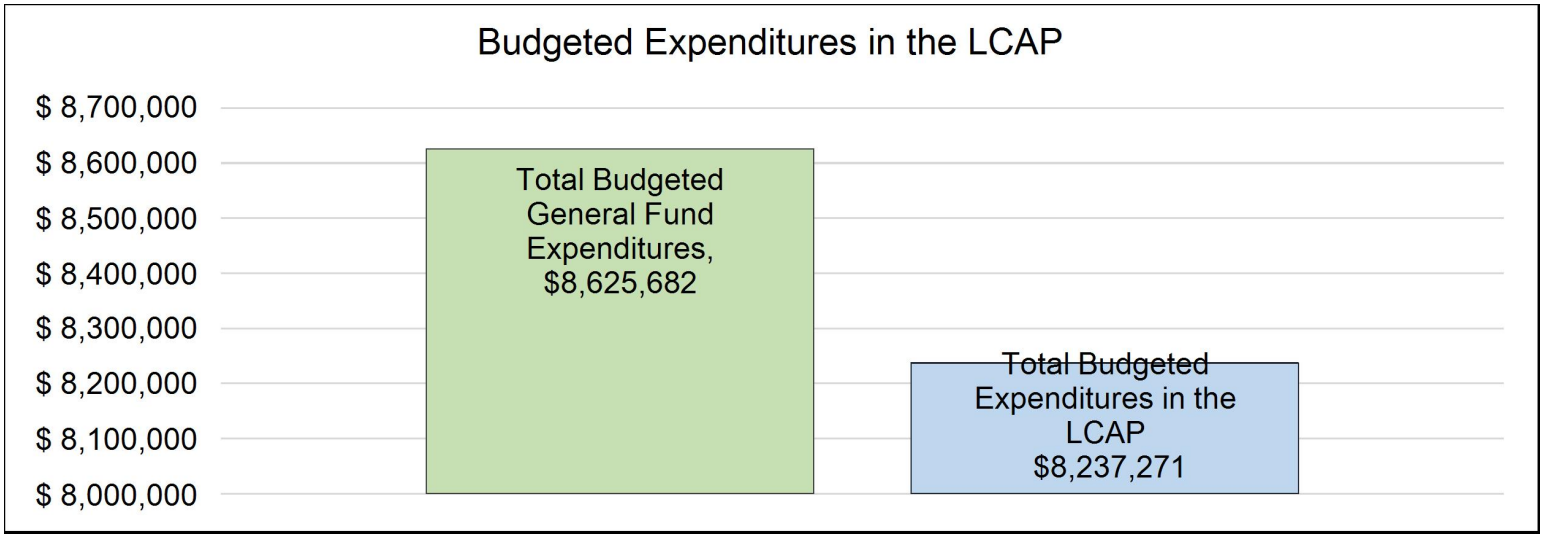


This chart shows the total general purpose revenue La Honda-Pescadero Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for La Honda-Pescadero Unified School District is $8,118,199, of which $6,179,397 is Local Control Funding Formula (LCFF), $934667 is other state funds, $836432 is local funds, and $167703 is federal funds. Of the $6,179,397 in LCFF Funds, $298,647 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 La Honda-Pescadero Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: La Honda-Pescadero Unified School District plans to spend $8,625,682 for the 2026-27 school year. Of that amount, $8,237,271 is tied to actions/services in the LCAP and $388,411 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

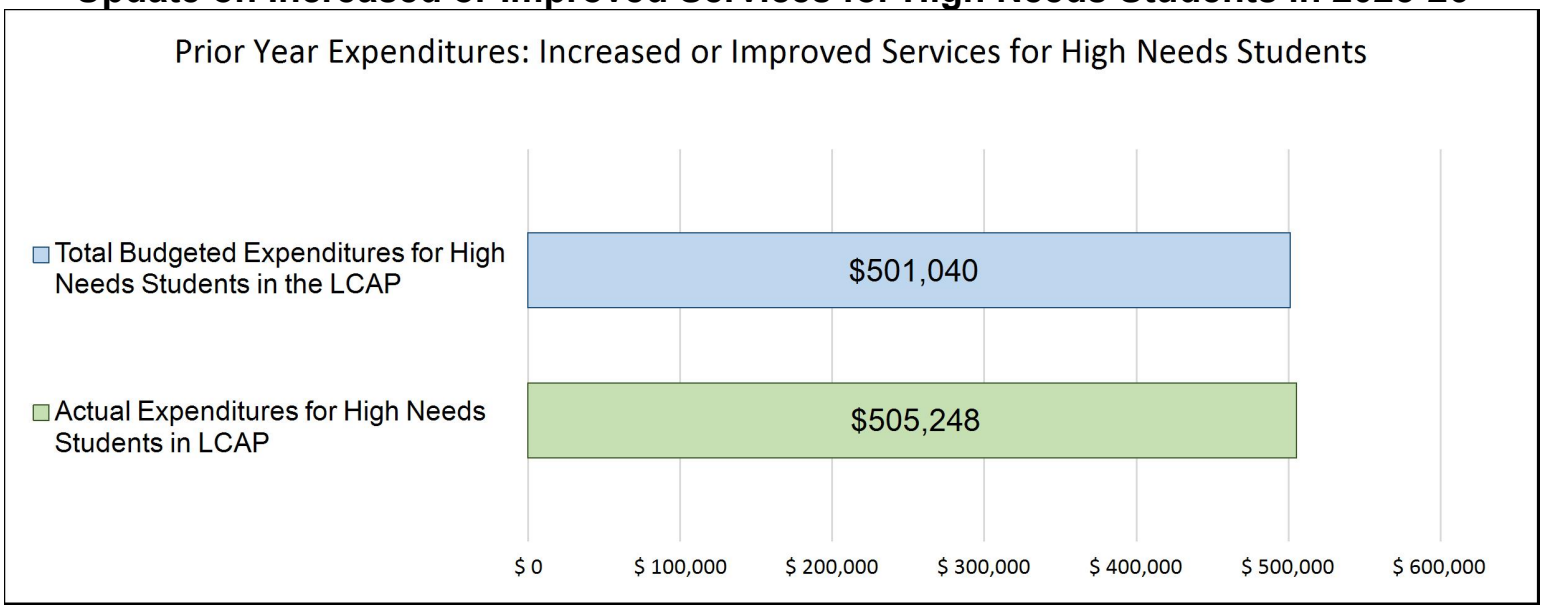
The following General Fund Budget Expenditures are not included in the Local Control and Accountability Plan: Expanded Learning Opportunity Program, After School Education and Safety Program, The Big Lift Inspiring Summers Program, STRS on-behalf contribution.

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

In 2026-27, La Honda-Pescadero Unified School District is projecting it will receive $298,647 based on the enrollment of Foster Youth, English learner, and low-income students. La Honda-Pescadero Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. La Honda-Pescadero Unified School District plans to spend $522,358 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what La Honda-Pescadero 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 La Honda-Pescadero 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 2025-26, La Honda-Pescadero Unified School District's LCAP budgeted $501,040 for planned actions to increase or improve services for high needs students. La Honda-Pescadero Unified School District actually spent $505,248 for actions to increase or improve services for high needs students in 2025-26.

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
La Honda-Pescadero Unified School District	Michelle Ross Superintendent	mross@lhpusd.com (650) 879-0286

Plan Summary [2026-27]

General Information

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

La Honda-Pescadero Unified School District (LHPUSD) is a small, rural district serving 298 PreK- 12th grade students at three school sites. Geographically large, sparsely populated, LHPUSD occupies the southwestern corner of San Mateo County and draws from over 160 square miles. LHPUSD schools are diverse: 68.9% of students are Latino/other and 31.1% identify as white.

The demographics of each school varies:
Pescadero Elementary and Middle School: 78.13% Latino, 8.1%% White 10.8% decline to state and 3%other
Pescadero High School: 84.72 % Latino/ 12.5% White, 2.78% Decline to state
La Honda Elementary: 19.7% Latino, 72.7% White and 6.1% other

LHPUSD is a Basic Aid/Community Funded district with a projected unduplicated count of 44.6% for the 2025-2026 school year. The high per pupil expenditure, supported by Basic Aid funding, compensates for the high cost of running a small district with multiple schools, including a comprehensive high school program, with a full array of a-g courses for 72 students.

Many programs and support services have been put in place to close the achievement gap in LHPUSD including:

- Extended year K-8 (additional 30 days of school during the summer/weekends)
- All-day and extended year in Pescadero and La Honda (230 days)
- Designated ELD support in small groups as well as large group instruction
- Computer-adaptive formative assessments and benchmarks

- Home visiting and parent engagement activities
- Community outreach positions: Community Liaison and Community Engagement Coordinator

Specialized language support in Pescadero PreK
The Big Lift, an early learning initiative.
Community Schools Coordinator

EARLY LEARNING INITIATIVE:
In 2015, LHPUSD was selected to participate in The Big Lift, a partnership with San Mateo County Office of Education, San Mateo County and the Silicon Valley Community Foundation. LHPUSD and Puente de la Costa Sur, a local community-based organization, applied as community partners. The Big Lift supports LHPUSD with expanded preschool services, summer interventions for K-3 students, family engagement supports with the goal of increasing the percentage of students performing at grade level in English Language Arts. In 2025, LHPUSD applied and was selected to continue to participate in The Big Lift which expanded supports to TK-3rd grade literacy.

Big Lift continues to have a significant impact on our early learning program:
Increased prek instructional time from 3 hours/day to 6.5 hours day
Increased prek days from 176 days to 230 days
Added a part-time language specialist to the prek program
5 week Raising a Reader + Family Nights for parents of children in Prek-3rd grade
Ages and Stages Questionnaire (ASQ) Screening for all preschool and Coop students
TK-3rd grade supportive framework beginning in July 2024
Science of Reading professional development
Science of Reading strategies in TK-5th grade classrooms

SCHOOL CLIMATE:
LHPUSD discipline data traditionally shows low suspension rates at all three schools with the last expulsion occurring in 2007.In 2023-2024, suspensions jumped from 1.5% to 4%. An Equity Steering Committee formed in 2022 to support the implementation of the Equity Audit findings related to professional growth. In partnership with San Francisco Coalition of Essential Small Schools (SFCESS), the Equity Steering Committee plan and lead a professional development adult learning arc. These district- wide professional development sessions are held every six weeks during early outs on Wednesdays.

On April 29, 2026, LHPUSD sent out a Family Climate survey to all families in the district.

All district staff, both teachers and other school personnel, received a staff climate survey on April 29, 2026.
La Honda Elementary: The strengths of this site are centered on exceptional leadership trust, where the site leader respects teacher autonomy and advocates for practical approaches. There is also strong staff collaboration in resolving student issues and a cohesive school community where staff feel "truly heard" due to foundational respect. Additionally, the site leader and office manager are praised for providing effective and clear communication. No specific challenges were identified for this site in the source material.
Pescadero Elementary: The primary strength at this site is teacher resiliency, as staff frequently "step in" to solve problems due to systemic gaps. However, the site faces several challenges, including an urgent need for administrative presence to address a gap in morning leadership. There are also significant concerns regarding discipline and behavioral consistency, specifically a lack of consistent

consequences for physical boundary violations. Consequently, there is a demand for regular administrative walkthroughs to align expectations, as well as a need to address issues of equity and trust stemming from perceptions of favoritism in student treatment.
Pescadero Middle High School: This site's strengths include a strong academic foundation with a robust curriculum, excellent support for students with IEPs, and the benefit of small class sizes. The challenges include difficulties with academic differentiation because a wide range of skill levels makes it hard to "teach to the middle". There are also internal communication gaps across disciplines and grade levels, and a lack of clear parameters and timing for field and study trips, which makes instructional planning difficult

COLLEGE AND CAREER
Each year between 30-70% of our students are accepted to a four-year university. Students and families have access to the following college guidance services in both English and Spanish:
College guidance through the high school guidance department
IDEA program which provides a schedule of academic guidance in grades 10-12 in partnership with Puente de la Costa Sur
Universal PSAT for all 10th and 11th grade students at no cost to the student
College Board accounts for all 10th-12th grade students
Onsite SAT testing access
Support with the college application process
Support with the Free Application for Federal Student Aid (FAFSA)
Yearly college visits 6th-12th grade

RURAL SCHOOLS DESIGN PROGRAM
In July of 2021, LHPUSD applied and was accepted into the Rural Schools Design Program in partnership with Transcend Education. The application was in response to the 2021 board goal to develop a student-centered, responsive instructional framework. Transcend facilitated a 10 month cohort through a design thinking process with 10 rural school districts in the US.
A case for change was developed and presented to the community.
Graduate aims of ~ Curiosity, Critical Thinking, Relationship and Intercultural Competence were developed.
Prioritized leaps of~ Relevance, Community and Connection and Social Consciousness and Action were designated as areas of focus
Piloted place-based learning activities in host classrooms related to these three prioritized leaps.

In 2022-2023, LHPUSD Core Team continued work with Transcend to implement place-based learning professional development and to develop a research-based instructional framework. In 2024-2025, the middle and high school staff met every two weeks to support implementation of the instructional framework. In 2025-2026 work continued with district-wide professional development and site-based professional development.

LOW CLASS SIZES AND STUDENT;TEACHER RATIOS
LHPUSD students enjoy low class sizes and student to teacher ratios.
A low student teacher ratio is due to the economic reality of providing a comprehensive high school course list for a small student population and to keep combinations at TK-5 from exceeding 2 grade levels. To offer a full a-g course load, class sizes drop below 10 in some lab science and advanced math courses.

LHPUSD has a 0% expulsion rate as calculated using the method described on LCAP and Annual Update Appendix.

When homeless students are identified, action is taken to ensure that available services are accessible and specifically offered to caregivers and students as needed.

Reflections: Annual Performance

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

2023-2024 (Instructions state to keep this language for three year cycle)

After steady progress for the past several years, ELA and Math CAASPP scores showed a significant decline in 2022-23 as compared to the previous administration in 2021-2022. In addition to overall student declines in ELA and Math, identified subgroups of Latino learners and learners from economically disadvantaged backgrounds showed corresponding declines. Despite this decline in CAASPP scores, LHPUSD had no schools or subgroups reported at the lowest performance band (red) on the California Dashboard. LHPUSD analyzed the data for trends and root cause. Staff identified the following areas of focus for 2023-2024:
Chronic Absenteeism
Loss of Instructional Time for a variety of reasons
Use of curricular materials
Disorganized testing culture and environment
Testing fatigue due to overlapping assessment windows

Chronic Absenteeism at both the school and district level rose significantly in 2022-2023. The overall district, La Honda Elementary School and Pescadero Elementary and Middle School were all identified at the lowest performance level. All subgroups also identified at the lowest (red) performance level on the California Dashboard.
Overall Chronic Absenteeism= 43.8%- Increased 11.7% over prior year
By Subgroup:
English Learner - 45% - Increased 19.9% over prior year
Hispanic- 46% - Increased 16.5 % over prior year
Low SES: 51%- Increased 16.71% over prior year
White- 40% - Increased 3.5% over prior year
Students with Disabilities- 43.3% - increased 16.1% over prior year

The following student subgroups were identified at the lowest performance level, as reported by the 2023 Dashbaord, at Pescadero Elementary and Middle School:
English Learners
Hispanic/Latino students
Low Socio-Economic students

The following student subgroups were identified at the lowest performance level, as reported by the 2023 Dashboard, at La Honda Elementary School:
White students

Action 3.3- Strengthening systems of support for chronically absent students- will provide support for students to attend school regularly.

2024-2025 reflections
Chronic absenteeism declined over 17 percentile point in 2023-2024 to 26.7% with no subgroups in the red level.
English Learner - from 45% to 28.3%
Hispanic- from 46% to 31.8%
Low SES: from 51% to 28.3%
White- from 40% to 19.7%

English Learner Progress Indicator is identified in the lowest performance level of red for both district students and Pescadero Elementary/Middle students. 41.2% of students made progress in 2024 compared to 56.4% in 2023. State rate of students making progress is 45.7%. In 2025, LHPUSD made the following revisions to EL programs:

- Revised testing protocols for the 2025 ELPAC initial and summative testing.
- Added three sections of ELD course pathways at the 6th-12th grade level.
- Piloted ELD curriculum and selected materials for adoption.
- Conducted half day professional development session in March 2025 related to ELD supports for students.

2025-2026 (new reflections)
Chronic absenteeism declined over 23 percentile point in 2023-2024 to 21.9% with no subgroups in the red level.
English Learner - from 45% to 21.9%
Hispanic- from 46% to 26.1%
Low SES: from 51% to 23.5%
White- from 40% to 16.4%

English Learner Progress Indicator is identified in the lowest performance level of red for both district students and Pescadero Elementary/Middle students. 26.4% of students made progress in 2025 compared to 56.4% in 2023. State rate of students making progress is 46.4%.. In 2025-2026, LHPUSD maintained the following revisions to EL programs:

- Revised testing protocols for the 2025 ELPAC initial and summative testing.
- Three sections of ELD course pathways at the 6th-12th grade level.
- ELD curriculum and selected materials for adoption.

LHPUSD received $16,741 in Learning Recovery Emergency Block Grant (LREBG) funds. These funds are being used to support a portion of the Elementary Math Intervention Teacher salary, aligned with Goal 1, Action 1.4. Research demonstrates that targeted academic intervention and small group instruction can accelerate learning, address unfinished learning, and improve student achievement by providing timely, individualized support based on student needs. The Elementary Math Intervention Teacher provides targeted intervention services to students requiring additional support in mathematics to strengthen foundational skills and improve academic outcomes. The effectiveness of this action will be monitored through Metric 1.5: Math Progress, which measures student growth and achievement in mathematics and reflects the impact of intervention services on student learning.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

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
Teachers	April 2026 – Staff input through a teacher professional development survey and ongoing collaboration May 2026 – The WASC Midyear Cycle included additional data review, goal refinement, and SPSA/LCAP alignment Staff Climate Survey - 4/29/2026
Parents	Staff and community input meetings with discussions connected to the learning environment and the Bond Program - 12/15/2025 and 3/13/2026 Parent/caregiver climate survey - 4/29/2026 Caregiver Conferences - October 2025, March 2026 - High participation in conferences that included expanded bilingual communication systems and increased sharing of student assessment data (DIBELS and NWEA MAP)
Administration- Principals and Site Leaders	June 2026- Leadership report to review parent feedback, existing board goals and reviewed draft goal progress for the 2024-2027 LCAP.
Other School Personnel	Meetings with other school personnel to gather input to the Community Schools Program- 10/3/2024, 10/30/2024 May 22, 2025- Survey to other school personnel to review draft goals actions and provide feedback.
Bargaining Units	Other school personnel Bargaining Teams met on 9/3/2025 and 4/20/2026 Teacher Bargaining Teams met on 9/22/2025, 2/3/2026, 2/13/2026, and 4/28/2026

Educational Partner(s)	Process for Engagement
	In addition to discussing the bargaining agreements, the teams provided input to district goals and operations.
Students	Student Climate Survey used to review data and feedback Student input meetings held 1/14/26, 1/29/26, and 2/27/26. May 2026 – The WASC Midyear Cycle included additional data review, goal refinement, and SPSA/LCAP alignment
School Site Council/LCAP Parent Advisory Council (teachers, parents, students)	The LCAP was presented to the SSC/LPAC PAC for review and comment. There were no comments for the Superintendent to respond to. La Honda Elementary SSC meeting was held on 10/22/2025. Pescadero Elementary SSC meetings were held on 10/17/2025, 4/3/2026, 5/1/2026 Pescadero Middle/High School SSC meetings were held on 10/27/2025, 11/3/2025, 12/18/2025, and 4/22/2026. At these in-person meetings, the teams met to review draft goals and actions, and to provide feedback.
English Learner Parent Advisory Council	The LPAC was presented to the English Learner Parent Advisory Council for review and comment. There were no comments for the Superintendent to respond to. In-person meeting to review priority areas, available student data, progress monitoring, and provide feedback: 2/25/2026, 3/18/2026, 4/8/2026, 5/13/2026
School Board	February 12, 2026 to review mid-year progress
SELPA	SELPA consultation meetings were held: • LCAP Writers Workshop • 1/27/26 • 2/23/26 • Administrator's Council: • 2/27/26 • 3/27/26 • 4/24/26 These meetings were focused on the programs and MTSS supports in place for Latino students in the pre-referral tiers 1, 2 and 3 of instructional.

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

The LCAP was influenced by feedback provided by educational partners. The district recognizes opportunities to strengthen engagement systems by establishing consistent caregiver survey processes, improving use of climate data, and ensuring engagement more directly informs decision-making. LCAP feedback became integrated with these steps to reach as many families as possible. Small group feedback was enhanced by surveys to staff and families to broaden input as well as provide multiple modalities to connect in this process.

Draft LCAP goals were developed in February and March 2024 based on the feedback from Parent Collaborative Meetings and student meetings held as part of the Community Schools Partnership. Due to our large geographic size and the need for partners to travel great distances to engage in meetings, a strategy was employed in which smaller meetings were held weekly throughout the Fall in various venues such as ranches, churches, community centers. Food was provided and the effort to provide comfortable meeting spaces for conversations to revision the schools was successful in the generation of an authentic needs assessment. Three main areas of continued improvement were identified:
-Academic success of our students and the need to support our most vulnerable learners
-Emotional safety of our students and the condition of our facilities
-Parent engagement and community connectedness

These identified areas formed the draft goals:
1) Ensure academic success for all students.
2) Provide a safe, nurturing, healthy, positive school environment for learners.
3) Increase parent collaboration and improve communication.

These goals were initially brought to staff and parents via surveys, Board meetings, administrator meetings, parent meetings, School Site Councils, and ELAC/DELAC meetings for feedback and analysis. In 2025-2026, the LCAP goals were again discussed in the same forums and aligned with the Single Plan for Student Achievement approval process in Fall/Winter 2025/2026.

Influencing Feedback from Specific Educational Partners:
Administration:
-Strengthen language support for English Learners-during day, after school, summer
-Academic interventions for struggling students
-Increase opportunities for families to connect
-Small class sizes

- Improve attendance monitoring

2025-2026

Administration

- Weekly leadership team meeting agendas continued to align to the LCAP goals and SPSA priorities.
- Expanded review of attendance, behavior, and academic progress monitoring data to strengthen MTSS implementation and intervention supports.

- Increased focus on English Learner program alignment, including ELPAC review processes, designated ELD pathways, and intervention planning.
- Continued development of bilingual communication systems and caregiver engagement strategies connected to Community Schools implementation.
- Alignment of LCAP priorities with the WASC Midyear Cycle process and school improvement planning.
- Continued planning for Career Technical Education opportunities, including a middle school CTE pathway through the California Middle School Foundations Academy Grant application submittal.

2025-2026
Other School Personnel shared:
-Maintaining support for students with IEP's
-The school community is overall cohesive/accepting
-Would appreciate more frequent communication with parents when students are struggling in a subject
-Suggested mentorship programs as a positive and relatable way for kids to improve behavior and academic success.

2025-2026
Teachers
1. English Learner and Academic Support Systems
Continued refinement of ELD instructional pathways and newcomer student supports.
Increased coordination between intervention staff and classroom teachers to support struggling learners.
Greater use of assessment data, including DIBELS and NWEA MAP, to monitor student progress and guide intervention.
2. Student Wellness and School Climate
Continued focus on anti-bullying strategies and restorative practices at the middle school level.
Increased emphasis on creating safe, supportive, and inclusive classroom environments.
Introduced the adoption of a school-wide app for PMHS in the 2026-2027 year.
3. MTSS and Intervention Development
Strengthened systems for academic and behavioral intervention referrals and progress monitoring.
Continued development of tiered supports connected to attendance and student engagement.
4. Family and Community Engagement
Expanded bilingual communication and caregiver outreach efforts.
Increased opportunities for family participation through conferences, surveys, and community meetings.
5. Expanded Student Opportunities
Support for continued development of college and career readiness opportunities, including exploration of middle school Career Technical Education pathways.
6. Facilities and Infrastructure
Continued focus on facilities planning, maintenance systems, bond program development, and campus improvement projects.
Ongoing attention to safe, clean, and functional learning environments across all district sites.
7. Policy and Communication
Continued refinement of attendance intervention systems and communication practices with students and families.
Increased consistency in communication related to student supports, intervention processes, and school expectations.

8. Data and Teaching Outcomes
Continued use of CAASPP, DIBELS, NWEA MAP, ELPAC, and local assessment data to monitor student outcomes and guide instructional planning.
Expanded use of student data analysis and progress monitoring systems to strengthen intervention supports and instructional responsiveness.
9. General Staffing and Training
Continued professional development focused on culturally responsive instruction, trauma-informed practices, literacy instruction, and support for multilingual learners and students with disabilities.
Continued focus on maintaining qualified staffing and strengthening collaboration across school sites.

2025-2026
Bargaining Teams:
Bargaining Teams provided feedback on intervention services for students, class sizes, class configurations, staffing, and district operations. Input continued to support district planning around Action 1.1 and the maintenance of teachers over ratio to limit elementary combination classes and support small class sizes.

2025-2026
Parents:
1. Program Expansion and Variety
Continued interest in expanded after-school opportunities including music, art, sports, enrichment, and career exploration activities.
Continued support for affordable and accessible summer and extracurricular opportunities for students.
2. Equity and Support for All Students
Continued emphasis on equity initiatives and intervention systems to support students performing below grade level while also expanding enrichment opportunities for advanced learners.
Continued focus on supports for multilingual learners, students with disabilities, and students requiring academic intervention.
3. Academic Support and Enrichment
Continued emphasis on literacy, mathematics achievement, intervention systems, and innovative instructional practices.
Continued family interest in bilingual and language development opportunities for students.
4. Community and Cultural Engagement
Continued support for cultural learning opportunities, bilingualism, and activities that strengthen community connectedness and student engagement.
5. Post-Graduation Preparation
Continued emphasis on college and career readiness opportunities, dual enrollment, post-secondary planning, and workforce exploration opportunities for all students.
Continued interest in development of vocational and Career Technical Education opportunities.
6. Communication and Transparency
Continued emphasis on bilingual communication systems, school updates, newsletters, and family outreach.
Expanded use of Talking Points and community engagement strategies strengthened communication between schools and families.

2025-2026

Spanish instruction and bilingual language development remained areas of interest from families. Ensuring high-quality instructional materials and intervention supports in all classrooms continued to be identified as district priorities.

Parents of children with disabilities are encouraged to attend meetings and provide feedback. Parents of children with disabilities participated in caregiver conferences, climate surveys, School Site Council meetings, and additional engagement opportunities.

2025-2026
Students:
1. Academic Support and Improvement
Continued requests for tutoring, homework support, intervention services, and academic guidance.
Continued student interest in additional support for improving grades and academic success.
2. Curriculum and Class Options
Continued student interest in expanded elective courses, advanced classes, and additional academic opportunities.
Continued interest in higher-level mathematics and science opportunities.
3. Learning Environment
Continued student feedback related to improving school climate, campus environment, and opportunities for engaging activities during and outside the school day.
Continued interest in outdoor learning and student engagement opportunities.
4. Student Guidance and Follow-Up
Continued requests for academic guidance, consistent communication, and increased follow-up from staff regarding student supports and expectations.

2025-2026
Continued student interest in science-focused learning opportunities.
Continued interest in higher-level math opportunities and expanded advanced coursework.
Continued requests for additional extracurricular activities and events outside the school day.
Continued interest in internship, career exploration, and college readiness opportunities including additional college tours.

Students with IEPs participated in student surveys and school feedback opportunities.

2025-2026
School Site Councils/LCAP Parent Advisory Council and English Learner Parent Advisory Council(s):
1. Staffing and Support
Continued discussion regarding English Learner staffing supports, intervention systems, and newcomer student assistance across grade spans.
Continued emphasis on targeted support systems for multilingual learners and Long-Term English Learners.
2. Curriculum and Instruction
Continued implementation and review of ELD curriculum materials and instructional supports for multilingual learners.
Continued focus on designated ELD instruction emphasizing literacy, reading, writing, and language acquisition.

Continued support for bilingualism, Seal of Biliteracy opportunities, and Spanish language development.
3. Cultural Competence
Continued emphasis on culturally responsive instruction and staff understanding of the communities and families served by the district.
4. Student and Family Engagement
Continued emphasis on social-emotional supports for multilingual learners and newcomer students.
Continued parent education regarding assessments, academic supports, college readiness, and post-secondary opportunities.
5. College and Career Readiness
Continued emphasis on college and career readiness beginning in middle school, including exploration of Career Technical Education opportunities and student goal-setting.
Continued planning related to vocational learning, career awareness, and post-secondary pathways.
6. Program Evaluation and Improvement
Continued use of assessment data, surveys, and student outcome measures to evaluate English Learner programs and intervention systems.
Continued interest in place-based and engaging learning opportunities connected to students' local environment and experiences.

2025-2026

Work continued on the English Learner Master Plan, English Learner toolkit, newcomer protocols, and instructional supports for multilingual learners. The district continued implementation of revised ELPAC protocols, three sections of ELD course pathways for grades 6-12, and selected ELD instructional materials for adoption. Year 2 outcomes showed English Learner ELA proficiency increased to 27.5% and Math proficiency increased to 15%; however, ELPI declined to 26.4%, reinforcing the need for continued focus on English Learner progress and Long-Term English Learner supports.

SELPA 2025-2026

LHPUSD consulted with the San Mateo County SELPA during the development of the 2026-2027 LCAP to review the needs of students with disabilities and discuss student achievement, inclusion, specialized services, staffing, and supports. SELPA feedback helped inform the district's goals, actions, and services for students with disabilities.
The district also engaged parents and guardians of students with disabilities through surveys, meetings, direct outreach, and ongoing communication. Families provided input regarding academic supports, student well being, communication, and access to services. This feedback was considered in the development of the LCAP and contributed to actions designed to improve outcomes for students with disabilities.

SELPA consultation continued to support the district's focus on MTSS, pre-referral supports, and equitable instructional practices for students, including Latino students and English Learners. This consultation supported continued implementation of the Look For/Listen To/Invisible Supports Tool for English Learners, managed through Action 1.2 Support Dual Language Learners, and aligned with district efforts to strengthen Tier 1 instruction, intervention systems, and culturally responsive supports.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure academic success for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Learning opportunities in PreK-12th grade provide a vital foundation for success in college and career. LHPUSD had a significant decline in CAASPP scores in 2022-2023 which prompted staff to look deeply at instructional practices and data. Achievement gaps exist in both ELA and Math between English Only learners and other subgroups of students in the district including English learners, students who are low SES and students with disabilities. Adopting instructional practices which strengthen our Tier 1 instructional model and provide our students with the opportunity for "best first teaching" is critical to providing all students with the opportunity for quality learning experiences.

Maintaining strong intervention practices while strengthening Tier 2 strategies and incorporating more effective evidence-based English Language Development strategies will provided needed supports for unduplicated pupils and ensure that academic success is available for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Qualified Teachers	Source: Staff list and Commission on Teacher Credentialing Data year: 2023-2024 2 Teachers without appropriate credential for assignment	2024-2025- 2 teachers without appropriate credential for assignment.	2025-2026- 2 teachers without appropriate credential for assignment.	100% of teachers will be appropriately assigned and credentialed.	No Change
1.2	Implementation of State Standards	Source: Course List, master schedules Data Year: 2023-2024	All students have access to state standards and	All students have access to state	All students will have access to the standards	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students have access to state standards and standards aligned materials.	standards aligned materials.	standards and standards aligned	including new adoptions in ELA and ELD based on evidenced-based best practices.	
1.3	English Learner Progress Indicator (ELPI)	Source: California Dashboard Data Year: 2022-2023 56.4% of English Learners made progress towards English proficiency. State level is 48.7% making progress.	2023-2024- 41.2% of English Learners made progress in 2023-2024. State level is 45.7% making progress.	2024-2025 - 26.4% of English Learners made progress in 2024-2025. State level is 46.4% making progress.	Ensure the rate of students achieving progress toward English proficiency meets or exceeds the state average, with a strong focus on sustained growth and improvement.	Decrease 30%
1.4	English Language Arts Progress	Source: CAASPP Score Portal Data Year: 2022-2023 % Proficient All Students- 33% English Learners- 11% Low SES- 25% English Only- 58%	Source: CAASPP Portal Data Year 2023-2024 % proficient All Students: 47.1% English Learners: 15.9% Low SES: 35.6% English Only:79.4%	Source: CAASPP Portal Data Year 2024-2025 %proficient All Students: 58.59% English Learners: 27.50% Low SES: 44.60% English Only: 71.74%	Ensure CAASPP scores show continuous growth and meet or exceed the state average	All Students: increased 25.59% English Learners: increased 16.5% Low SES: increased 2.5% English Only: increased 13.74%
1.5	Math Progress	Source: CAASPP Score Portal Data Year: 2022-2023 % Proficient All Students- 21% English Learners- 7% Low SES- 14% English Only- 39%	Source: CAASPP Portal Data Year 2023-2024 % proficient All Students: 33.6%	Source: CAASPP Portal Data Year 2024-2025 %proficient All Students: 36.72%	Ensure CAASPP scores show continuous growth, and meet or exceed the state average	All Students: increased 15.72% English Learners: increased 8% Low SES: increased 14.38% English Only:increased 8.83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners: 11.4% Low SES: 27.4% English Only: 50%	English Learners: 15% Low SES: 28.38% English Only: 47.83%		
1.6	English Learner Reclassification Rate	Source: CDE Dataquest Data Year: 2023-2024 34% of English Learners are Long-Term English Learners (LTEL) 2024-2025- Changing metric to align with CDE DataQuest which includes redesignated students into the denominator for this metric which changes the % of LTEL students to 21%	2024-2025 data is not yet available on DataQuest but internal data system indicates 26% of English Learners are Long-Term English Learners.	Source: CDE Dataquest Data Year: 2024-2025- 24.59% of English Learners are Long-Term English Learners 2025-2026 data is not yet available.	Reduce the percentage of students classified as Long Term English Learners to below 19.7%, aiming to surpass the state rate.	Decrease of 9.41%
1.7	College and Career	Source: CDE Dataquest Data Year: 2022-2023 56% of graduates successfully completed a-g requirements making them eligible to apply for a CSU or UC. State rate= 51%	Source: CDE DataQuest Data Year: 2023-2024 60% of graduates successfully completed a-g requirements State rate= 46%	Source: CDE DataQuest Data Year: 2024-2025 35% of graduates successfully completed a-g requirements State rate = 49%	Percentage of students successfully completing a-g requirements will show continued growth and meet an 80% metric.	Decreased 21%
1.8	High School Graduation Rate	Source: CDE Dataquest Data Year: 2022-2023 84.2% of students successfully graduated.	Data year- 2023-2024 83.3% of students	Data year - 2024-2025 85.7% of students successfully	Graduation rate will maintain a rate of 90% or greater.	Increase of 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 92.3% Latino students • 67% of white students This takes into account all students who enter as 9th grade students.	successfully graduated. • 85.7% Latino students This takes into account all students who enter as 9th grade students in 2020.	graduated. - 83.3% Latino students This takes into account all students who enter as 9th grade students in 2020		
1.9	College and Career readiness	Source: Schoolwise data system- student transcripts Data Year 2023-2024 71% of 12th grade students completed an academic dual enrollment course with Canada College with a C or better	Source: Schoolwise data system- student transcripts Data Year 2024-2025 93.8% of 12th grade students completed an academic dual enrollment course with Canada College with a C or better	Source: Schoolwise data system - student transcripts Data Year 2025-2026 95.2% of 12th grade students completed an academic dual enrollment course with Canada College with a C or better	70% or more 12 grade students will complete a dual enrollment course by their graduation.	Increased 24.2%
1.10	Broad Course of Study	Source: Schoolwise-Student data system. Data Year:2023-2024 82% of seniors participated in one or more dual enrollment courses with Canada College.	Source: Schoolwise-Student data system. Data Year:2024-2025 82% of seniors participated in one or more dual enrollment courses	Source: Schoolwise-Student data system. Data Year: 2025-2026 77% of seniors participated in one or more dual enrollment courses	All seniors will participate in one or more dual enrollment courses.	Decreased: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with Canada College.	with Canada College.		
1.11	College and Career Readiness	Source: 2023-2024 Master Schedule 0 students have completed a CTE course.	Source: 2024-2025 0 students have completed a CTE course. Year 1 is a needs assessment.	Source: 2025-2026 0 students have completed a CTE course.	50% of 12th grade students will complete at least one CTE course.	No change
1.12	College and Career Readiness	Source: School records 40% of students taking AP tests passed with a score of 3 or better (unduplicated). 50% of tests taken were passed with a score of 3 or better. (duplicated)	Source: School records Data not available until Fall 2025	Source: School Records Data Year: 2024-2025 76.19% of tests taken were passed with a score of 3 or better. (unduplicated) 76.19% of tests taken were passed with a score of 3 or better. (duplicated) Data for 2025-2026 is not available until July 2026.	70% of students taking AP tests will pass with a score of 3 or better.	Increased 36.19% (unduplicated) Increased 26.19% (duplicated)

Goal Analysis [2025-26]

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

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

Goal 1: Strengthening Opportunities for Academic Success

LHPUSD continued implementation of Goal 1 actions to strengthen academic outcomes for all students with a focused emphasis on literacy, English language development, intervention systems, college and career readiness, and data-informed instruction. Districtwide implementation remained aligned to the instructional framework, Science of Reading practices, MTSS systems, and expanded supports for multilingual learners.

Metric 1.1 – Fully Qualified Teachers
The district continued efforts to recruit and retain appropriately credentialed teachers across all grade spans and content areas. In 2025-2026, two teachers remained misassigned, resulting in no change from the baseline year. Recruitment challenges continue to impact small rural districts, particularly in specialized subject areas and bilingual education. Despite these challenges, all classrooms remained staffed and students continued to receive access to core instructional programming.

Metric 1.2 – Implementation of State Standards
All students continued to have access to state standards-aligned curriculum and instructional materials. During 2025-2026, the district maintained implementation of standards-aligned instructional materials and continued professional learning related to literacy instruction, explicit writing instruction, instructional framework implementation, and English Language Development supports. New ELD instructional materials were piloted and selected for adoption to strengthen alignment between ELD standards and classroom instruction.

Metric 1.3 – English Learner Progress Indicator (ELPI)
The district continued implementation of revised English Learner supports during 2025-2026. Actions included maintaining three sections of ELD course pathways for grades 6-12, implementing revised ELPAC testing protocols, and continuing work related to the English Learner Master Plan and instructional toolkit development. The district also continued implementation of the Look For/Listen To/Invisible Supports Tool to support classroom walkthroughs and instructional collaboration.

Despite these efforts, the percentage of English Learners making progress toward English proficiency declined from the baseline of 56.4% to 26.4% in 2024-2025, significantly below the state rate of 46.4%. The district identified this metric as an area requiring continued intensive focus. Root cause analysis suggests that the district continues to serve a growing population of Long-Term English Learners and newcomer students with interrupted educational experiences. Continued refinement of designated and integrated ELD practices remains a priority.

Metric 1.4 – English Language Arts Progress
English Language Arts performance demonstrated substantial improvement across all student groups compared to baseline data. CAASPP ELA proficiency increased from:

All Students: 33% to 58.59%
English Learners: 11% to 27.5%
Low SES Students: 25% to 44.6%
English Only Students: 58% to 71.74%

The district attributes these gains to several coordinated actions implemented under Goal 1:
Continued implementation of Science of Reading practices in TK-5 classrooms
Ongoing literacy-focused professional development

Expanded intervention supports for students requiring Tier 2 and Tier 3 instruction
Use of DIBELS-8 and MAP data to identify instructional needs and monitor growth
Increased collaboration between elementary teaching teams
Improved instructional alignment between school sites

Teachers participated in ongoing data chats with district leadership to analyze benchmark and assessment data and adjust instructional strategies. Literacy intervention services continued to provide targeted support for students performing below grade level.

Metric 1.5 – Math Progress
Mathematics achievement also improved across all student groups compared to baseline data.
CAASPP Math proficiency increased from:

All Students: 21% to 36.72%
English Learners: 7% to 15%
Low SES Students: 14% to 28.38%
English Only Students: 39% to 47.83%

The district continued implementation of Bridges Mathematics in TK-5 classrooms and maintained intervention support services for students needing additional assistance in foundational math skills. Professional development and collaboration opportunities supported teachers in strengthening mathematics instruction and utilizing student data to guide interventions.

Although improvement occurred across all groups, overall mathematics performance continues to remain below desired targets. The district identified the need for more frequent progress monitoring and adjusted the cadence of Measures of Academic Progress (MAP) mathematics assessments from two times yearly to three times yearly beginning in 2025-2026 to strengthen instructional responsiveness.

Metric 1.6 – English Learner Reclassification / Long-Term English Learners
The district continued monitoring Long-Term English Learner (LTEL) data and refining systems to support English Learners in meeting reclassification criteria. In 2025-2026, 24.59% of English Learners were identified as Long-Term English Learners compared to the original baseline of 34%.
The district continued implementation of:

ELD curriculum review and adoption
Designated ELD course pathways
Newcomer protocols
ELPAC testing supports
Professional development for teachers serving multilingual learners
Data analysis related to EL progress and reclassification

The district recognizes continued concern related to students who are progressing in English proficiency but not yet meeting grade-level academic standards. Continued alignment between literacy instruction and ELD supports remains a priority area.

Metric 1.7 – College and Career / A-G Completion
The percentage of graduates completing A-G coursework declined from the baseline of 56% to 35% in 2024-2025, falling below the state rate of 49%.
The district continued implementation of college and career readiness supports including:

Individualized academic counseling
College application and FAFSA support
College field trips for grades 6-12
Partnership supports through the IDEA program and Puente de la Costa Sur
Dual enrollment opportunities with Canada College

The significant decline in A-G completion rates is attributed to the small cohort size at Pescadero High School, where individual student outcomes can significantly impact annual percentages. Despite the decline in overall A-G completion, the district maintained strong individualized guidance support systems and continued efforts to strengthen post-secondary planning and academic advising.

Metric 1.8 – High School Graduation Rate
The graduation rate increased slightly from 84.2% at baseline to 85.7% in 2024-2025. The district continued implementation of guidance supports, CARE Team interventions, individualized counseling, attendance monitoring, and academic support systems to support students toward graduation.
Small cohort sizes continue to create fluctuations in annual data; however, the district maintained strong systems of intervention and outreach for students identified as at risk of not graduating.

Metric 1.9 – College and Career Readiness / Dual Enrollment Success
Dual enrollment success rates continued to demonstrate strong outcomes. In 2025-2026, 95.2% of 12th grade students successfully completed a Canada College dual enrollment course with a grade of C or better, compared to a baseline of 71%.
This metric reflects the effectiveness of:

Expanded guidance support
Strong partnership with Canada College
Ongoing academic monitoring
Increased student participation in college-level coursework
Individualized counseling and academic planning

The district views this metric as a significant indicator of student readiness for post-secondary opportunities.

Metric 1.10 – Broad Course of Study
In 2025-2026, 77% of seniors participated in one or more dual enrollment courses compared to the baseline of 82%. While participation declined slightly, the district continued to provide students with broad access to advanced coursework and college-level opportunities.
Students maintained access to:

A-G aligned coursework
Advanced Placement courses
Dual enrollment opportunities
College field trips
Integrated place-based learning experiences

The district continues to evaluate master scheduling and student support systems to increase participation in advanced coursework.

Metric 1.11 – Career Technical Education (CTE)
No students completed a CTE course pathway in 2025-2026. During the implementation year, the district continued conducting needs assessment work and explored potential pathways appropriate for a small rural high school setting. Administrators participated in collaborative planning and professional learning with other small school districts focused on developing viable CTE opportunities.

During the spring of the 2025-2026 school year, the district applied for the California Middle School Foundations Academy Grant to support development of a middle school Career Technical Education pathway and expand college and career readiness opportunities for students. Grant award notifications had not yet been released at the time of LCAP adoption.

The district will continue planning efforts during the next cycle with the goal of developing sustainable pathways aligned to student interest and regional workforce opportunities.

Metric 1.12 – Advanced Placement Performance
Advanced Placement outcomes demonstrated significant growth during 2024-2025. Data from school records indicated that 76.19% of AP tests taken were passed with a score of 3 or better, compared to a baseline of 40%.

This increase reflects:
Continued access to AP coursework
Strengthened instructional supports
Increased academic counseling and monitoring
Stronger preparation for rigorous coursework

The district will continue expanding access to advanced coursework while maintaining student supports necessary for successful participation.

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.

Overall, total estimated expenditures exceeded total planned expenditures by $31,031:
1.1 Small class sizes - $14,619 increase in estimated expenditures due to a salary increase which was negotiated for all teachers and other school personnel bargaining units.

1.2 Support Dual Language Learners - $2,304 increase in estimated expenditures due to a salary increase which was negotiated for all teachers and other school personnel bargaining units.
1.3 Implementation of the Science of Reading - $7257 less due to a change in personnel with a lower salary.
1.4 Intervention services - $33,250 increase in estimated expenditures due to an FTE and salary increase which was negotiated for all teachers and other school personnel bargaining units.
1.6 Utilize state and local assessments - increase of $958 due to increased costs for NWEA assessment tool
1.7 College and Guidance Support - $12,843 less due to a decrease in the FTE of the personnel involved

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

Action 1.1 – Provide Students with Small Class Sizes – Effective
Maintaining small class sizes continued to support personalized instruction, student engagement, and stronger relationships between students and staff. The district maintained elementary staffing structures that limited combination classes to two grade levels and strengthened collaboration between school sites.

Action 1.2 – Support Dual Language Learners – Partially Effective
The district strengthened systems for multilingual learners through ELD leadership, curriculum review, professional development, revised protocols, and implementation of instructional support tools. While ELA proficiency rates for English Learners improved substantially, ELPI data declined significantly, indicating that additional focus is needed on language acquisition and long-term English learner supports.

Action 1.3 – Provide Students with MTSS Tier 1 Supports – Effective
Science of Reading implementation and continued mathematics curriculum implementation supported improved academic outcomes in both ELA and mathematics. Professional learning opportunities strengthened instructional practices and data use among staff.

Action 1.4 – Provide Students with MTSS Tier 2 Supports – Effective
Intervention teachers provided targeted literacy and mathematics supports to students identified through local and state assessment data. Growth in CAASPP proficiency rates across multiple student groups indicates that intervention systems contributed positively to student achievement. LHPUSD received $16,741 in Learning Recovery Emergency Block Grant (LREBG) funds. These funds are being used to support a portion of the Elementary Math Intervention Teacher salary, aligned with Goal 1, Action 1.4. Research demonstrates that targeted academic intervention and small group instruction can accelerate learning, address unfinished learning, and improve student achievement by providing timely, individualized support based on student needs. The Elementary Math Intervention Teacher provides targeted intervention services to students requiring additional support in mathematics to strengthen foundational skills and improve academic outcomes. The effectiveness of this action will be monitored through Metric 1.5: Math Progress, which measures student growth and achievement in mathematics and reflects the impact of intervention services on student learning.

Action 1.5 – Access to Qualified Teachers, Standards-Aligned Materials, and Broad Course of Study – Effective with Continued Areas for Growth
Students continued to have access to standards-aligned materials, A-G coursework, dual enrollment opportunities, and professional learning-supported instruction. Challenges remain related to teacher recruitment and credentialing in a small rural district.

Action 1.6 – Utilize State and Local Assessments – Effective
The district successfully administered required assessments and continued implementation of DIBELS, MAP, CAASPP, and ELPAC systems. Data chats and student data profiles supported instructional planning and intervention identification.

Action 1.7 – Guidance Support – Effective
Guidance supports continued to provide strong college and career planning services, particularly for first-generation college students, English Learners, and low-income students. Dual enrollment success rates and AP outcomes indicate strong effectiveness of individualized counseling and academic support systems.

Action 1.8 – College and Career – Developing
The district continued needs assessment and planning work related to Career Technical Education opportunities. While pathway implementation has not yet occurred, groundwork has been established to support future CTE development aligned to student interests and workforce opportunities.
During the spring of the 2025-2026 school year, the district applied for the California Middle School Foundations Academy Grant to support development of a middle school Career Technical Education pathway and expand college and career readiness opportunities for students. Grant award notifications had not yet been released at the time of LCAP adoption.
The district will continue planning efforts during the next cycle with the goal of developing sustainable pathways aligned to student interest and regional workforce opportunities.

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

Based on reflection and analysis of student outcome data, the district will continue prioritizing literacy instruction, English Language Development, intervention systems, and college and career readiness supports.
Changes for the coming year include:

- Continued implementation of MAP Mathematics assessments three times yearly to strengthen progress monitoring
- Continued implementation of newly adopted ELD instructional materials
- Continued implementation of the English Learner toolkit and instructional support protocols
- Continued development of Career Technical Education pathways informed by the district needs assessment
- Ongoing focus on Long-Term English Learner data analysis and supports
- Continued professional development related to Science of Reading, structured literacy, and instructional supports for multilingual learners

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	Provide students with Small Class Sizes	Year 1- 2024-2025 1.1.1. Increase staffing at TK-5 by 2 teachers over the ratio to maintain small class sizes and limit combination classes to a maximum of two grade levels. Staff elementary schools with 8 teachers (1:17.5 Teacher:Student ratio) Year 2- 2025-2026 Continue 1.1.1 Maintain staffing at TK-5 schools above ratio to support average class sizes of approximately 17.4:1 and limit combination classes to no more than two grade levels. Small class sizes supported increased individualized instruction, intervention responsiveness, and collaboration across elementary sites. Year 2 outcomes demonstrated increases in CAASPP ELA proficiency from 33% to 58.59% for all students and Math proficiency from 21% to 36.72%. Year 3 – 2026-2027 CONTINUE maintaining small class sizes and staffing structures that support individualized instruction, collaboration across school sites, and intervention responsiveness while limiting elementary combination classes to no more than two grade levels.	$263,260.00	Yes
1.2	Support Dual Language Learners	Year 1- 2024-2025 1.2.1 Designate a Teacher on Special Assignment/ELD (TOSA/ELD) to analyze student data, review curriculum and instruction and provide small group instruction for dual language learners and Long-Term English Learners. - CHANGE 1.2.2 Provide professional development for teachers to support English Learners and Long-Term English Learners.- CONTINUE Year 2- 2025-2026 1.2.1 Designated an ELD Lead to analyze student data, manage ELPAC testing, review curriculum, support newcomer protocols, and provide professional development for teachers and staff.	$92,710.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1.2.2 Provided professional development and instructional support for English Learners and Long-Term English Learners. Year 2 outcomes demonstrated increases in English Learner ELA proficiency from 11% to 27.5% and Math proficiency from 7% to 15%; however, the English Learner Progress Indicator declined from 56.4% to 26.4%, indicating continued need for targeted ELD supports and intervention systems. Year 3 – 2026-2027 1.2.1 CONTINUE 1.2.2 CONTINUE		
1.3	Provide students with Multi-Tiered System of Support- Tier 1	Year 1- 2024-2025 1.3.1 Strengthen Tier 1 literacy support through the implementation of Science of Reading practices in all elementary classrooms. 1.3.2 Strengthen Tier 1 support through continuing to implement Bridges Mathematics in all elementary classrooms and provide professional development opportunities for staff to strengthen implementation. Year 2- 2025-2026 1.3.1 and 1.3.2. Continue implementation of Science of Reading instructional practices and Bridges Mathematics in TK-5 classrooms with ongoing professional development and collaboration for teachers. Year 2 outcomes demonstrated substantial improvement in student achievement, including increases in ELA proficiency from 33% to 58.59% and Math proficiency from 21% to 36.72% for all students. Year 3 – 2026-2027 CONTINUE 1.3.1 and 1.3.2	$89,368.00	No
1.4	Provide students with a Multi-Tiered	As a part of our LREBG action plan for La Honda Pescadero Unified School District, Pescadero Elementary school will employ a math intervention and support specialist, utilizing $16,741. This specialist will	$255,124.00	No

Action #	Title	Description	Total Funds	Contributing
	System of Support-Tier 2	support our elementary math curriculum at Pescadero Elementary by providing support for students identified as being below grade level or benchmark proficiency in mathematics, as well as providing support for teachers of combined grade level courses so that each teacher may focus on one grade level's standards at a time. LHPUSD will use Northwest Evaluation Association- Measures of Academic Progress (NWEA-MAP) and CAASSP scores in order to monitor the impact and effectiveness of the math specialists implementation and intervention. As a part of our LREBG action plan for La Honda Pescadero Unified School District, Pescadero Elementary school will employ a math intervention and support specialist to aide students who are below grade level/benchmark proficiency in math. The specialist will also support students in combined-grade classrooms by increasing opportunities for focused, grade-level, standards-aligned mathematics instruction. Research supports targeted, supplemental mathematics intervention for students experiencing difficulty in mathematics. The U.S. Department of Education's What Works Clearinghouse identifies evidence-based practices for providing systematic and targeted mathematics intervention to elementary students who are struggling, and research syntheses demonstrate positive effects from small-group instruction when intervention is targeted to students' identified academic needs. This approach is also consistent with California's Mathematics Framework, which supports targeted small-group and individualized mathematics instruction for students requiring additional support. In accordance with Metric 1.5 (Math Progress), LHPUSD will use CAASPP mathematics results as an indicator of growth and student achievement and as an annual measure of standards attainment. The district will analyze student growth and proficiency, with particular attention to students receiving intervention, to determine the effectiveness of the Math Intervention and Support Specialist and whether adjustments to the intervention are warranted. Our goal is to increase the percentage of students scoring Proficient or Advanced on the CAASSP by 10% in 2026-2027.		

Action #	Title	Description	Total Funds	Contributing
		$16,741 of LREBG will be used towards this position and corresponding services. This action aligns with the allowable uses of LREBG funds by providing evidence-based academic support designed to accelerate student progress and address identified learning gaps in mathematics. The Math Intervention and Support Specialist will provide targeted, small-group mathematics instruction and intervention for students performing below grade-level standards or benchmark proficiency. The specialist will also increase instructional support in combined-grade classrooms, allowing for more focused, grade-level, standards-aligned mathematics instruction. These services align with LREBG allowable uses related to providing targeted academic interventions, increasing instructional services, and reducing pupil-to-staff ratios based on identified student learning needs.		
1.5	Provide all students access to qualified teachers, state standards aligned materials and a broad course of study.	Year 1- 2024-2025 1.5.1 All students will receive rigorous academic instruction using standards-aligned materials in conjunction with English Language Development (ELD) standards. 1.5.2. All teachers will be appropriately credentialed and assigned. 1.5.3. A broad course of study will be offered to all students as per Education Code 51210. 1.5.4. All students will have access to A-G courses. 1.5.5 Dual enrollment and college articulated course opportunities will be in place at the high school in partnership with the San Mateo Community College District. 1.5.6 All teachers will have access to high quality professional development activities during weekly early out meetings, professional development days, specialized training days and summer workshops. 1.5.7 Provide learning opportunities to support shift to Science of Reading practices, explicit writing practices, integrated literacy practices and Advanced Placement coursework. Year 2- 2025-2026 All students continued to receive standards-aligned instruction and access to a broad course of study including A-G coursework, Advanced Placement	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		courses, dual enrollment opportunities, and place-based learning experiences. Weekly professional development and collaboration opportunities continued for all staff. New ELD instructional materials were piloted and selected for adoption. Year 2 outcomes demonstrated 95.2% of seniors successfully completed a dual enrollment course with a grade of C or better and AP pass rates increased to 76.19%. Graduation rates increased slightly to 85.7%; however, A-G completion declined from 56% to 35%, largely due to small cohort size fluctuations. Year 3 – 2026-2027 Continue providing all students access to standards-aligned instructional materials, appropriately credentialed teachers, A-G coursework, Advanced Placement opportunities, dual enrollment courses, and ongoing professional development aligned to district instructional priorities.		
1.6	Utilize state and local assessments to measure student academic growth, guide classroom instruction and inform parents and guardians of student growth.	Year 1- 2024-2025 1.6.1 Measures of Academic Progress (MAP) will be administered two times per year in ELA and Math for grades 2-11th. 1.6.2 DIBELS 8 will be administered three times per year in grades K-5 to assess literacy growth. 1.6.3 Brigance Kindergarten Readiness Assessment will be administered yearly to all incoming Kindergarten students. 1.6.4 State assessments (CAASPP and ELPAC) will be administered in accordance with state regulations. 1.6.5 Teachers will participate in data chats twice yearly with the Director of Curriculum, Instruction, Assessment and Design to review data and develop instructional adjustments to meet the needs of all students. Year 2- 2025-2026 1.6.1 Measures of Academic Progress (MAP) will continue to be administered two times per year in ELA and three times per year in Math for grades 2-11 to strengthen progress monitoring and instructional responsiveness in mathematics.	$6,136.00	No

Action #	Title	Description	Total Funds	Contributing
		1.6.2-1.6.5 DIBELS-8, Brigance, CAASPP, and ELPAC assessments continued to be administered in accordance with district and state expectations. Teachers continued participating in data chats and utilizing student data profiles to guide instructional adjustments and intervention supports. Year 3 – 2026-2027 Continue implementation of local and state assessment systems including MAP, DIBELS-8, Brigance, CAASPP, and ELPAC to monitor student growth, guide instructional planning, support intervention systems, and inform families of student progress.		
1.7	Guidance Support	Year 1- 2024-2025 1.7 Guidance support will provide additional outreach and oversight to English learners, low-income, foster youth, and students with disabilities to ensure access to school programs. Guidance support to include middle and high school students and support college and career opportunities though individual counseling, academic supports, field trips, application support and post-secondary articulation. Year 2- 2025-2026 Guidance support continued to provide outreach, counseling, academic monitoring, college and career planning, FAFSA support, field trips, and post-secondary articulation for English Learners, low-income students, foster youth, and students with disabilities. Year 2 outcomes demonstrated 95.2% of seniors successfully completed dual enrollment coursework with a grade of C or better. (2024-2025 results : AP pass rates increased to 76.19%, and graduation rates improved to 85.7% / the 2025-2026 results for AP pass rate are not available until summer 2026 and 100% of the senior class for 2026 is set to graduate.) Year 3 – 2026-2027 CONTINUE 1.7 providing guidance services including academic counseling, college and career planning, post-secondary articulation,	$53,433.00	Yes

Action #	Title	Description	Total Funds	Contributing
		individualized student support, and outreach for English Learners, low-income students, foster youth, and students with disabilities.		
1.8	College and Career	Year 1- 2024-2025 1.8.1 Conduct a needs assessment with students and community regarding career technical needs and interests. Year 2- 2025-2026 1.8.1 Utilize student and community needs assessment data to continue development of Career Technical Education (CTE) pathway opportunities aligned to regional workforce needs and student interests. District staff continued participating in collaborative planning and professional learning related to CTE development for small rural schools. During the spring of the 2025-2026 school year, the district applied for the California Middle School Foundations Academy Grant to support development of a middle school CTE pathway and expand college and career readiness opportunities for students. Grant award notifications had not yet been released at the time of LCAP adoption. No students completed a CTE pathway during Year 2; however, foundational planning, needs assessment work, and grant development activities continued to support future implementation. Year 3 – 2026-2027 CONTINUE development of Career Technical Education pathway opportunities utilizing student needs assessment data, regional partnerships, and potential grant-funded opportunities to expand career exploration and workforce readiness experiences for students.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$298,647	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.798%	0.000%	$0.00	7.798%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide students with Small Class Sizes **Need:** Although CAASPP results have improved over the past three years, achievement gaps persist for English Learners and low-income students in both English Language Arts and Mathematics. In 2024-2025, English Learner proficiency rates were 27.5% in ELA and 15% in Mathematics, while low-income student	2025-2026 This action is a schoolwide action because it is relevant to self-contained classrooms at the two elementary schools but not the middle or high schools. Maintaining two teachers over ratio at La Honda Elementary and Pescadero Elementary continued to support an approximate student-to-teacher ratio of 17:1 and allowed the district to maintain combination classrooms at no more than two grade levels per class during the 2025-2026 school year.	1.4 English Language Arts Progress 1.5 Math Progress

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
	proficiency rates were 44.6% in ELA and 28.4% in Mathematics, demonstrating a continued need for increased individualized instruction, language development opportunities, and targeted academic intervention to accelerate student achievement. 2022-2023 CAASPP ELA scores for students identified as EL and Low Income: EL 10.5% proficient Low Income: 25% proficient No reportable data for Foster Youth 2022-2023 CAASPP Math scores for students identified as EL and Low Income: EL 7% proficient Low Income: 14% proficient No reportable data for Foster Youth 2023-2024 2023-2024 CAASPP ELA scores for students identified as EL and Low Income: EL 15.9% proficient Low Income: 35.6% proficient No reportable data for Foster Youth 2023-2024 CAASPP Math scores for students identified as EL and Low Income: EL 11.4% proficient Low Income: 27.4% proficient No reportable data for Foster Youth 2024-2025 (NEW) 2024-2025 CAASPP ELA scores for students identified as EL and Low Income:	This action continues to be prioritized due to persistent achievement gaps among student groups and the continued need to provide increased individualized instruction and intervention support for students performing below grade-level standards. Year 2 outcome data demonstrated continued academic growth; however, identified needs remain for English Learners, low-income students, and students requiring academic intervention. In 2024-2025: • CAASPP ELA proficiency for English Learners increased to 27.5%. • CAASPP Math proficiency for English Learners increased to 15%. • 22.2% of students identified as English Learners during high school successfully completed a-g coursework compared to 35% districtwide. • Chronic absenteeism for the English Learner subgroup remained 21.9%. The district's small rural school structure creates significant staffing and scheduling challenges. Without maintaining staffing above ratio, some elementary classrooms would require three-grade-level combinations, resulting in a significantly wider range of academic abilities, developmental needs, and instructional standards within a single classroom environment. By maintaining no more than two grade levels within elementary combination classrooms, the district was better able to reduce instructional complexity, strengthen differentiation, and improve opportunities for targeted intervention and	

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
	EL 27.5% proficient Low Income: 44.6% proficient No reportable data for Foster Youth 2024-2025 (NEW)CAASPP Math scores for students identified as EL and Low Income: EL 15% proficient Low Income: 28.4% proficient No reportable data for Foster Youth **Scope:** Schoolwide	individualized support for students. Smaller class sizes support: • Increased individualized academic instruction • Earlier identification of student learning needs • Improved intervention responsiveness • Greater instructional differentiation • Stronger student-teacher relationships Increased opportunities for language development and structured literacy support for English Learners through designated and integrated English Language Development (ELD) instruction, targeted small group instruction, differentiated classroom supports, and evidence based literacy interventions. English Learners will receive additional support from teachers and instructional staff through focused instruction in reading, writing, speaking, and listening skills, with progress monitored regularly to address individual student needs and accelerate language acquisition and literacy development. Research related to multi-grade classroom settings demonstrates that classrooms containing three grade levels significantly increase instructional complexity, pacing challenges, and the range of student academic needs requiring support. Reducing class sizes and limiting combination classrooms to two grade levels strengthens the district's ability to provide effective instruction, intervention, and progress monitoring for students. Educational partners, including bargaining groups,	

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
		teachers, parents, and School Site Councils, continued to identify small class sizes, individualized support, and intervention responsiveness as important district priorities. This feedback continues to support district planning around Action 1.1 and the maintenance of teachers above ratio levels at elementary school sites. The use of funds to reduce class sizes allows the district to maintain combination classrooms at no more than two grade levels and supports improved learning conditions for all students, particularly English Learners, low-income students, foster youth, and students performing below grade-level standards.	
1.7	**Action:** Guidance Support **Need:** An opportunity gap exists between students who are identified as low-income or EL and all students related to success in a-g coursework. Successful completion of a-g coursework is required for consideration of admission at California public universities. Combining the graduating classes of 2022 and 2023, 43.6% of graduating seniors successfully completed a-g coursework. 27% of students identified as EL during their high school years successfully completed a-g coursework.	2025-2026 This action is a schoolwide action due to the college and career focus of the middle and high school students. For a small high school with high populations of students identified as English Learner (EL) and low-income, continuing to provide guidance support is a highly effective use of funds. The guidance counselor acts as a vital bridge, helping EL students and their families navigate a complex and often unfamiliar school system. Guidance support for high school students to develop pathways for post-secondary college and career opportunities including college field trips, personalized college application support to support first generation college applicants. This action continues to be a priority for LHPUSD. Despite eligibility for the four-year university system, guidance support is particularly important as 50% of parents report not having graduated	1.7 College and Career 1.8 High School Graduation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	42% of students identified as low income during their high school years successfully completed a-g coursework. No reportable data for foster youth. 2023-2024 60% of graduates successfully completed a-g requirements. 5 of 7 or 71.4% of students identified as English Learners during their high school years successfully completed a-g requirements. 5 of 8 or 62.5% students identified as low income during their high school years successfully completed a-g coursework. No reportable data for foster youth. 2024-2025 (NEW) 35% of graduates successfully completed a-g requirements. 2 of 9 or 22.2% of students identified as English Learners during their high school years successfully completed a-g requirements. 5 of 15 or 33.3% students identified as low income during their high school years successfully completed a-g coursework. No reportable data for foster youth. **Scope:** Schoolwide	from high school and just 16% of high school students have parents who have graduated from college. This action is principally directed toward English Learners, low-income students, foster youth, and students with disabilities in order to increase access to college and career readiness opportunities, academic counseling, post-secondary planning, and individualized student support systems. This action continues to be prioritized due to identified needs related to college and career readiness, a-g completion, post-secondary access, attendance, and academic achievement for student groups demonstrating lower educational outcomes. Year 2 outcome data demonstrated both areas of progress and continued need. In 2024-2025: • 35% of all students successfully completed a-g requirements. • 22.2% of students identified as English Learners during high school successfully completed a-g coursework. • 33.3% of students identified as low income during high school successfully completed a-g coursework. • 95.2% of seniors successfully completed a dual enrollment course with a grade of C or better. • Graduation rates increased to 85.7%. • Chronic absenteeism remained 21.4% districtwide. Educational partners, including parents, students,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		School Site Councils, English Learner Advisory Committees, and staff, continued to identify college and career readiness, academic counseling, dual enrollment access, internships, college tours, career exploration opportunities, and support for first-generation college-going students as important district priorities. Guidance services continued to support: • Academic counseling and progress monitoring • College and career planning • FAFSA and college application support • Dual enrollment participation • College field trips and post-secondary exposure opportunities • Outreach and support for English Learners, low-income students, foster youth, and students with disabilities • Attendance intervention and student engagement support The district's small rural setting and high percentage of first-generation college-going students create additional barriers related to college access, career exposure, transportation, and post-secondary planning. Continued individualized guidance support helps reduce these barriers and increase student access to post-secondary opportunities. Educational partner feedback also identified the need for expanded Career Technical Education opportunities, internships, and workforce exploration experiences. During the spring of the 2025-2026 school year, the district applied for the California Middle School Foundations Academy	

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
		Grant to support development of a middle school Career Technical Education pathway and strengthen college and career readiness opportunities for students. Research consistently demonstrates that students who receive individualized academic guidance, college counseling, and structured post-secondary planning are more likely to complete graduation requirements, access college opportunities, and persist in post-secondary education. This action, funding guidance and counseling supports, is designed to increase access to college and career readiness systems for unduplicated pupils while strengthening academic monitoring, intervention responsiveness, graduation planning, and post-secondary opportunities for students who may otherwise face barriers to college and career access.. This action supports the district focus on state and local priority areas 2, 4 and 7	
3.4	**Action:** Community Liaison Support **Need:** Community liaisons provide supports for families to connect with schools. Research links the effect of parent engagement on regular attendance at schools. LHPUSD had increased chronic absenteeism in 2022-2023 exceeding the state average and an achievement gap. English Learners had the highest absenteeism rate of all subgroups.	2025-2026 This action is principally directed toward English Learners, low-income students, foster youth, and families experiencing barriers to school access and engagement in order to strengthen family-school partnerships, improve communication systems, and increase student attendance and engagement. This action continues to be prioritized due to identified needs related to chronic absenteeism, family engagement, bilingual communication, and equitable access to school programs and	3.2 Chronic Absenteeism 3.4 Parent participation in the schools and conferences.

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
	Source: CDE Dataquest Data Year: 2022-2023 Chronic Absenteeism Rate: 47% English Learner Subgroup: 52% Data Year 2023-2024 Chronic Absenteeism Rate: 26.7% EL Subgroup: 28.3% Community Liaisons also provide support with parent-teacher meetings, conferences and events. LHPUSD maintains a 95% parent participation rate at parent-teacher conferences with the support of community workers. Data Year 2024-2025 (NEW) Chronic Absenteeism Rate: 21.4% EL Subgroup: 21.9% Community Liaisons also provide support with parent-teacher meetings, conferences and events. LHPUSD maintains a 97.4% parent participation rate at parent-teacher conferences with the support of community workers. **Scope:** LEA-wide	supports. Although this action is principally directed toward English Learners, low-income students, foster youth, and families experiencing barriers to school access and engagement, it is being provided on an LEA-wide basis because strong family engagement, effective communication systems, and attendance supports benefit all students. The district's rural geographic setting and large service area create communication and access challenges that affect families across all student groups. Community liaison and family engagement services support districtwide efforts to improve attendance, strengthen school-home partnerships, increase family participation, and connect families with school and community resources. These services contribute to a positive school climate and help ensure that all families receive timely information and opportunities to engage in their children's education. The district expects that all students will benefit from improved communication, increased family engagement, and stronger attendance support systems. Because the needs addressed by this action extend beyond any single student group and contribute to districtwide improvements in student engagement and educational outcomes, the action is provided on an LEA-wide basis while maintaining a focus on meeting the greater needs of unduplicated pupils. Year 2 outcome data demonstrated significant improvement in attendance and family	

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
		engagement indicators; however, continued needs remain for targeted outreach and support systems for unduplicated student groups. In 2024-2025: Overall attendance increased to 93.76%. Chronic absenteeism declined to 21.4%. Chronic absenteeism for the English Learner subgroup remained 21.9%. 93.7% of families had access to Talking Points bilingual communication systems. 97.4% of parents participated in twice-yearly parent conferences. 91% of responding families reported that the district provided timely and valuable communication. Educational partners consistently identified the importance of bilingual communication, family outreach, attendance intervention, and stronger school-community relationships. Parents, students, School Site Councils, English Learner Parent Advisory Committees, and Community Schools engagement meetings emphasized the need for continued personalized communication and support systems that help families access school information, resources, and student supports. Community liaison services continued to support: • Bilingual communication between schools and families • Attendance outreach and intervention • Parent conference participation and interpretation support	

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
		• Family engagement activities and community meetings • Connections to community resources and services • Support for students experiencing attendance or academic concerns • Increased family participation in school programs and decision-making opportunities The district's large geographic service area and rural setting continue to create barriers related to transportation, communication access, and consistent family engagement. Community liaison support helps reduce these barriers by providing direct outreach and relationship-centered support for families across the district. Educational partners also emphasized the importance of maintaining welcoming school environments and increasing opportunities for families to participate in school activities, advisory groups, and district planning processes. Research consistently demonstrates that strong family engagement and school-home communication are associated with improved attendance, increased student achievement, stronger school connectedness, and improved graduation outcomes. This action, funding community liaison and engagement support services, is designed to strengthen communication systems, reduce barriers to school access, improve attendance outcomes, and increase meaningful family	

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
		engagement for unduplicated pupils and families requiring additional support and outreach. This action supports the district focus on state and local priority 3.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Support Dual Language Learners **Need:** Intensive English Language Instruction. The following gaps exist for English Learners. Achievement gap- 2022-2023 CAASPP ELA scores for students identified as EL: EL 10.53 % proficient No reportable data for Foster Youth 2022-2023 CAASPP Math scores for students identified as EL EL: 7.02% proficient 46% of all students successfully completed a-g requirements 27% of students identified as EL during their high school years successfully completed a-g coursework.	Targeted resources for English Learners is needed to address the achievement gaps identified. The ELD lead will be held responsible for gathering and analyzing student data: DIBEL-8, NWEA, CAASPP, ELPAC, Brigance, SIPPS Assessment to develop both program and student needs. The gap analysis and root cause analysis will be used to support students in language and academic proficiency. In 2024-2025, the ELD lead formed an ELD committee which met regularly throughout the year. During the year, several ELD curriculum program were piloted and National Geographic was selected and will be presented for adoption at the 6-26-2025 school board meeting. The English Learner Master Plan was also updated and presented to the English Learner Parent Advisory Council for comment and input. The ELD Lead also led professional development to develop a	1.3 English Language Proficiency Indicator 1.4 English Language Arts Progress 1.5 Math Progress 1.6 English learner reclassification rate 3.2 Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	12.5% of students identified as both low income and EL during their high school years successfully completed a-g coursework. 50% of students identified as white successfully completed a-g coursework. School Attendance gap- Source: CDE Dataquest Data Year: 2022-2023 Chronic Absenteeism Rate: 47% White Subgroup: 43.5% English Learner Subgroup: 52% Data Year: 2023-2024 2023-2024 CAASPP ELA scores for students identified as EL: EL 15.91% proficient - Increased from 2022-2023 2023-2024 CAASPP Math scores for students identified as EL EL: 11.36% proficient No reportable data for Foster Youth 60% of all students successfully completed a-g requirements 71.4% of students identified as EL during their high school years successfully completed a-g coursework. 62.5% of students identified as low income during their high school years successfully completed a-g coursework. School Attendance gap- Source: CDE Dataquest Data Year: 2023-2024 Chronic Absenteeism Rate: 26.7%	Look For/Listen To/ Invisible Support Tool as a walk through and collaboration tool for teachers and admin. The revised plan and a toolkit will be presented to the board on 6-27-2025. The toolkit includes newly developed tools and protocols: -District-wide newcomer protocols -Look for/Listen to/Invisible Supports Tool for English Learners • Testing protocols for EL students -SPED assessment protocols for EL students This action remains a priority at LHPUSD in order to continue comprehensive supports for EL students and teachers of EL students. This support includes professional development related to the curriculum adoption, analysis of EL data, data chats utilizing the district "Protocol for Looking at Data", ELPAC coordination and training, and best teaching practices for designated ELD and structured writing. Long Term English Learner (LTEL) will be analyzed to determine root cause of the students who are progressing in English proficiency (ELPAC 4) but not performing at grade-level standards in ELA (CAASPP 1 or 2). Educational partners want more intensive focus on English Learners. This feedback is supported by data showing an achievement gap in test scores, completion of a-g coursework as well as chronic absenteeism rates. Research consistently shows the connection between academic achievement and attendance. A study from the University of Chicago Consortium	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	White Subgroup: 19.7% English Learner Subgroup: 28.3% Data Year: 2024-2025 (NEW) 2024-2025 CAASPP ELA scores for students identified as EL: EL 27.5% proficient - Increased from 2023-2024 2024-2025 CAASPP Math scores for students identified as EL EL: 15% proficient - Increased from 2023-2024 No reportable data for Foster Youth 35% of all students successfully completed a-g requirements 22.2% of students identified as EL during their high school years successfully completed a-g coursework. 33.3% of students identified as low income during their high school years successfully completed a-g coursework. School Attendance gap- (NEW) Source: CDE Dataquest Data Year: 2024-2025 Chronic Absenteeism Rate: 21.4% White Subgroup: 16.4% English Learner Subgroup: 21.9% **Scope:** Limited to Unduplicated Student Group(s)	on School Research (2014) emphasized the critical link between attendance and academic outcomes, showing that students with fewer absences in middle and high school had better academic performance and higher graduation rates. This action, funding a designated ELD Lead, is designed to address the unique needs of students identified as EL and LTEL's by establishing a central point of expertise and coordination within a school or district. This role is designed to go beyond individual classroom instruction and create a system-wide approach to EL support. 2025-2026 (NEW) In 2025-2026, the ELD Lead continued implementation of the district's English Learner support systems through ongoing coordination of ELD programming, professional development, data analysis, and instructional support for teachers serving multilingual learners. The ELD committee continued meeting regularly throughout the year to review implementation progress, student outcome data, and instructional needs related to English Learner achievement. During the year, National Geographic/Cengage ELD curriculum materials supported designated and integrated ELD instruction across grade levels. The English Learner Master Plan continued to be refined with feedback and input from the English Learner Parent Advisory Council and educational partners. The ELD Lead also continued professional development and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		collaboration activities utilizing the Look For/Listen To/Invisible Supports Tool as a walkthrough and instructional collaboration tool for teachers and administrators. Implementation of the district toolkit continued during 2025-2026 and included: • District-wide newcomer protocols • Look For/Listen To/Invisible Supports Tool for English Learners • Testing protocols for EL students • SPED assessment protocols for EL students This action remains a priority at LHPUSD in order to continue comprehensive supports for English Learners and teachers serving English Learners. Continued implementation included professional development related to newly adopted ELD curriculum materials, analysis of English Learner outcome data, data chats utilizing the district "Protocol for Looking at Data," ELPAC coordination and training, and instructional support related to designated ELD, structured writing, and literacy development. Year 2 outcomes demonstrated continued academic growth for students identified as English Learners. In 2024-2025, CAASPP ELA proficiency for English Learners increased to 27.5%, and Math proficiency increased to 15%, both reflecting improvement from 2023-2024 outcomes. However, achievement gaps remain in additional indicators including a-g completion and chronic absenteeism. In 2024-2025, 22.2% of students identified as English Learners during high school successfully completed a-g coursework, compared to 35% of all	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		students districtwide. The district also continued monitoring attendance outcomes for English Learners. Data from CDE DataQuest identified a chronic absenteeism rate of 21.9% for English Learners in 2024-2025 compared to 21.4% districtwide. Long-Term English Learner (LTEL) data analysis will continue in order to determine root causes for students who are progressing in English proficiency but are not yet meeting grade-level academic standards in English Language Arts and mathematics. Educational partners continue to request more intensive focus on English Learners. This feedback continues to be supported by outcome data demonstrating achievement gaps in academic performance, a-g completion rates, and attendance indicators. This action, funding a designated ELD Lead, is designed to address the unique needs of students identified as English Learners and Long-Term English Learners by establishing a central point of expertise and coordination within the district. This role is intended to support system-wide implementation of effective English Learner practices that extend beyond individual classroom instruction and strengthen districtwide supports for multilingual learners.	

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.

This limited action is associated with an expenditure of LCFF funds.

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.

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,829,940	298,647	7.798%	0.000%	7.798%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,780,190.00	$691,215.00	$610,569.00	$155,297.00	$8,237,271.00	$7,284,074.00	$953,197.00

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	Provide students with Small Class Sizes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: La Honda Elementary and Pescadero Elementary TK-5		$263,260.00	$0.00	$263,260.00				$263,260.00	
1	1.2	Support Dual Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$92,710.00	$0.00	$92,710.00				$92,710.00	
1	1.3	Provide students with Multi-Tiered System of Support- Tier 1	All	No			Specific Schools: Pescadero Elementary School and La Honda Elementary School TK-5th		$89,368.00	$0.00			$89,368.00		$89,368.00	
1	1.4	Provide students with a Multi-Tiered System of Support- Tier 2	All	No			Specific Schools: Pescadero Elementary School; La Honda Elementary School TK-5th Grades		$255,124.00	$0.00	$0.00	$42,045.00	$199,062.00	$14,017.00	$255,124.00	
1	1.5	Provide all students access to qualified teachers, state standards aligned materials and a broad course of study.	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Utilize state and local assessments to measure student academic growth, guide classroom instruction and inform parents and guardians of student growth.	All	No			All Schools		$0.00	$6,136.00	$3,899.00		$2,237.00		$6,136.00	
1	1.7	Guidance Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pescadero High School 9th-12th grade		$53,433.00	$0.00	$53,433.00				$53,433.00	
1	1.8	College and Career	All	No					$0.00	$0.00	$0.00				$0.00	
2	2.1	Provide students with systems of support to maintain a physically and emotionally safe school climate.	All	No			All Schools		$0.00	$21,088.00	$21,088.00				$21,088.00	
2	2.2	Provide all students with clean, safe facilities.	All	No			All Schools		$154,987.00	$0.00			$154,987.00		$154,987.00	
2	2.3	Professional learning for staff.	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.1	Provide opportunities and supports for families to engage formally and informally with the district.	All	No			All Schools		$0.00	$7,784.00				$7,784.00	$7,784.00	
3	3.2	Strengthen communication systems between home and school.	All	No			All Schools		$0.00	$10,587.00	$10,587.00				$10,587.00	
3	3.3	Strengthen systems of support for chronically absent students	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.4	Community Liaison Support	English Learners	Yes	LEA-wide	English Learners	All Schools		$112,955.00	$0.00	$112,955.00				$112,955.00	
3	3.5	Base Program	All	No			All Schools		$6,262,237.00	$907,602.00	$6,222,258.00	$649,170.00	$164,915.00	$133,496.00	$7,169,839.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,829,940	298,647	7.798%	0.000%	7.798%	$522,358.00	0.000%	13.639 %	**Total:**	$522,358.00
								LEA-wide Total:	$112,955.00
								Limited Total:	$92,710.00
								Schoolwide Total:	$316,693.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Provide students with Small Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: La Honda Elementary and Pescadero Elementary TK-5	$263,260.00	
1	**1.2**	Support Dual Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$92,710.00	
1	**1.7**	Guidance Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pescadero High School 9th-12th grade	$53,433.00	
3	**3.4**	Community Liaison Support	Yes	LEA-wide	English Learners	All Schools	$112,955.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,567,194.00	$7,659,206.00

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**	Provide students with Small Class Sizes	Yes	$249,088.00	263,707
1	**1.2**	Support Dual Language Learners	Yes	$90,678.00	92,982
1	**1.3**	Provide students with Multi-Tiered System of Support- Tier 1	No	$118,931.00	111,134
1	**1.4**	Provide students with a Multi-Tiered System of Support- Tier 2	No	$246,284.00	279,534
1	**1.5**	Provide all students access to qualified teachers, state standards aligned materials and a broad course of study.	No	$0.00	0
1	**1.6**	Utilize state and local assessments to measure student academic growth, guide classroom instruction and inform parents and guardians of student growth.	No	$2,941.00	3,899
1	**1.7**	Guidance Support	Yes	$51,630.00	38,787
1	**1.8**	College and Career	No	$0.00	0
2	**2.1**	Provide students with systems of support to maintain a physically and emotionally safe school climate.	No	$14,541.00	45,906
2	**2.2**	Provide all students with clean, safe facilities.	No	$150,154.00	150,815

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	0Professional learning for staff.	No	$0.00	0
3	**3.1**	Provide opportunities and supports for families to engage formally and informally with the district.	No	$5,419.00	5,600
3	**3.2**	Strengthen communication systems between home and school.	No	$8,968.00	9,624
3	**3.3**	Strengthen systems of support for chronically absent students	No	$0.00	0
3	**3.4**	Community Liaison Support	Yes	$109,644.00	209,722
3	**3.5**	Base Program	No	$6,518,916.00	6,447,496

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
294,755	$501,040.00	$505,248.00	($4,208.00)	100.000%	100.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide students with Small Class Sizes	Yes	$249,088.00	263,707	50	52
1	1.2	Support Dual Language Learners	Yes	$90,678.00	92,982	18	18
1	1.7	Guidance Support	Yes	$51,630.00	38,787	10	8
3	3.4	Community Liaison Support	Yes	$109,644.00	109,772	22	22

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,701,536	294,755	0	7.963%	$505,248.00	100.000%	113.650%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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