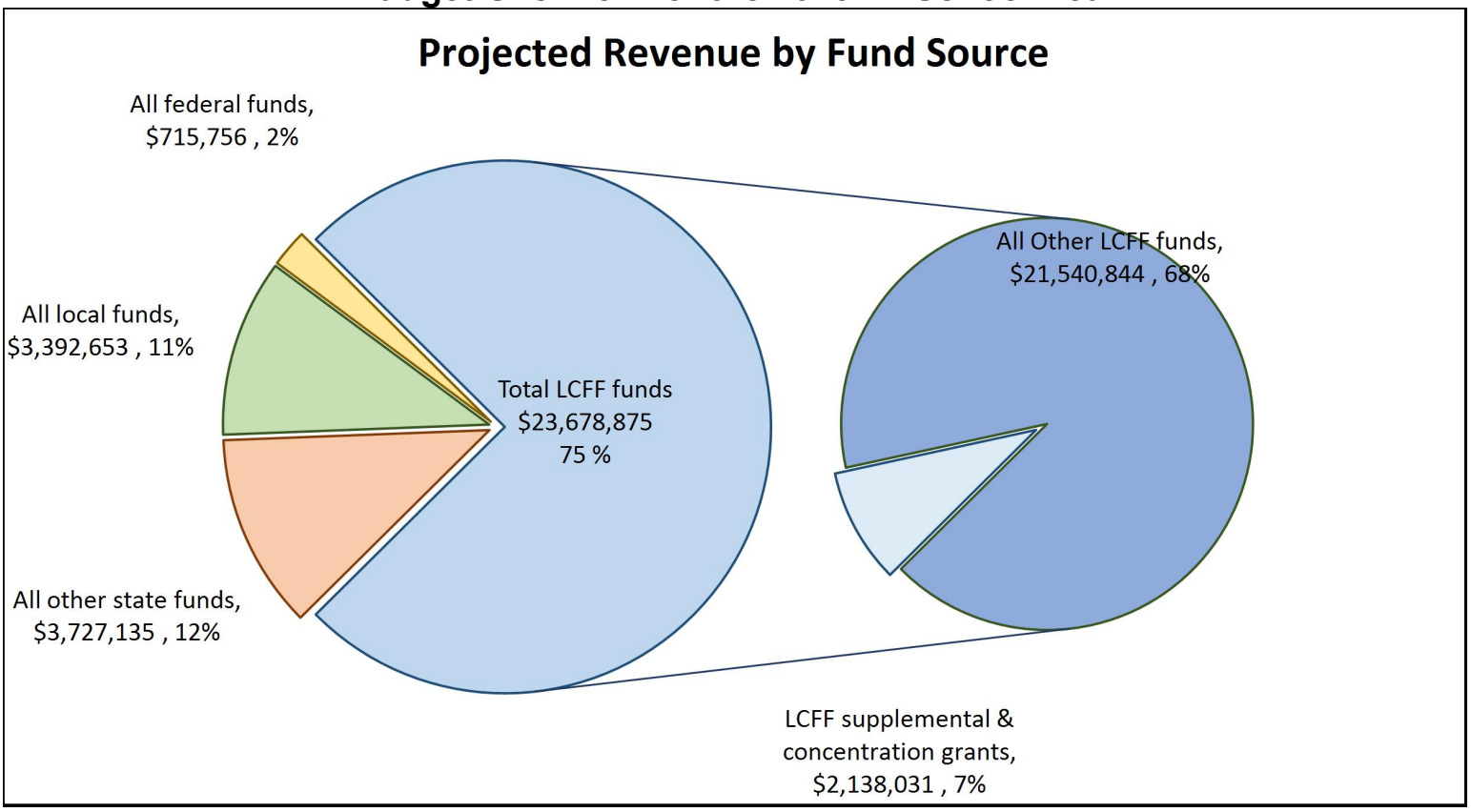
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Castaic Union School District
CDS Code: 64345
School Year: 2026-27
LEA contact information:
Stephanie Beach
Assistant Superintendent of Educational Services
sbeach@castaicusd.com
661-257-4500

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

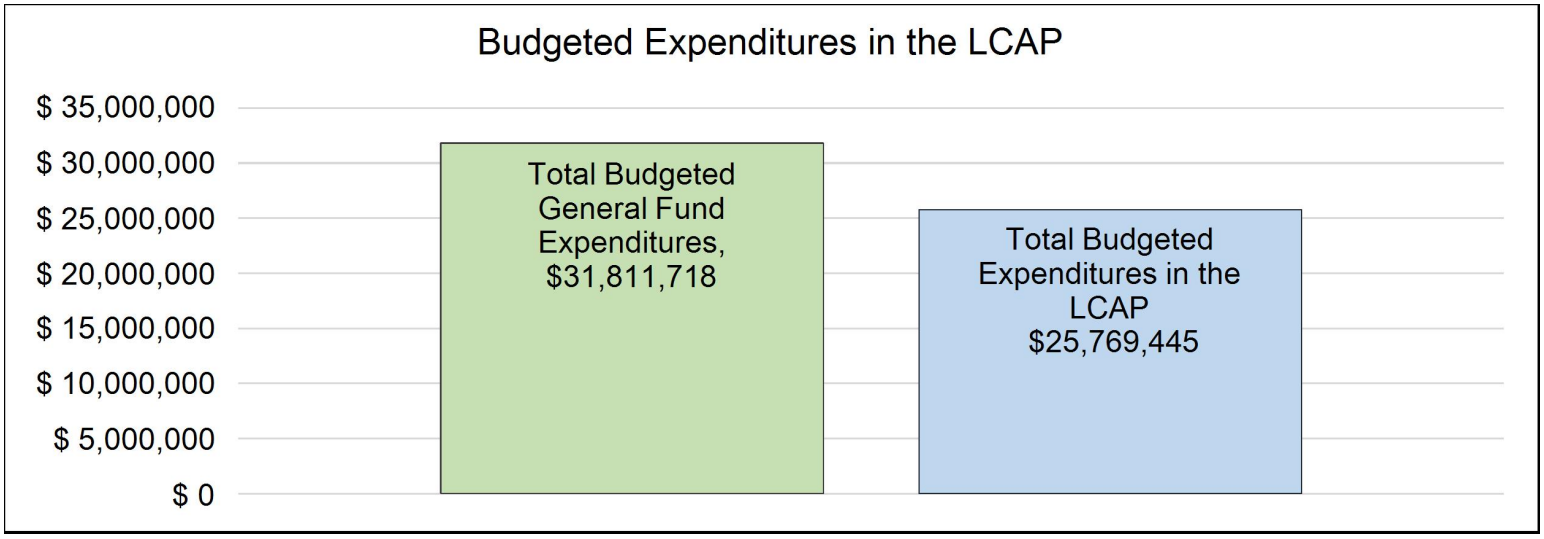


This chart shows the total general purpose revenue Castaic Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Castaic Union School District is $31,514,419, of which $23678875 is Local Control Funding Formula (LCFF), $3727135 is other state funds, $3392653 is local funds, and $715756 is federal funds. Of the $23678875 in LCFF Funds, $2138031 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 Castaic Union 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: Castaic Union School District plans to spend $31811718 for the 2026-27 school year. Of that amount, $25769445 is tied to actions/services in the LCAP and $6,042,273 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

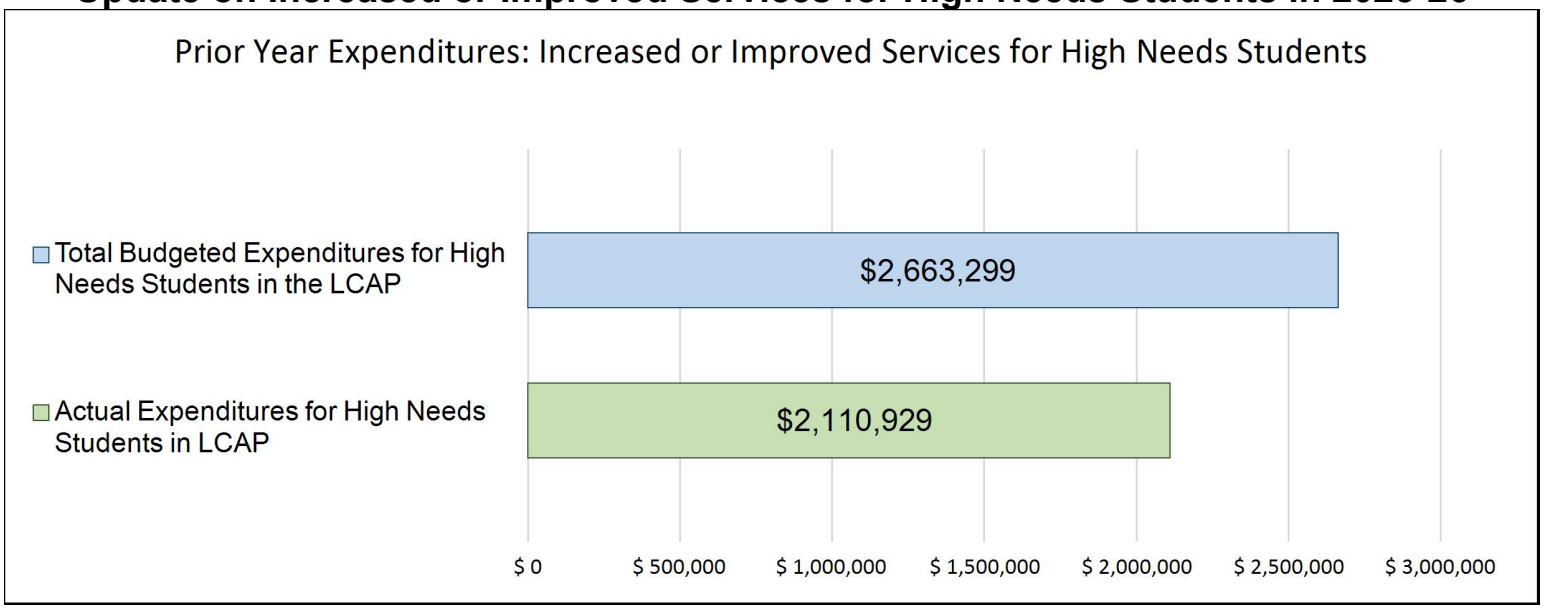
Other operations, discretionary grant and, capital improvements are not included

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

In 2026-27, Castaic Union School District is projecting it will receive $2138031 based on the enrollment of Foster Youth, English learner, and low-income students. Castaic Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Castaic Union School District plans to spend $2265328 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 Castaic Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Castaic Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Castaic Union School District's LCAP budgeted $2663299 for planned actions to increase or improve services for high needs students. Castaic Union School District actually spent $2110929 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $552,370 had the following impact on Castaic Union School District’s ability to increase or improve services for high needs students:

Home to School Transportation was not able to be facilitated. The district moved to provide greater hours of before and after school offerings provided through ELOP, not supplemental funds.

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
Castaic Union School District	Stephanie Beach Assistant Superintendent of Educational Services	sbeach@castaicusd.com 661-257-4500

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.

Castaic Union School District is a suburban school district located in northwest corner of the Santa Clarita Valley, in the northern portion of Los Angeles County. Castaic serves just over 1,800 students in grades Transitional Kindergarten through eighth. Our diverse student population (6.1% Two or More Races; 1.8% African American; 34.5% White; 1.8 Asian; 51.2% Hispanic; and, 3.3% Filipino) is served in three elementary schools and one middle school. The goal of this plan is to ensure that all students, including English Learners (7.8%), Students with Disabilities (13.9%), and Socioeconomically Disadvantaged (50.5%), are successful by providing the highest quality instruction every day for every child. The Castaic students attend the Castaic High School, which is the newest high school in the William S. Hart Union School District, after they promote from our middle school. We also offer State and Community preschool programs.

CUSD's mission states that, 'Castaic Union School District advances the hearts and minds of students through innovative learning, differentiated teaching to challenge all learners, and provides a holistic approach to wellness in a secure, safe environment. Castaic Union School District will develop independent, high achieving and socially responsible students.'

The guiding principles for realizing this mission include:
1. Caring for students and adults—especially the most vulnerable
a. Protect the health and safety of students, parents, caregivers, educators and the community. This means adhering to health and safety guidelines.
b. Support the social, emotional, physical, and behavioral health of students, educators, and staff.

c. Prioritize the needs of the most vulnerable students and staff, including those with disabilities, those with underlying health issues or other risk factors, low-income students, English learners, students experiencing homelessness, students in foster care, and ensure equitable academic and social-emotional supports.
d. Create two-way communication with families and caregivers to understand students' and families' needs and communicate changes in procedures, practices, expectations, and supports
2. Prioritizing student learning
a. Continue to value and use California's content standards. The standards themselves are a resource to inform teachers, administrators, and parents of the skills and knowledge that students should master and learn at each grade or proficiency level.
b. Ensure opportunities for students to master core subject areas and pursue well-rounded learning
c. Assess students to determine progress toward mastery of state standards, and identify the best approach for each student.
d. Prioritize literacy, content literacy, and numeracy, especially in early grades, by providing focused and effective intervention and enrichment opportunities.
3. Ensuring Effective Teaching
a. Ensure all educators have access to support and training to facilitate the implementation of the plan and educator success in meeting the needs of children and families.
b. Leverage the power of quality continuous improvement processes and the effective use of data-driven decision-making.
c. Use a Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) to meet the individual needs of each child, focusing not only on academics but the social-emotional needs of students as well.
4. Operating efficiently, effectively, and responsibly
a. Promote collaboration (including, administrators, teachers, other school personnel and staff, families, communities, community partners, students) that involves high-quality planning and implementation processes.

Reflections: Annual Performance

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

The California School Dashboard results reflect a mixed but informative picture of student outcomes in the Castaic Union School District, highlighting both areas of strength and opportunities for focused improvement. Overall, the district demonstrates strong performance in English Language Arts (ELA), with students performing in the Green performance level and scoring 15.1 points above standard, representing a significant increase of 11.7 points from the previous year. When looking at the Dashboard English Language Arts Growth data, all students are scoring in the "accelerated" range, with 72.1% of the students improving their score from the previous year. No student groups showed minimal growth. This growth indicates that district efforts around literacy, including curriculum alignment, instructional strategies, and professional learning, are having a positive impact on student achievement. In Mathematics, the district also maintained a Green performance level, though students are performing 10.4 points below standard. Encouragingly, math scores also increased by 11.7 points, signaling meaningful growth and suggesting that recent instructional shifts and supports are beginning to take hold. When looking at the Dashboard Mathematics Growth data, all students again scored in the "Accelerated" range, with 68.7% of students improving their score from the prior year. No student groups showed minimal growth. In contrast, English Learner Progress represents a critical area for improvement. The district is in the Red performance level, with 41.9% of English learners making progress, reflecting a decline of 15.2% from the prior year. After a deep dive into the data, it appears that this decline can be attributed to both a decline in the number of EL's being tested, due to a high reclassification rate, and an increase in the number of newcomers enrolled across the district during the last school year. From an equity perspective, the Dashboard indicates variation in performance across student groups, particularly in Mathematics,

where more groups fall into the Orange and Yellow performance bands. This reinforces the district's ongoing commitment within the LCAP to address disparities and ensure all student groups have access to high-quality instruction and support.

The California School Dashboard indicates that Castaic Union School District is performing at the Yellow level for Chronic Absenteeism, with 13.3% of students identified as chronically absent, reflecting a decline of 1.3 percentage points from the previous year. No student groups fall into the red in this category. This decrease represents a positive step forward and suggests that district efforts to improve student attendance are beginning to show impact. Strategies such as increased use of Saturday School, SARB processes, and proactive family communication have contributed to this improvement and demonstrate a growing emphasis on the importance of consistent student attendance.

The California School Dashboard indicates that Castaic Union School District is performing at the Blue level for Suspension Rate, with 0.4% of students suspended at least one day, reflecting a decline of 1.9 percentage points from the previous year. This places the district in the highest performance level and demonstrates a strong, positive school climate where students are consistently supported to remain engaged in learning.

District-wide student groups in "red" performance band on California Dashboard (three years):
No student group has performed consistently in the "red" performance band on any indicator for the past three years. Currently on the 2025 Dashboard the only student group performing in the "red' is English learners on the English learner progress indicator, however on this same indicator long-term English learners are performing in the "blue" performance level. The two indicators (Chronic Absenteeism and Suspension) had student groups in the "red" performance level in either 2023 or 2024, however on both these indicators on the 2025 Dashboard there were no student groups in "red".

California Dashboard - 2025 - District level
English learner progress - "red" (declined 15.2% from prior year)
Long Term English Learners - "blue performance" - 66.7% making progress (increased 6.7%)

California Dashboard - 2025 - District Level
English Language Arts - "green" performance band - 15.1 points above standard (increased 11.7 points)
No student groups in the "red" or "orange" band
The following students groups are performing in the "yellow" band: English learners, Long-term English learners, socioeconomically disadvantaged, student with disabilities

California Dashboard - 2025 - District level
Mathematics - "green" performance band - 10.4 points below standard (increased 11.7 points
No student groups in "red" band
The following student groups are performing in the "orange" band: Long-term English learners (140 points below standard - increased 7.1 points), Students with Disabilities (85 points below standard - maintained)

The following student groups are performing in the "yellow" band: English learners (55 points below standard - increased 8.3 points), Hispanic (30.9 points below standard -increased 15.8 points), socioeconomically disadvantaged (32.2 points below standard - increased 10.7 points)

California Dashboard 2025 - District Level
Chronic Absenteeism -
"yellow" performance band (13.3% chronically absent - declined 1.3%)
no student groups in "red" performance band
The following student groups are in the "orange" performance band: African American (13.2% chronically absent - increased 3.4%), Asian (10.8% chronically absent - increased 3.5%), Homeless (51.7% chronically absent - declined 1.6%), Students with disabilities (21% chronically absent -declined 2.3%), White (11.1% chronically absent - maintained)

California Dashboard - 2025 - District Level
Suspension - "blue" performance band (0.4% suspended - declined 1.9%)
No student groups in red
Asian - "orange" performance band (2.7% suspended - increased 2.7%)
Two or more races - "yellow" performance band (0.7% suspended - increased 0.7%)

School Level Dashboard - 2025
Northlake Hills
ELA - "green" (19.5 points above standard - increased 11.8 points) - Students with disabilities - "red" performance band (71.8 points below standard - maintained)
Math - "green" (6.8 points above standard - increased 4.1 points) - no student groups in "red" performance band
English learner progress- "red" performance band (37.5% making progress - declined 23.5%)
Chronic absenteeism - "Yellow" performance band (14.5% chronically absent - declined 0,7%) - students with disabilities - "red" - performance band (26.4% chronically absent - increased 26.4%), English learners - "orange" performance band (16.9% chronically absent - increased 0.9%) and White - "orange" performance band (13.8% chronically absent maintained)
Suspension -"blue" performance band - 0.3% suspended (declined 1.3%) no student groups in "red" or "orange" performance bands

Castaic Elementary
ELA - "green" performance band (24 points above standard - maintained) - no student groups in "red" performance band
Math - "green" performance band (0.2 points above standard -declined 3.2 points) - no student groups in "red" performance band
English learner progress - no performance color (47.1% making progress - maintained)
Chronically absent - "yellow" performance band (8.8% chronically absent - maintained) - no student groups in "red" performance band
Suspension -"blue" performance band (0.2% suspended - declined 1%) - no student groups in "red" performance band

Live Oak Elementary
ELA - "orange" performance band (8.5 points below standard - maintained) No student groups in "red" performance band
Math - "green" performance band (13.7 points below standard - increased 19.1 points) No student groups in "red" performance band

English Learner Progress - "red" performance band (32.4% making progress - declined 20.5%)
Chronic Absenteeism - "yellow" performance band (14.8% chronically absent - declined 14.8%) No student groups in "red" performance band
Suspension - "blue" performance band (0.2% suspended - declined 0.9%) No student groups in "red" performance band

Castaic Middle School
ELA - "blue" performance band (23.1 points above standard - increased 25.9 points) no student groups in "red" performance band
Math - "green" performance band (24.8n points below standard - increased 20.6 points) Students with disabilities - "red" performance band (133.3 points below standard - maintained)
English learner progress - no performance color (66.7% making progress- increased 7.6%)
Chronic Absenteeism - "orange" performance band (13.6% chronically absent - increased 1.2%) -Socioeconomically disadvantaged students - "red" performance band (18.8% chronically absent -increased 4.3%)
Suspension - "blue" performance band (0.9% suspended -declined 4.6%) - no student groups in "red" performance band

California Dashboard - 2024 - District Level
English learner progress - "green" with 57.1% making progress toward English language proficiency, maintained this level from the previous year.
Long-term English learners - "blue" - 60% making progress

California Dashboard - 2024 - District Level
English language arts -All students- Yellow (3.4 points above standard), This is a 7.2 point decline from the previous year. The following student group is performing in the "red" band: Long Term English Learners. The following student groups are performing in the "orange" band: English learners, Hispanic, socioeconomically disadvantaged and students with disabilities. The following student groups are performing in the "green" band: Filipino, two or more races and white students. There were no student groups in "red" band in either 2023 or 2024.

California Dashboard - 2024 - District Level
Math - All students - Yellow (22.1 points below the standard) maintained from the previous year. The following student groups performed in the "orange" band: Hispanic, Long term English learners and socioeconomically disadvantaged students. The following student groups performed in the "yellow" band: English learners and students with disabilities and the following student groups are performing in the "green" band: Filipino, two or more races and white students. There are no student groups in the "red" band in either 2023 or 2024

California Dashboard 2024 - District Level
Chronic Absenteeism- All students -Yellow - declined (14.5%), this demonstrates a decline of 7%
The following student group are in the "red" band: homeless students. The following student group is in the "orange" band: African American students. The following student group is in the "green" band: Asian. All other student groups are in the "yellow" band.
The following student groups were identified "red" in 2023 and in 2024 are identified:
Asian - (2023) - 24.5% - (2024) -7.3% (green)
Foster youth - (2023) -27.8% (2024) no performance reported

Homeless -(2023) -47.1%. (2024) - 53.3% (red)

California Dashboard 2024 -District Level
Suspension - All students - "yellow" (2.3% suspended at least one day) -this rate is maintained from the previous year. The following student group is in the "red" band - foster youth; the following student groups are in the "orange band: English learners, long term English learners and Hispanic students. The following group is in the "yellow" band: African American and socioeconomically disadvantaged students and students with disabilities. The following student groups are in the "green" band: white students; and the following student groups are in the "blue" band: Asian, Filipino and homeless and two or more races.
The following student group was identified in the "red" band in 2023 and in 2024 they are performing in:
Students with disabilities (2024) - Yellow band (declined by 1.8%)

School Level Dashboard (2024)
Live Oak Elementary
Students with disabilities - "red" band - chronic absenteeism
ELA - (2) student groups (Hispanic and socioeconomically disadvantaged students) - "orange" band
Math - (3) student groups (Hispanic, socioeconomically disadvantaged and students with disabilities - "orange" band
Chronic absenteeism - Students with disabilities are in the "red" band. (2) student groups (English learners and two or more races) - "orange" band
Suspension - (3) student groups (Hispanic, socioeconomically disadvantaged and students with disabilities - "orange" band

Northlake Hills
No student groups in the "red" band on any Dashboard Indicators
ELA - (2) student groups (English learners and students with disabilities) - "orange" band
Math - (1) student group (English learners) - "orange" band
Chronic Absenteeism - Hispanic, economically disadvantaged, students with disabilities, English learners, white students - "red" band.
Suspension - (3) student groups (English learners, Hispanic, students with disabilities, - "orange" band
English learner progress - "green" band - 61% making progress (maintained)

Castaic Elementary
No student groups are in the "red" for any of the Dashboard indicators
ELA - (3) student groups in "yellow" band, (1) student group - "green" band
Math - (3) student groups in "yellow" band, (1) student group - "green" band
Chronic Absenteeism - (3) student groups in "yellow" band, (1) student group -"blue" band
Suspension - (2) student groups in "orange" band, (1) student group - "green" band, (1) student group in "blue" band
EL Progress - no performance color

Castaic Middle School
Students in "red" performance band - ELA - students with disabilities
ELA - (3) student groups in "orange" band, (1) student group - "green" band

Math - (2) student groups - "orange" band, (2) student groups - "yellow" band, (1) student group - "green" band
Chronic absenteeism - (4) student groups - "yellow" band, (1) student group - "green" band
Suspension - (1) student group - "orange" band, (2) student groups - "yellow" band, (1) student group - "green" band, (1) student group - "blue" band
EL Progress - no performance color

California Dashboard - 2023 - District level - students in the "red" performance band:
Chronic Absenteeism - Asian, Foster Youth, homeless
Suspension - students with disabilities

The following schools were identified as red schoolwide for chronic absenteeism in 2023: Northlake Hills and Castaic Elementary

2023 School level Dashboard - students in "red" performance band:
Castaic Middle School -
Suspension - English learners, students with disabilities
Math - Students with disabilities

Live Oak Elementary (2023)
no students in "red" on any dashboard indicator

Northlake Hills (2023)
ELA - students with disabilities
Chronic absenteeism - English learners, Hispanic, socioeconomically disadvantaged, students with disabilities, white
Suspension - white

Castaic Elementary (2023)
Chronic absenteeism - Hispanic, socioeconomically disadvantaged, students with disabilities

The following actions were developed for this three year plan to address these lowest performance indicators:
Action 1.8 - Professional development - the District has developed a multi-year professional development plan to increase the teachers' capacity to understand the rigor of grade level standards and how to teach those standards to diverse learners through Universal Design for Learning
Action 1.10 - Teacher collaboration - Teachers collaborate more frequently at their schools sites and meet three times a year with district staff by grade level to review data and plan the instructional pacing of the standards. This collaboration has become more "formalized" using protocol to help teams work more efficiently and effectively.
Action 1.10 - Implement the Science of Reading - This action has support teachers with an increased understanding of current best practices in reading and provided support to teachers with the implementation of those practices

Actions 2.1 and 2.6 - Provide intervention teachers - Intervention teachers and support materials have been implemented at all schools. These teachers have been able to systematically target the needs of the lowest performing students primarily in English language arts. Students receiving this support have demonstrated growth.
Action 2.4 - Implement a comprehensive assessment plan - The District has implemented a more comprehensive assessment plan that includes multiple measures for understanding student achievement in math and ELA. Results are more frequently reviewed at both the District and school levels.
Action 3.1 - Provide school-wide behavior support - This action has supported students needing additional behavioral support to have increased access to classroom instruction.
Action 3.10 - Implement Attendance and Engagement Plan - This action provided each school and the district to implement a systematic attendance and engagement plan that specifically worked on reducing chronic absenteeism
Action 3.14 - Provide students with behavior support to decrease lost instructional time - This action's focus was to provide alternatives to suspension and support students to the maximum extent to remain at school and in the classroom to continue learning.

Other District-wide state assessment data:
CAASPP Math (2025)
45.99% met or exceed grade level standards (this represents 4% increase)

CAASPP ELA (2025)
56.90% met or exceeded grade level standards (this represents nearly 5% increase)

CAASPP Math (2024)
42% of students met or exceeded grade level standards (this represents a maintenance of performance from 2023)

CAASPP ELA (2024)
52% of students met or exceeded grade level standards (this represents a slight decline from 55% in 2023)

ELPAC (2025)
Level 1 (beginning to develop) - 10.53%
Level 2 (somewhat developed)- 47.37%
Level 3 (moderately developed)- 36.84%
Level 4 (proficient) -5.26%

ELPAC (2024)
Level 1 (beginning to develop) 16%
Level 2 (somewhat developed) - 25%
Level 3 (moderately developed) -38%
Level 4 (well developed) 20% (this represents a slight decline from 2023 (22%)

All Local Indicators Measures:

Priority 1: Met
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials , Safe, Clean and Functional School Facilities

Priority 2: Implementation of State Standards: Met:
Professional development has been provided on standards based instruction and Universal Design for Learning; the district is making steady progress in supporting staff in providing standards aligned instruction including the practice of using Teacher Clarity protocols for planning instruction and providing time for teacher collaboration; the District has continued to engage staff in determining professional development needs through the use of an educational partner group for input to the LCAP, surveying teachers, and input from principals.

Priority 3: Parent and Family Engagement: Met;
The District continues to value and support building the capacity of staff to develop and maintain trusting relationships with parents and families; the District continues to provide multiple opportunities for two way communication between families and educators including: DELAC, Parent Advisory Committee, LCAP Educational Partner Meetings, School Site Councils, parent workshops; the District supports parents who advocate for their children and provide families with information related to policies and programs

Priority 6: School Climate: Met:

School Climate Survey 2026- In the spring of 2026, the district transitioned to using Kelvin for it's annual climate survey, instead of Youth Truth, which had been used in previous years.

Students in grades 3rd-8th took a survey in the spring of 2026 from Kelvin.
Elementary Students:
95% of students feel safe or somewhat safe at school
93% of students feel like they are often or sometimes a part of their school
95% of students feel cared for or somewhat cared for by their teachers and staff members
Middle School Students:
91% of students feel safe at school
92% of students feel a part of their school
95% of students feel an adult at school would help them if needed

Students in grades 3rd-8th took a survey in the spring of 2025 from Youth Truth
94% of students feel safe or somewhat safe at school
76% of students feel like they are often or sometimes a part of their school
97% of students feel cared for or somewhat cared for by their teachers and staff members
Middle School Students:
62% of students feel safe at school
42% of students feel a part of their school
53% of students feel an adult at school would help them if needed

Kelvin Survey- Staff (Spring 2026)

95% agree- "Staff treat students with Respect."
87% agree- "Students are safe from violence at my school."
35% agree- "I feel empowered to play a meaningful role in the decision-making at my school."

Kelvin Survey- Parents (Spring 2026)
81% agree- "Staff treat students with Respect."
87% agree- "Students are safe from violence at my school."
71% agree- "I feel empowered to play a meaningful role in the decision-making at my school."

Priority 7: Access to a Broad Course of Study: Met;
All students have access to all courses, principals are responsible to ensure that each teacher's classroom has a schedule that adequately reflects that all students receive the academic core. All mild/moderate students with disabilities are placed in a general education classroom and to the extent possible these students receive all core instruction in general education. Interventions are carefully designed in the schedules to not interfere with core instruction. At the middle school increased time has been provided to the Advisory period so that all students have access to all courses including electives that are available. English learners receive English language development although in some schools efforts are being made to ensure consistency.

Based on i-Ready Local data (spring 2026):
53%of students in grades K-8th were proficient in math on the end of year iReady Diagnostic test.
58% of students in grades K-8th were proficient in reading on the end of year iReady Diagnostic test.

Chronic Absenteeism (Attention to Attendance) (May 1, 2026)- All students - 10.81%

Suspension data (CalPads) (May 2026)- 0.47%

Based on a review of this data, the following actions will be continued or implemented to address students performing in the "red" band. In the district as a whole, no student groups are in the "red" band in any category, except English Learner Progress. At Castaic Middle school, students with disabilities are in red for math and socio-economically disadvantaged students are in the red for Chronic Absenteeism. At Northlake Hills Elementary, students with disabilities are in the red for both ELA and Chronic Absenteeism.
-Each school will continue to implement an attendance plan to support students who struggle with chronic absenteeism.
-Our MTSS committee to continue to refine a matrix of supports available in our district for academics, attendance, behavior and mental health
-Intervention time at the middle school will transition back to advisory period, where students can get support daily in ELA and Math.
-We will continue to monitor and evaluate our English Learners' progress each year to keep them on track to gain proficiency within 5 years
-We will continue to provide EL Lead Teachers and our Winter Academy to support our English Learners.
-We will provide professional development for all teachers to support our EL students.
-We will re-write our districts EL Master Plan to reflect adequate supports of our EL students
-The district is adopting new math curriculum to be implemented in the 2026/2027 school year.

Based on our current successes, the following actions will be continued or implemented in order to sustain our progress:

-We will continue to implement Capturing Kids Hearts to ensure that students feel cared for by their teachers and staff members and to increase the number of students that feel like they are a part of their school. In August we will not only be providing CKH 1 training, but we will also be providing CKH 2 training and a refresher course.
-We will continue to build strong relationships with students so they will continue to feel safe at school; In order to raise parents' positive perception of school safety, we will work to make our actions more visible.
-We will continue to implement the principles of Teacher Clarity, which has not been combined in our CLIMB initiative, and implement successful PLC strategies
-We will fully implement our matrix of assessments created for ELA, as part of our CLIMB initiative (Castaic Learning Initiative for Mastery and Beyond). Common Assessments will be given every 25-30 days and will be followed by a grade level data reflection cycles. These assessments are fully aligned and built to the rigor of the CAASPP.
-We will continue to invest in inclusive practices ensuring our students with disabilities and English learners are receiving successful access to core instruction
-We will continue to provide intervention teachers at all of our schools to provide data driven targeted small group instruction in both reading and math
-We will continue to train all staff in grades TK-3rd in the Science of Reading and develop and implement an Early Literacy Plan
-We will continue to provide teachers with resources to support writing instruction and continue our district writing prompt benchmarks

The district has unexpended Learning Recovery Emergency Block Grant funds for the 2026-2027 school year with can be found in Goal 4, Action 1. Our needs assessment continues to reveal significant needs based on a review of iReady and CAASPP data that socioeconomically disadvantaged students, students with disabilities, English learners and Hispanic students our performing below grade level standards as well as demonstrating an achievement gap with the "all student" group in English language arts. The following student groups performed below grade level and demonstrated an achievement gap from the "All student group": Hispanic, Long term English learners and socioeconomically disadvantaged students in math. Through the needs assessment, the District has also observed using walkthrough data and the preliminary data from the Early Progress Monitoring Data in reading/phonics for kindergarten, there is an increasing percentage of students in transitional kindergarten who are experiencing challenges in self-regulating their behavior which prohibits them from fully accessing kindergarten instruction. For these identified students, the level of support in transitional kindergarten has not been adequate to ensure their readiness for kindergarten.

To address these needs these needs the District will provide instructional aides to provide increased support for small group instruction in the Learning Centers. These aides will work closely with intervention teachers to ensure students receive targeted instruction with immediate feedback in both reading and math. Instructional aide support will also be provided in identified kindergarten classrooms where students who are experiencing behavior and self-regulation issues that interfere with them accessing instruction will be supported in receiving one-on-one or small group instructional support. The use of LREBG funds to support the use of instructional aides is in alignment with the allowable expense: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports such as: tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

The action to use the LREBG funds is based on evidence and research based practices regarding impact on student learning when students receive small group instruction or one on one support. The effect size or the impact on student learning of students receiving small group instruction and high quality feedback is significant especially when paired together. Small group learning has an average effect size 0.46

which is higher than other learning interventions. The effect size of feedback which is a critical component of small group instruction and one-on-one support is 0.73.

Reflections: Technical Assistance

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

The District is not currently in differentiated assistance.

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.

The District does not have any schools identified as 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.

Monitoring and Evaluating Effectiveness

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

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
DELAC	September 16, 2025- Reviewed purpose of DELAC and ELAC related to the LCAP, nominated officers, discussed parent advisory committee, reviewed ELPAC data to determine specific needs of EL students related to English proficiency and gave parent survey on needs of English Language Learners January 27, 2026- Reviewed of EL Winter Academy, discussed Summative ELPAC and CAASPP, and discussed the importance of completing the parent surveys May 12, 2026- Discussed CAASPP and ELPAC score reports, reclassifications and shared draft of LCAP
Educational Partners: Parent representatives from each school, community representatives, staff (teachers, principals, district administrators, other school personnel and local bargaining unit representatives), DELAC representative and SELPA director. Participation at these meetings were open to all parents, staff and community members.	January 29, 2026- Initial review of LCAP goals, deep dive into actions in goal #1, review of data related to goal #1 March 19, 2026- Deep dive into actions in goals 2 & 3, review of data related to goals 2 & 3 May 28, 2026- Review survey results, share draft of LCAP, including metrics and budget
Parent Advisory Committee: Representatives from each school	January 29, 2026- Initial review of LCAP goals, deep dive of all metrics and data, review of actions in goal #1 March 19, 2026- Deep dive into actions in goals 2 & 3, review survey results May 28, 2026- Share draft of LCAP, including metrics and budget
Board of Trustees	October 9, 2025- Review data from CAASPP testing November 13, 2025- Review data from California Dashboard February 12, 2026- Shared Mid-Year LCAP Report and progress on goals, including metrics

Educational Partner(s)	Process for Engagement
	April 23, 2026- Review LCAP survey results June 11, 2026- Public Hearing June 25, 2026- Approval of LCAP
Student Focus Group	April 16, 2026- Review of Goals and Actions from prior year, share and gather input from Kelvin student survey May 14, 2026- Review of Goals and Actions for 2025-2026
Survey Results from Educational Partners (Staff, Students and Parents)	February 2026- Surveys were administrated to all staff, students in grades 3rd-8th, and all parents in the district

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

The specific input received throughout the LCAP update process has significantly influenced the district's LCAP.

In Goal 1, educational partnership input influenced:
-Continue to promote that every student should be able to attain the highest level of academic achievement and be college and career ready
-Continue to work on writing skills and support
-Continue implementation of the Science of Reading and support from OG lead teacher
-Implement ELA student assessments created this year in five cycles. Grade levels will do data reflections with their school administrator after each assessment to help inform instruction.
-Implement newly adopted math curriculum
-Create common assessments for math in each grade level, focused on essential standards and built to the rigor of CASSP, to implement in the 27-28 school year

Goal 2, educational partners input influenced:
-Provide training teaching staff in GLAD strategies to support our English Language Learners
-Provide target support to our Long Term English Learners (LTELs)
-Continue to support ELOP program's focus on intervention support and attendance recovery for elementary students, try to find a way to provide tutoring to middle school students
-Continue to provide support to students with disabilities transitioning from preschool to the TK and Kindergarten program

Goal 3, educational partner input influenced:
-Continue to find ways to increase participation in parent education nights
-Continue to provide opportunities for attendance in both Saturday School and through ELOP participation
-Continue to train staff in Capturing Kids Hearts and implement strategies district-wide to create a positive school climate and help students feel more connected at school. This summer, in addition to training for new staff or staff that has never been trained, we will also provide advanced training for any teaching staff that would like to learn more CKH strategies. We will also offer a refresher course to those who were trained awhile back.

Educational partners recognized that some students need "more" to be successful. This priority has influenced the district's planning and is evident throughout the LCAP. To accurately assess learning status and monitor growth, the district has developed a common assessment calendar across grade levels for ELA and Math. Next year the district will be implementing five cycles of assessments in ELA created this year and teachers will participate in data reflection cycles after each assessment. Supporting teachers and other staff's understanding of how to address students' social/emotional and behavior needs both within and outside of the classroom is also a focus. Identifying ways to increase student and family connectedness is also a common theme. This LCAP has a focus on providing professional development and staff to support these identified needs.

This LCAP also includes additional areas where specific supports for English Learners, Foster Youth, Homeless Youth, socio-economically disadvantaged youth, and Students with Disabilities are articulated. Supporting staff by providing clear expectations, additional support staff and evidence based strategies for the successful inclusion of all students is another area of focus. This LCAP has been influenced by this input, specifically in expectations of collaboration and in professional development plans.

Survey data influenced the LCAP in the following ways:

- We had much better participation in our surveys this year with our new survey platform. We switched from using Youth Truth, to using Kelvin as a survey platform, but asked exactly the same questions in order to be able to compare data to prior years. The way the survey was presented to parents and the way the data is reported in Kelvin was much easier to understand. Parents expressed a desire to stay with the new platform. We will continue using Kelvin to implement our student, staff and parent surveys next year.

-Provide more opportunities for staff and parents to give input into decision making.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Castaic Union School District will provide a high quality education to raise the academic achievement of all students	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District's primary mission is to provide an effective, high-quality educational program for all students. To meet this goal the actions that are included focus on having a highly effective teacher with the appropriate credential in every classroom. Providing administrative staff to ensure District programs and services for all students are implemented is also a part of this goal. Recognizing the need to build the capacity of the professional staff continually, some actions address professional development and collaboration to allow staff to develop their skills to meet the needs of all students in the District. Focusing on implementing Universal Design for Learning supports teachers in providing successful access to rigorous grade-level standards to all students. This goal also includes the need to provide core instructional materials for every student, technology for students and classrooms, supplemental materials, especially in math, to assist teachers in improving student achievement, and intervention materials/programs for students who need specialized instruction to address significant gaps in learning. The goal addresses an identified need to improve student writing. With the implementation of these actions, it is the belief that the District will make significant progress in meeting the goal of providing a high-quality education to raise academic achievement 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	Credential Audit	96% of the Teachers are fully credentialed. 4% of our credentialed staff are interns and	95% of the Teachers are fully credentialed. 5% of our credentialed	95% of the Teachers are fully credentialed. 5% of our credentialed	100% of the Teachers are fully credentialed.	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		one is on a limited term assignment (January 2024)	staff are interns and one is on a limited term assignment.	staff are not fully credentialed (2 are interns, 1 is on a short-term staff permit, and 3 have a limited term assignment for one period at middle school).		
1.2	All students have core instructional materials at school and at home (Williams)	100% of students have standards based instructional materials (January 2024)	100% of students have standards based instructional materials.	100% of student have standards based instructional materials	100% of students have standards based instructional materials	0
1.3	CAASPP Math, grades 3 - 8,reduce the distance from the standard	2023- All students- 23.5 points below standard (Maintained) SWD- 90.9 points below standard (Increased 14.1 pts) EL- 75.7 points below standard (Maintained) SES- 44.6 points below the standard (Maintained)	2024- All students- 22.1 points below standard (maintained) SWD- 83.7 points below standard (increased) EL- 63.3 points below standard (increased) SES- 42.9 points below the standard (maintained)	2025- All students - 10.4 points below standard (increased) SWD - 85 points below standard (maintained) Long-term English learners - 140 points below standard (increased) English learners - 30.9 points below standard (increased) SES - 32.2 points below standard (increased	All students- 12 points below standard SWD- 50 points below standard EL- 40 points below standard SES- 22 points below the standard	All students -13.1 points (reduce distance) SWD -5.9 points (reduce distance) EL. -44.8 points (reduce distance) SES -12.4 points (reduce distance
1.4	CAASPP English Language Arts, grades 3 - 8, reduce the distance from the standard	2023- All students- 10.6 points above standard (Maintained)	2024- All students- 3.4 points above	2025- All students - 15.1 points above	All students- 25 points above standard	All students - +4.5points (reduce distance)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 72.3 points below standard (Increased 7.7 pts) EL-41 points below standard (Maintained) SES- 11.4 points below the standard (Maintained)	standard (declined) SWD- 69.7 points below standard (maintained) EL-42.4 points below standard (maintained) SES- 17.4 points below the standard (declined)	standard (increased) SWD - 63.6 points below standard (increased) LTEL - 69.7 points below standard (increased) EL - 30.9 points below standard (increased) SES - 8.8 points below standard (increased)	SWD- 60 points below standard EL-20 points below standard SES- at the standard	SWD -8.7 points (reduce distance) EL- -10.1 points (reduce distance) SES. -2.6 points (reduce distance)
1.5	i-Ready Math Diagnostic, grades K - 8, percent of students on or above grade level for math	May 2024 All students- 52% Baseline identified 2025 English learners- 29% Low income students- 48%	May 2025 All students- 58% Baseline identified for student groups	May 2026 All students- 53% English learners- 25% Low income student- 43%	All students- 60% English learners- 40% Low income student-55%	All students +1% English learners - 4% Low income student -5%
1.6	i-Ready ELA Diagnostic, grades K - 8, percent of students on or above grade level for ELA	May 2024 All students- 61% Baseline establish 2025 English learners- 22% Low income students- 51%	May 2025 All students- 61% Baseline established for student groups	May 2026 All Students 58% English Learners- 33% Low income students- 50%	All students- 70% English learners- 35% Low income students-60%	All Students -3% English Learners +11% Low income students- -1%
1.7	California Dashboard ELA	2023 Dashboard -Green	2024 Dashboard - Yellow	2025 Dashboard - Green	Blue	At baseline
1.8	California Dashboard Math	2023 Dashboard - Yellow	2024 Dashboard - Yellow	2025 Dashboard -Green	Green	Growth from yellow to green

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Broad Course Access Review of school's master schedules	Master Schedule Review - Spring, 2024 Elementary and middle school - all students receive all core classes Middle School - 100% = access to electives	Master Schedule Review - Spring, 2025 Elementary and middle school - all students receive all core classes Middle School - 100% = access to electives	Master Schedule Review - Spring, 2026 Elementary and middle school - all students receive all core classes Middle School - 100% = access to electives	Master Schedule Review - Elementary and middle school - all students receive all core classes Middle School - 100% = access to electives	no change
1.10	State Standards: Implementation of academic content and performance standards	June 2024 Dashboard Priority 2-Self-reflection Tool ELA - Common Core State Standards - 5 (full implementation) ELD - 5 (full implementation) Mathematics - Common Core State Standards - 5 (full implementation) Next Generation Science Standards - 5(full implementation) History-Social Science - 5(full implementation)	June 2025 Dashboard Priority 2-Self-reflection Tool ELA - Common Core State Standards - 5 (full implementation) ELD - 5 (full implementation) Mathematics - Common Core State Standards - 5 (full implementation) Next Generation Science Standards - 5(full implementation) History-Social Science - 5(full implementation)	June 2026 Dashboard Priority 2-Self-reflection Tool ELA - Common Core State Standards - 5 (full implementation) ELD - 5 (full implementation) Mathematics - Common Core State Standards - 5 (full implementation) Next Generation Science Standards - 5(full implementation) History-Social Science - 5(full implementation)	Dashboard Priority 2-Self-reflection Tool ELA - Common Core State Standards - 5 ELD - 5 Mathematics - Common Core State Standards - 5 Next Generation Science Standards - 5 History-Social Science - 5	no change
1.11	Science (CAST)	California Science Test (2023) - 38.5% met or exceeded standards	California Science Test (2024) - 37.66% % met or	California Science Test (2025) - 36.50% met or	48% met or exceeded standards	-2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			exceeded standards	exceeded standards		
1.12	Early Progress Monitoring Data Grades K-2	establish baseline 24-25 for the following: All Students K-73% proficient in phonics skills; 75% proficient in sight words 1- 85% proficient in phonics skills; 86% proficient in sight words 2- 92% proficient in phonics skills; 80% proficient in sight words	Spring 24-25 - NA	Spring 2026 K- 79% proficient in phonics skills; 62% proficient in sight words 1-81% proficient in phonics skills; 86% proficient in sight words 2-83% proficient in phonics skills; 91% in sight words	All Students K- 90% proficiency in phonics and sight words 1- 95% proficiency in phonics and sight words 2- 98% proficiency in phonics and sight words	K +6% phonics; -13% sight words 1 -4% phonics; 0% change sight words 2 -9% phonics; +11% sight words
1.13	Local writing assessment rubric (K-8)	Spring 2024 43% of students scored a "3" or better on final writing assessment	Spring 2025 33% of students scored a "3" or better on final writing assessment	Spring 2026 40.9% of students scored a "3" or better on final writing assessment	60% of students scoring "3" or better on final assessment	-2.1%
1.14	Next Gen Math Benchmark (K-8)	% of students who have met or exceeded standards: K- 93.3% 1- 69.8% 2- 79.4% 3- 53.1% 4- 31.9% 5- 40.3% 6- 68% 7- 14.2% 8- 14.9%	May 2025 - NA	Spring 2026 % of students who have met or exceeded standards: K- 89.9% 1- 77.3% 2- 57% 3- 67.4% 4- 27.8% 5- 38.1% 6-55.4% 7- 30.8% 8- 28.2%	% of students who have met or exceeded standards: K- 95% 1- 75% 2- 85% 3- 65% 4- 50% 5- 50% 6- 75% 7- 30% 8- 30%	K- 3.4% 1 +7.5% 2 -22.4% 3 +14.3% 4 -4.1% 5 -2.2% 6 -12.6% 7 +16.6 8 +13.3%
1.15	Momentum Math Diagnostic	Establish baseline Fall 2026				

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.

1.1 -Qualified and Appropriately Assigned Teachers - This action was implemented. All classrooms had teachers assigned however 3% of the teachers either did not have their preliminary credential, were misaligned or did not have their EL authorization. Currently these teachers are in the process of clearing their credentials for their assignment.

1.2 -Core Instructional Materials - All students received all core instructional materials as required. This year some teachers piloted math programs to determine what core math program will be ultimately adopted at the end of the 25-26 school.

1.3 - Supplemental Instructional Materials - This action has been implemented. Materials such as Mystery Science, books and materials for school libraries, replacement Chromebooks and materials for TK were purchased as needed and requested by staff.

1.4 - Technology and Digital Access - This action has been implemented. Staff to support teachers and district staff have been hired and technology equipment has been purchased as per the District's technology plan.

1.5 - Classroom Supplies and Materials - This action has been implemented. All students and staff received the instructional supplies and classroom supplies needed and requested.

1.6 -Digital Platforms for Planning and Surveys - This action has been implemented. Both Document Tracker (LCAP, SPSA and Safety Plans) and Kelvin (school climate platforms) were contracted.

1.7 - District and School Administrators - This action has been implemented. All administrative positions were hired at the start of the school year remained in their position throughout the year.

1.8 - Professional Development for Certificated Staff - This action has been implemented. This year the District provided professional development on curriculum alignment and developing a greater understanding of grade levels standards. Staff has also received training on the creative of standards aligned grade level assessments. Middle school math teachers attended a math conference. Mental health providers and selected teachers attended a NCSS conference. Optional after school professional development was also provided.

1.9 - Assessment and Accountability - This action has been implemented. This year the district implement ESGI for all students in grades K-2 to provide district wide assessment aligned to grade level standards in both math and ELA. This District implemented Jupiter Grades (on-line grade book)

1.10 - Teacher Collaboration -This action has been implemented. The District has held multiple meetings with grade level teams and department level teams related to grade/department level needs. The focus of these District level meetings has been on the alignment of grade level standards across the district. School level teams have also met throughout the year with A focus on effective use of data including data chats. Meetings have also been held to address the efforts to implement specific district initiatives.

1.11 - Implement Science of Reading -This action has been implemented. New teachers in grades TK -3 received training and began to implement the principles of science of learning. The science of reading "lead teacher" has been able to observe classroom teachers to understand their level implementation and provide support. This TOSA has been able to provide training, lesson modeling and coaching to all teachers. Materials and supplies to support the implementation of science of reading also occurred. Although there was a budgeting error last year, there was no impact in the implementation of this action.

1.12 - Improve Student Writing - This action has been implemented. This District continued the work with a committee of teachers who modified writing benchmarks. The action was implemented in grades K-8. The District also purchased Mystery Writing as a supplemental program.

1.13 - Supplemental Materials and Technology to Support Intervention - This action has been implemented. The District has purchased Learning without Teachers as a supplementary program for the learning center. A variety of intervention materials have been purchased to support the needs of students in the classroom. Materials such as Scholastic, No Red Ink and Chromebooks and hotspots for students needing use of technology at home.

1.14 - Career and College Readiness - This action was implemented. This on-line program was available to students in grades 5-8 to explore career and college possibilities. At the middle school students used the program during advisory. At the elementary level, schools identified a time each work for students to use the program.

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

1.1 Qualified and appropriately assigned teachers - There is a material difference in this action. The expenditures were more than budgeted. This is due to an increases in salary and benefits based on contractural agreements.

1.2 - There is a material difference in this action. The expenditures were more than the budgeted amount. This is due to the cost of the math adoption which is a three year obligation; this year's increase was to cover 1/3 of the cost.

1.3- There is a material difference in this action. There was less expended from the budgeted amount. The District had planned for a Chromebook replacement that was not needed this year. Chromebooks were replaced in 2024-25.

1.7 - There is a material difference in this action. There was more expended than budgeted. This is due to salary and benefit increases based on negotiated agreements.

1.10 - There is a material difference in this action. The expenditures were less than budgeted. The expense for holding data chat meetings was not as great as was budgeted. The District was able to cover these meetings with substitutes versus extra duty pay which is less cost.

1.11 - There is a material difference in this action. The expenditures were less than budgeted. The original budget included three days of salary, however the expenditure includes two days of salary. This was a budgeting error and did not effect the implementation of this action.

There is no material difference for Actions 1.4 (technology), 1.5 (classroom supplies and materials), 1.6 (Digital platforms for planning and surveys), 1.8 (professional development), 1.9 (assessment and accountability), 1.12(improve student writing), 1.13 (supplemental materials 1.14 (college and career readiness)

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

1.8 - Professional Development for Certificated Staff -
The District initiative CLIMB (Castaic Learning Initiative for Mastery and Beyond) focused on staff developing a greater understanding of the rigor of grade level standards, the importance of both grade level and vertical alignment and the development of assessments to monitor student achievement related to the standards. Based on teacher feedback during training and collaboration, most teachers are demonstrating an understanding of the essential standards at their grade levels. Based on walkthrough data by principals and district staff, some teachers have demonstrated increased understanding of the standards work in their teaching practices. All new teachers received training in Next Gen Math with a focus on the effective use of the platform and the district benchmarks. Optional training was available for all staff needing additional support. All teachers are using the platform to complete the benchmark assessments and the results are being used to provide targeted instructional support. Some teachers have begun to use other aspects of the program. As the district fully implements the new math framework, it is expected that the implementation of this program will increase.

The effectiveness of this action cannot be fully understood using only student achievement data. However our comparable achievement data has shown modest growth in language arts and math for "all" students and low income students. However English learners demonstrated a slight decline in both areas. This year the district has determined a baseline for English learners and low income students providing an opportunity to determine the level of growth these students groups attained. CAASPP scores do confirm that the focus on standards and supporting staff in gaining a greater understanding of the level of rigor of the standards has supported growth in both ELA and math for "all" students and low income students. The District has observed, based on available data as well as classroom walkthroughs, that teachers are growing in their understanding the need to use diverse instructional strategies to fully engage students so that they can achieve the standards at the level of rigor expected. The District has a three year professional development plan to continue to support teachers growth in both understanding the standards and how to effectively teach the standards. We continue to believe that this three year plan will continue to have a positive effect on increasing student achievement and in particular the achievement of our low income students and our English learners and meet our three year target outcomes. There is a need to more closely examine additional strategies that could be implemented to increase the achievement of English learners within the classroom and during core instruction.

iReady Math -- low income students- - 48% to 43% on or above grade level
iReady ELA - low income students - 55% to 43 % on or above grade level
CAASPP ELA - low income students- 43.11% to 47.97% Met or exceeded standard
CAASPP Math - low income students- 33.22% to 37.09% Met or exceeded standard

iReady Math -- English learners- 29% to 25% on or above grade level

iReady ELA - English learners- 22% to 25% on or above grade level
CAASPP ELA - English learners- 12.75% to 11.76% Met or exceeded standard
CAASPP Math - English learners - 12.79 % to12.36% Met or exceeded standard

iReady Math - All students - 52% to 53% on or above grade level
iReady ELA - All students - 61% to 53% on or above grade level
CAASPP ELA - All students- 52.28%% to 56.90% Met or exceeded standard
CAASPP Math - All students- 42.15% to 45.99% Met or exceeded standard

1.10 -Teacher Collaboration -
The District has seen an increase in teacher collaboration related to creating lessons and pacing core instruction. All grade levels are in the process of creating common formative assessments in ELA. This process has increased their grade level calibration of expectations for student achievement. TK has continued to work closely to develop a deeper understanding of the PTKLF foundational standards and how to implement these standards in the classroom. They have worked with other TK teachers in other districts with the support of LACOE consultants. This work will continue next year. District grade level/department level teams will continue to work with a consultant focusing on finalizing the common assessments and pacing that will be fully implemented in the 2026-27 school year.

The District has established baseline targets for student groups on iReady assessments. CAASPP results comparing 2024-2025 data indicate growth for low income students but not for English learners. Using this data as well as observing the work that grade level teams have been engage in this year, indicate that the District is at the intitial implementation level. The structured professional development in coordination with teacher collaboration has begun to build a basis for common understandings and the creation of common expectations for students Teachers have reported that they are developing a better understanding on using data to design and pace instruction. Principals holding regular teacher collaboration meetings have also focused on closely examining data and supporting an understanding of how to instructionally respond to the data. The implementation of collaboration protocols and the opportunities for teachers at each grade level to meet district wide has been positive. Student growth district wide has confirmed that providing structured collaboration opportunities multiple times a year both at the district and school levels are positive practices and indicate that this action continues to have potential to be highly effective. The inclusion of this action has supported an increased understanding across the district about the needs of unduplicated students.

The District measures the effectiveness of this action through growth in iReady math and ELA for low income students and CAASPP results in ELA and math for low income students and English learners.
iReady Math -- low income students- - 48% to 43% on or above grade level
iReady ELA - low income students - 55% to 43 % on or above grade level
CAASPP ELA - low income students- 43.11% to 47.97% Met or exceeded standard
CAASPP Math - low income students- 33.22% to 37.09% Met or exceeded standard

iReady Math -- English learners- 29% to 25% on or above grade level
iReady ELA - English learners- 22% to 25% on or above grade level
CAASPP ELA - English learners- 12.75% to 11.76% Met or exceeded standard
CAASPP Math - English learners - 12.79 % to12.36% Met or exceeded standard

1.13 - Supplemental Materials and Technology to Support Intervention -
Based on site and district level walkthrough data, Scholastic supplemental ELA materials have been used in the classroom to support reading comprehension in grades K-8. Students who check out Chromebooks that are used at home, are able to access District programs. About 15-20 students have taken advantaged of this opportunity. The District maintains the computers and helps students and families access programs. No Red Ink was effectively used by all grade levels to support low income students and English learners with grammar and English language structures which are foundational to writing. Based on District writing assessments there is a positive growth in writing at all grade levels, including low income students and English Language Learners.

1.14 - College and Career - This action was not effective. The program was not used as intended planned due to a lack of time during the day for teachers to effectively use the program.

The District measures the effectiveness of this action through iReady ELA assessment for English learners. A baseline has been identified this year allowing the District to better monitor student achievement growth. See the metrics above for how students in grades K-2 scored on Early Progress Monitoring in both phonics and site words. This is the second year for the implementation of of Early Progress Monitoring. End of the year data on this assessment was not available at the time this analysis was completed. As with previous actions, the District has not had access to desegregated student group data using multiple measures until this year. This year we are able to disaggregate iReady data. The District is beginning to note an achievement gap for English learners as compared to "all" students and other student groups. Teachers using specific supplemental materials and educational software programs continue to report that students are more engaged. Teachers also report that some of the supplemental materials being used for math continue to be more challenging for students therefore having the desired effect of increasing the rigor which is more aligned to the grade level standards.

The three actions that provide increased and improved services for our English learners and low income students all work in conjunction with each other. The effectiveness of these three actions, we believe will continue to grow as teachers develop greater understanding of the standards and how to teacher the standards to diverse students. Preliminary iReady data, along with new baseline data established with other progress monitoring assessments and teacher and administrator feedback, indicate that these actions are beginning to have the desired effect of increasing student achievement. Therefore all three actions will continue.

Other Actions in Goal 1
1.1(Qualified and appropriately assigned teachers, 1.2 (Core instructional materials), 1.3 (Supplemental Instructional Materials), 1.4 (Technology and Digital Access), 1.5 (Classroom Supplies and materials), 1.6 (Digital platforms for Planning and Surveys), 1.7 (District and School Administrators), 1.9 (Assessment and Accountability), 1.11 (Implement Science of Reading), 1.12 (Improve Student Writing), 1.14 (College and Career Readiness)

With the exception of 3 teaching positions, Castaic has been fortunate in being able to staff and assign qualified teachers to each classroom. All administrative positions have been filled and the District continues to work with site level administrators on implementing common District expectations. Students have all received core instructional materials for all subject areas that can be used both at home and school. The District has successfully implemented a technology replacement plan that has ensured that all students have access to a chrome book or laptop and each classroom is provided with the appropriate technology to support the instructional programs that the District has provided. Schools are provided with funds to ensure that all students have adequate classrooms materials and supplies. Action 1.14 (College and

Career Readiness) has not been as effective. Due to the increased effort and focused on standards based instruction and providing adequate time to teach the standards, staff has reported that there was not adequate time to implement this program effectively.

All teachers have received training on the Science of Reading (Action 1.11) including educational specialists and teachers on special assignment. The District has identified a lead teacher for this initiative who has been able to push in to classrooms to support the implementation of the principles of the s)cience of reading. The lead teacher has also been able to participate in a collaborative with other districts to develop her on-going leadership in this area. As part of her role, she has created assessments through Early Progress Monitoring that align with the implementation of Orton Gillingham (science of reading) and currently she is monitoring and analyzing the data to determine where support is most needed. Through an analysis of this data, the District has an understanding of the where the implementation is successful and lagging. This is the second year of implementation, moving forward the District will continue to focus on increasing consistent implementation. Although there is a material difference in this action, the cause of the material difference was a clerical error and did not impact the overall effectiveness or implementation of this action.

The effectiveness of the writing initiative has evolved during the school year. Based on the writing benchmarks, there is some demonstrated growth. This may be in part to a greater calibration and understanding of the writing rubric. The District's team continues to review the writing prompts to align with CAASPP and the implementation of the writing rubric. As a result of this initiative, based on classroom walkthroughs, there has been an increase in the amount of time provided to teach writing and an increase in understanding of common grade level expectations for writing achievement.

Overall the actions in this goal have been successful in increasing the academic achievement of all students based on CAASPP data. However when reviewing iReady data, this data is not consistent which supports the district's decision to change to another diagnostic/progress monitoring assessment platform for the 2026-27 school year. The focus on staff development around increasing staff's understanding of grade level standards (Action 1.10 has increased the focus of instruction on the standards. Specific training and support on the science of reading (Action 1.11) has supported greater understanding of a comprehensive reading approach for our younger students and more consistent implementation therefore we have observed increases in overall reading progress. Based on local writing assessments, student overall writing performance has improved due in part to staff having common expectations for writing using common rubrics and greater collaboration.

Next Gen. Math data has demonstrated inconsistent progress across grade levels. In part this is due to less time spent on professional development and other support in math because of the district's focus on ELA. However it is anticipated that with the adoption of new math curriculum and professional development, progress in math will occur in all grade levels.

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

The District will continue to implement all actions in this goal. The following changes will be made based Educational Partner feedback and a review of the data:

Action 1.14 will be removed from the 2026-27 LCAP

Action 1.14 - Increase focus on college and career readiness, the District will implement Xello in grades 5-8. - Based on educational partner (specifically teachers) feedback and district and site administrators' observations, this action will not continue next year. Staff at the elementary grade levels report that there is not adequate time to implement this program with the current district emphasis on creating more time for standards aligned instruction. At the middle school this action was implemented during advisory and for the 26-27 school year, advisory time will now be focused on providing intervention and support for students needing additional time to become proficient on grade level standards.

Data for students groups for Next Gen and Early Progress monitoring assessments are not available. With the purchase of a data platform (Formative), the goal is to be able to disaggregate the student group data for these assessments.

As of 2026-2027, the District will no longer be implementing iReady diagnostic to report student progress. The District has observed over the past two years that the data obtained through this assessment is not as reliable as in the past. This is in part due to the District using this metric for 8 years and student and staff familiarity with this assessment has led to results that are not always in alignment with other results such as CAASPP. Since part of the purpose of administering this diagnostic to assist the district in anticipating how students are performing on grade level standards this metric has lost its effectiveness to support this need. In the 2026 -2027 school year the District will not report on iReady results but will establish a baseline for student progress in math using Momentum Math and will continue collect data on this assessment to monitor student progress throughout the year. In language arts the district will use Early Progress Monitoring and Amira to monitor students in grades TK- 2. In grades 3- 8 the district, until a new language adoption is determined, will use a variety of tools to measure student performance including writing (included in the current the current metrics) and common formative assessments developed by grade level teams aligned with priority standards 5 times per year. Since these assessments are being developed during the 2026-27 school year they will not be available for reporting baseline and progress monitoring.

The metrics for action 1.10 have been changed to reflect the new metric the district will be using in math which includes the change from iReady to Momentum math and the use of our local writing assessments and Early Progress Monitoring data to support the collaboration work.

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	Qualified and appropriately assigned teachers	Provide all students with highly effective teachers. Teachers will be assigned and fully credentialed for the students they are teaching.	$8,262,924.00	No
1.2	Core Instructional materials	All students will receive standards aligned core instructional materials to support learning. All students have access to a universal core curricula for	$243,978.00	No

Action #	Title	Description	Total Funds	Contributing
		all content areas that are research-based and aligned to content standards and frameworks. English learners have access to the state standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency. Students attending universal transitional kindergarten will be provided with core instructional material appropriate for this grade level.		
1.3	Supplemental Instructional Materials	Supplemental instructional materials will be provided to support all students in accessing standards based instruction. Instructional materials such as Mystery Science and library books will be available to all students at the appropriate grade level.	$13,471.00	No
1.4	Technology and Digital Access	Purchase and provide support staff to support the implementation of technology. Equipment for basic program operations and classrooms will be purchased based on a District purchase/replacement plan.	$450,742.00	No
1.5	Classroom supplies and materials	Provide each school with funds to purchase classroom materials and supplies. All students will have sufficient school materials.	$234,244.00	No
1.6	Digital Platforms for planning and surveys	Contract with Document Tracking planning service to align the LCAP and the School Plans. Contract with Kelvin Surveys to provide district wide surveys for students, parents and staff.	$33,251.00	No
1.7	District and School Administrators	Provide District and school level administrative staff to direct and implement District and school programs.	$1,759,319.00	No
1.8	Professional Development for Certificated Staff	Based on teacher and administrator input the District will provide professional development sessions that will support teachers in addressing the increasingly diverse needs of the students in the District.	$114,742.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To address this achievement gap all teachers will receive professional development in developing an increased understanding of the standards, the effective pacing of the essential standards and the creation of common assessments so that the appropriate support can be provided for English learners and low income students to be able to achieve the standards at the same level of rigor as "all students". Additionally, professional development opportunities will be offered after school hours on topics including effective implementation of small group instruction, effective use of supplemental materials, support for Long Term English Language Learners (LTELs) and specific strategies to increase engagement.		
1.9	Assessment and Accountability	Provide staff training on tools used for assessment and accountability including Jupitergrades, CAASPP, ELPAC and district benchmarks.	$17,688.00	No
1.10	Teacher Collaboration	There is a continued need in the District for teachers to collaborate and review the academic progress being made by our low income students and English learners on a regular and systematic basis. As a result of implementing this practice for the past year, the gap in achievement between these two student groups and all of our students has decreased. This is an LEA wide need since all schools have been impacted by the increased number of low income students and English learners. We will continue to provide opportunities for staff to collaborate and plan using a Professional Learning Community model. We will continue to implement grade level collaboration meetings at the elementary school level and department meetings at the middle school level. Teams will analyze a variety of data, identify specific actions to implement and identify/create a common formative assessments that will be administered to students to determine progress. Five times per year District staff will meet with each grade level/department to review data, determine successful instructional practices and identify areas of continued need related to low income students and English learners.	$85,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Implement Science of Reading	Implement plan to implement and provide professional development to all TK -3 teachers in the science of reading research and the use appropriate instructional materials to support this implementation.	$66,174.00	No
1.12	Improve student writing	Continue to develop and train teachers on district writing assessments that will be administered in grades K-8 three times per year; data will be used to inform instructional needs in writing.	$2,900.00	No
1.13	Supplemental Materials and Technology to Support Intervention	Supplemental materials will be available to support students who are performing below grade level. These materials will be used for students receiving intervention support both in the learning centers and the classroom. These materials will provide students with alternative strategies and additional practice not available in the core materials. Students who do not have access to a computer and the internet at home will have access to these as needed.	$63,720.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	CUSD will provide a high quality education program for all students focusing on academic intensity implementing a Multi-tiered System of Support to narrow the achievement gap for all student groups	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District has identified student groups who need support in reaching the goal of achieving grade-level standards. To accomplish this, the District needs to implement a Multi-tiered System of Support. The actions in this goal are intended to support this outcome. Actions include providing students with primary support in the academic areas. Intervention teachers will provide students at all schools with support in English language arts and math beyond what classroom teachers can provide. The District has identified a need to use additional assessments to target students' needs and monitor their progress when they receive intervention support. Extended learning opportunities are included in this goal so that students who need expanded learning time can receive that during the summer. This action also provides opportunities for students to receive enrichment opportunities during summer school. The District recognizes that English learners and students with disabilities continue to be two student groups who continue to need additional services to improve their academic achievement, therefore there is an action for each of these student groups that identifies services to address their unique needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA student groups	2023 English learners - 41 points below standard Low income students- 11.4 points below standard	2024 English learners - 42.4 points below standard Low income students- 17.4	2025 English learners - 30.9 points below standard LTELs - 68.7 points below standard	English learners - 22 points below standard Low income students- at standard	English learners - 10.1 points (reduced the distance) Low income students -2.6 points (reduced distance)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities - 72.3 points below standard	points below standard Students with disabilities - 69.7 points below standard	Low income students- 8.8 points below standard Students with disabilities - 63.6points below standard	Students with disabilities - 50 points below standard	Students with disabilities - 8.7points (reduce distance)
2.2	CAASPP Math student groups	2023 English learners- 75.7 points below standard Low income students- 44.6 points below standard Students with disabilities - 90.6 points below standard	2024 English learners- 63.3 points below standard Low income students- 42.9 points below standard Students with disabilities - 83.7 points below standard	2025 English learners- 30.9 points below standard LTELs - 140 points below standard Low income students- 32.2 points below standard Students with disabilities - 85 points below standard	English learners- 35 points below standard Low income students- 22 points below standard Students with disabilities - 50 points below standard	English learners - 44.8 points (reduce distance) Low income students -12.4 points (reduce distance) Student with disabilities-5.6 points (reduced the distance)
2.3	iReady ELA student groups	Established in August 2024 English learners - 3% on or above grade level low income students - 26% on or above grade level students with disabilities-27% on or above grade level	May 2025 iReady English learners- 22% on or above grade level low income students- 51% on or above	May 2026 English Learners- 33% Low income students- 50% Students with disabilities- 42%	English learners - 35% low income students -25% students with disabilities- 42%	English learners +30% Low income students +24% Students with disabilities +15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students with disabilities- 44% on or above			
2.4	iReady Math student groups	Established in August 2024 English learners - 3% on or above grade level low income students - 14% on or above students with disabilities - 26% on or above	May 2025 iReady English learners- 29% on or above grade level low income students- 48% on or above students with disabilities- 45% on or above	May 2026 English learners- 25% Low income student- 43% students with disabilities- 39%	English learners- 30% low income students -50% students with disabilities- 39%	English learners +22% Low income students +29% Students with disabilities +13%
2.5	Reclassification rate	May 2024 24%	May 2025 23%	January 2026 18.5%	25%	-5.5%
2.6	English Language Proficiency for Summative ELPAC	2023 level 1 - 9.57% level 2 - 30.32% level 3- 37.23% level 4 - 22.87%	2024 level 1 - 16.07% level 2 - 25.6% level 3- 38.1% level 4 - 20.24%	2025 Level 1 - 23.65% Level 2 - 28.42% Level 3 - 32.40% Level 4 - 15.53%	level 1 - 8% level 2 -27% level 3- 30% level 4 - 38%	Level 1 +14,08 Level 2 -1.9 Level 3 -4.83 Level 4 -7.34
2.7	English Learner Progress towards English language proficiency	2023 CDE Dashboard 53.2% - progressed one level 30.1% - maintained level 12.8% - declined one level 3.8% - maintained level 4	2024 CDE Dashboard 55.6% progressed one level 30.6% - maintained level 12.1% - declined one level 1.6% - maintained level 4	2025 CDE Dashboard 42.1% progressed one level 38% - maintained level 19.8% - declined one level 0 - maintained level 4	60% -progressed one level 25% - maintained level 8% - declined one level 7% - maintained level 4	-11.1% progressed one level +7.9% maintained level +7% declined one level -3.8% maintained level 4
2.8	Reduce the percentage of students identified for special education	May 2024 - 12.18%	May 2025-16.24%	May 2026- 15.22%	10%	+3.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	ELPAC Reading	2024- 5+ years in the program 11.76% Well Developed 58.82% Somewhat Developed 29.41% Beginning to Develop	2025- 5+ years in the program 25% Well Developed 56% Somewhat Developed 19% Beginning to Develop	20% Well Developed 33.33% Somewhat Developed 46.67% Beginning to Develop	5+ years in the program 30% Well Developed 60% Somewhat Developed 10% Beginning to Develop	+8.24% well developed -25.49% somewhat developed +17.26% beginning to develop
2.10	Momentum Math	Establish baseline fall 2026				

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.

2.1 -Provide intervention teachers for elementary learning centers - This action has been implemented. Each of the elementary learning centers has one intervention teacher and two instructional aides. Some specific instructional materials and support such as access to iReady Tool Kit was provided for each learning center. The focus has been on ELA for grades K-6. Math is provided at our two Title 1 funded schools by an additional intervention teacher funded through Title 1. Supplemental math program has been purchased for all elementary schools. At Castaic Elementary, the non-Title 1 school this program is used both in the classroom and to some degree in the learning center. At the two Title 1 schools there is more extensive use of the math supplemental program because of the additional Title 1 funded intervention teachers. This year training was provided with Sonday for new learning center teachers.

2.2 - Provide Services for Students with Disabilities - This action has been implemented. Services for students with disabilities have been provided as described in students' IEPs. The District provides opportunities for students to be included in general education and receive support through a learning center model. Support staff is available at each school to ensure services are provided. Para-educators support students in both the learning center and in general education classrooms. Specific materials needed to implement students' IEPs have been provided.

2.3 - Provide Services for English Learners - This action has been implemented. This year the District has provided bilingual para-educators based on where the needs of the students are located. Para -educators also provide services to English learners needing more support in the learning centers as well as providing support to EL learners in the general education classrooms. The EL Winter Academy was held and all EL students were invited to attend. Supplemental materials such as Rosetta Stone, Achieve 3000 and Elevation were purchased to support English learners. EL leads at each site provide support to teachers related to meeting the needs of English learners. The EL leads meet with the District director on a regular basis.

2.4 - Provide a Comprehensive Assessment Plan to Identify and Target Academic Needs - This action has been implemented. The District continues to implement Next Gen math and ESGI and has purchased and implemented Amira as our reading difficulty screener for grades K-2. The District is implementing iReady Diagnostic for ELA and math three times per year. The District has developed an assessment calendar to ensure that all staff are aware of the assessment requirements for the school year. The district with grade level teams and the support of a consultant are developing common assessments in ELA.

2.5 -Extended Learning Opportunities - This action has been implemented. The District provided summer school that offered both enrichment and intervention opportunities. A fall and spring after school enrichment and intervention program was provided at all of the elementary schools. The District has contracted with a provider to offer before and after school programs for students at all three elementary schools. The District has an Expanded Learning Program coordinator to ensure programs before and after school and during the summer are implemented and accessed by all students. This year the District has provided enrichment opportunties on a monthly basis during attendance recovery days.

2.6 - Provide Intervention Support for Middle School - This action has been implemented. An intervention teacher and two instructional aides have been hired and are providing services to students at the middle school. Students with needs in ELA and math based on iReady assessments and teacher referrals receive additional support.

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

2.1 - There is a material difference in this action. There was an increase in expenses from the budget. This increase is based on increases in salary and benefits per negotiated agreements.

2.2 - There is a material difference in this action. There was a decrease in expenses from the budget. This is in part due to a contract that was initially planned for speech therapy services was not needed. The District was able to provide services for speech with existing personnel . At the adopted budget both a contract for speech therapy services and speech therapist positions were accounted for, however some of the employees were able to be hired reducing the need for the contracted services.

2.4 - There is a material difference in this action. There was an increase in the expenses from the budget. All of the contracts associated with this action were higher than originally budgeted.

2.5 - There is a material differerence in this action. There was a decrease in the expense from the budget due to an after school provider's contract which was less than budgeted.

2.6 - There is a material difference in this action. There are less expenditures than budgeted. This is due to positions originally budgeted in this action being charged to other state funding sources.
There is no material difference for Actions 2.3 (provide services for English learners),

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

2.1 - Provide intervention teacher for elementary learning centers - Since transitioning to a Learning Center model, all students including Low income students and students with disabilities requiring additional support have demonstrated growth. English learners continue to demonstrate a gap in achievement growth. Students both with and without an IEP are able to receive intervention support during the school day and without interruption of core instruction. Intervention teachers provided targeted instruction to address specific gaps in reading (at all schools) and math (at Title 1 identified schools) based on diagnostic assessments. Students receive services in small groups and are able to receive immediate feedback on their learning. Based on a review of the data district wide, students receiving additional instructional support through intervention made progress. Based on the District's Dashboard data, all students with the exception of LTELS and Students with disabilities who made moderate growth, made average and exceptional growth. Based on a review of ELPAC data the number of students growing one level in language proficiency decreased while the percent of students maintaining their level increased. The bilingual instructional aide provides more targeted support to English learners in the learning center in the area of reading, which is the lowest area of performance on the ELPAC for our English learners. The effectiveness of this action continues to grow as as the intervention teachers and para- educators provide highly targeted instruction.

iReady Math -- low income students- - 48% to 43% on or above grade level
iReady ELA - low income students - 55% to 43 % on or above grade level
CAASPP ELA - low income students- 43.11% to 47.97% Met or exceeded standard
CAASPP Math - low income students- 33.22% to 37.09% Met or exceeded standard

iReady Math -- English learners- 29% to 25% on or above grade level
iReady ELA - English learners- 22% to 25% on or above grade level
CAASPP ELA - English learners- 12.75% to 11.76% Met or exceeded standard
CAASPP Math - English learners - 12.79 % to12.36% Met or exceeded standard

2.3 - Provide services for English learners - This action as been partially effective based on a review of data including reclassification rates and academic achievement data. The District has also seen an increase in the number of students who arrive at our schools with very limited or no English and the overall number of English learners in our District has decreased. This is reflected in a review of our ELPAC data, where there is a dramatic increase in students who are at Level 1 and only a small decrease in students at level 2. These students are represented in all grade levels. As a result, they are not ready to reclassify and they are performing below grade level standards in ELA and math. Reclassification rates have increased over the past two years. Comparing the 2024 ELPAC and 2025 ELPAC data, the percentage of students who are at Level 3 declined slightly. Students at levels 1 and 2 increased from 2024 to 2025 demonstrating an increase in the number of newcomers to our district. The overall number of students taking the ELPAC decreased by 25 students from 2024 to 2025 which is a substantial change in the number of English learners in the district. As the District receives and reviews the 2026 final ELPAC, the District will continue to review the impact of their practices on English learners. The Winter EL Academy has been effective based on those students who attended, which increased this year. 2026 ELPAC data is not available to determine the impact. Teachers and parents report that the para-educators have provided important support for students while they receive instruction in their core classes. iReady score indicate growth between the 2025 to 2026 school year in ELA for English Language Learners, which indicates that the practices and services that the District is implementing is having a positive effect which is an improvement for the outcomes for English learners. The District Educational Services Director has impacted the effectiveness of the services being implemented due to closely monitoring data and meeting regularly

with school EL leads to ensure services are being implemented as planned. As part of the monitoring process, the Educational Service Director will monitor the implementation of designated English language development especially for newcomer students.

English learners who have higher levels of English proficiency are showing academic growth as measured by CAASPP and iReady, however our English learners performing at Levels 1 and 2 are not showing achievement gains. For these students the efforts will continue to ensure that they receive daily designated English language development. A review of ELPAC data indicates that the area of greatest academic achievement challenge is in reading.

The District has less, on average, less than 12 students identified as long term English learners. The District has reviewed data related to this small group of students. These students demonstrated growth in reading and math on the 2025 CAASPP. Long Term English learners, based on the 2025 Dashboard are in the "blue" proficiency band. Long term English learners will receive extra support through the Learning Center based on their identified needs. (Action 2.1 and 2.7)

iReady Math --increased from baseline of 3% to 25% on or above grade level
iReady ELA -increased from from baseline of 3% to 25% on or above grade level
CAASPP ELA - English learners- 18.64% to 11.23% Met or exceeded standard
CAASPP Math - English learners - 15.55% to 12.79% Met or exceeded standard

ELPAC 2024
level 1 - 16.07%
level 2 - 25.6%
level 3- 38.1%
level 4 - 20.24%

ELPAC 2025

level 1 - 14.29%
level 2 - 4.76 %
level 3- 33.33%
level 4 - 47.62%

Reclassification rate 2025 - 23% Reclassification rate 2026- 18.5%

2.4 - Provide a comprehensive assessment plan to identify and target academic needs - This action has been partially effective. This year, the District's continues to implement a more comprehensive assessment plan. Teachers are have increased understanding of the variety of assessments and their purposes and in understanding the data received from the assessments and how to use the data. Some teachers have been concerned that the assessments are too challenging for students, which has led to to the district to continue to identify that there is a need for the entire district staff to better understand and implement rigorous instruction. The District, in response to this need has created a map of each essential standard, when it is taught and common assessments that will be implemented five times during the school year. The focus of this work has been in English language arts. This map and the assessments will be fully implemented during the 26-27

school year. This action continues to support the District's three year targets by helping teachers understand how the data informs instructional practices especially related to increasing the rigor of instruction.

iReady Math -- low income students- - 48% to 43% on or above grade level
iReady ELA - low income students - 55% to 43 % on or above grade level
CAASPP ELA - low income students- 43.11% to 47.97% Met or exceeded standard
CAASPP Math - low income students- 33.22% to 37.09% Met or exceeded standard

iReady Math -- English learners- 29% to 25% on or above grade level
iReady ELA - English learners- 22% to 25% on or above grade level
CAASPP ELA - English learners- 12.75% to 11.76% Met or exceeded standard
CAASPP Math - English learners - 12.79 % to12.36% Met or exceeded standard

Other Actions in Goal 2
2. 2 -(Services for Students with Disabilities), 2.5 (Extended Learning Opportunities), 2.6 (Intervention Support for Middle School) -
Our services for students with disabilities has been effective. The District continues to increase the percentage of time students with an IEP are receiving instruction with their general education peers. Student achievement data shows increases in performance although there is a gap in achievement with some, although not all other student groups. A concern, however, is the increasing numbers of students who continue to be identified as a student with a disability or comes to our District with that designation, therefore increasing our percentage of students in this group.

2.6 - This is the second year that an intervention teacher has been provided to support middle school students. Based on a review of the number of students being provided intervention support at the middle school this action has not been effective. There is a need to determine an alternative to providing academic support of students.

2.5- The District currently is not maintaining data on tutoring provided at the school sites or the Jumpstart Program, however anecdotally teachers and parents report that these types of extended learning opportunities have been helpful and support those students who participate.

Overall the actions in this goal have been effective in providing necessary support and intervention opportunities for students through a structured MTSS implementation. The Learning Centers as each of the elementary schools have made an impact on all student group group who have received services through the Learning Center (Action 2.1). On the CAASPP in math and ELA all student groups have made progress. iReady data also reflects student groups' growth in both ELA and math. English learners have made growth however, we have seen spikes in our reclassification rate and an increase in the number students who are at the beginning levels of English language proficiency. As a result the District has identified a need to provide additional training for teachers and support for students to address students at levels 1 and 2 on the ELPAC.

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

2.3 - English learners - To support the needs of our changing English learner population, which now includes students who have very limited or no English skills, the District will ensure that schools provide specific group time for these students in the learning center to receive additional support in ELA and math. English learners will be clustered by grade span and the intervention teacher and bilingual aide will provide direct instructional services. Additionally a bilingual aide be available to support students in their general education classrooms during core ELA and math instruction to provide students with greater access to the core instructional program. The Educational Services Director will increase monitoring of designated ELD programs ensuring that newcomers are receiving adequate English language development time. Additional monitoring of the implementation of the ELD curriculum will be conducted. Staff will receive professional development on GLAD strategies to support integrated English language development.

2.6 - Middle School Intervention - The intervention support at Castaic Middle School will be changed for the 2026-27 school year. The current model is not effectively reaching the number of students who need support. Additionally the support that is needed will be differentiated since there is a range of needs among students in both ELA and math. The current model does not provide the flexibility that is needed. The middle school will implement intervention support through the advisory class. Intervention will be better able to be differentiated and targeted to support students' in needs identified in their core classrooms.

Metric changes:
2.2 and 2.4- The target was updated for students with disabilities.
2.3 -iReady - As of 2026-2027, the District will no longer be implementing iReady diagnostic to report student progress. The District has observed over the past two years that the data obtained through this assessment is not as reliable as in the past. This is in part due to the District using this metric for 8 years and student and staff familiarity with this assessment has led to results that are not always in alignment with other results such as CAASPP. Since part of the purpose of administering this diagnostic to assist the district in anticipating how students are performing on grade level standards this metric has lost its effectiveness to support this need. In the 2026 -2027 school year the District will not report on iReady results but will establish a baseline for student progress in math using Momentum Math and will continue collect data on this assessment to monitor student progress throughout the year. In language arts the district will use Early Progress Monitoring and Amira to monitor students in grades TK- 2. In grades 3- 8 the district, until a new language adoption is determined, will use a variety of tools to measure student performance including writing (included in the current the current metrics) and common formative assessments developed by grade level teams aligned with priority standards 5 times per year. Since these assessments are being developed during the 2026-27 school year they will not be available for reporting baseline and progress monitoring.

Add metric Momentum Math - will establish a baseline. in fall 2026. This metric will replace iReady Math for the 2026-27 school year. Changes were made on this goal's metrics (2..2, 2.3, 2.4) related to students with disabilities and English learners to match the baseline on the same metrics as reported in goal 1 (metrics 1.3, 1.5 and 1.6)

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide intervention teachers for elementary Learning Centers	There is an achievement gap among English learners and low income students as compared to all students in Castaic. Therefore in addition to the classroom supports and intervention provided by teachers, there are some students who need more intensive instructional support to close this gap. The District will provide an intervention teacher for each elementary school. As a result of this action students needing more intensive intervention support will receive small group instruction on targeted essential standards and the prerequisites skills for these standards in English language arts and math four days each week. Students will be regularly assessed to determine if the intervention is meeting students' needs.	$619,255.00	Yes
2.2	Provide services for students with disabilities	The District serves students with disabilities at all schools in the District. Students receive specialized academic instruction with some students receiving other services as described in their IEP. These services include the support of paraeducators, speech therapists, occupational therapists and counselors. Special education service providers will receive professional development to ensure that IEPs are compliant and standards-based. This action will address the significant needs of students with disabilities in English language arts at Northlake Hills and in math at Castaic Middle School.	$4,335,953.00	No
2.3	Provide services for English Learners	English learners need additional support to be successful with grade level expectations in the classroom where English is the language of instruction and in achieving English proficiency.	$345,148.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To provide this support the District will provide the following services and support: -bilingual instructional assistants will support English learners (newcomers) with access to core instruction in the classroom while they are attaining English proficiency -the district is investigating the purchase of possible curriculum to support newcomers -EL Lead teachers will ensure that English learners receive the support they may need to be successful in the classroom and support teachers through professional development and coaching support -provide supplemental instructional materials that will specifically be targeted for long term English learners and newcomers (Rosetta Stone, Achieve 3000, Ellevation) -provide EL Winter Academy focusing on ELPAC readiness(expanded learning opportunity) -Provide English learners who are not making progress in reading with dedicated time in the Learning Centers for intervention -professional development for teachers and administrators on current pedagogy and strategies supporting English learners; as part of this professional development some staff will receive GLAD training		
2.4	Implement a comprehensive assessment plan to identify and target academic needs	The District will purchase several assessments (Next Gen Math, Formative) that will principally be used to target the academic needs of low income students and English learners to identify the barriers in making progress towards meeting grade level expectations. These assessments will allow for teachers to monitor students' progress on specific skills and concepts and determine which students may need additional /intensive academic support.	$74,593.00	Yes
2.5	Extended Learning Opportunities	Continue to implement a variety of extended learning opportunities to support students continuing to experience the effects of lost instructional time and to reduce the achievement gap. These opportunities may include tutoring, enrichment opportunities and summer programs which will include the Jumpstart to Kindergarten program for TK students transitioning to kindergarten	$1,070,824.00	No

Action #	Title	Description	Total Funds	Contributing
		The impact of this action will be on the increased achievement levels of unduplicated students on both local and state assessments.		
2.6	Provide Academic Support for Middle School Students	The middle school will be provided (2) instructional aides to provide targeted and additional support to mitigate learning loss. These aides will support teachers during a school wide advisory period to provide targeted support to identified students. Intervention materials will be provided to address the specific learning gaps. This support will be provided in ELA and math. Long Term English learners who will be attending the middle school in 2026 -27 school year will receive specific reading intervention through the support by the ELD teacher during that teacher's advisory period. The ELD teacher will establish goals for reclassification and improvement in reading with each long term English learner and will monitor their progress throughout the year. Professional development will be provided to increase staff's understanding of the specific needs of long-term English learners. This action will continue to support the needs of students with disabilities performing at a "very low" level in math at Castaic Middle School.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CUSD will operate to increasing efficiency and effectiveness in all areas of operation, promoting a safe and positive school environment	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The District is committed to providing a safe and positive school climate for students and staff. To accomplish this goal the District must provide safe and clean schools, counseling support for both academic and social/emotional needs of students and support for ensuring students feel connected to school and valued by staff. The need for increasing the daily attendance and decreasing the chronic absentee rate is also important to support student achievement. Another component of this goal is continuing our positive and collaborative relationship with parents. The District values our relationship with parents and the impact they have in helping the District provide a safe and positive climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities Inspection Tool (FIT)	"Good" rating overall for 100% of our schools	"Good" rating overall for 100% of our schools	"Good" rating overall for 100% of our schools	"Good" rating overall for 100% of our schools	no change
3.2	Attendance Rate (Student Information System)	(As of May 1, 2024) All students - 94.35% Low Income students- 94.17%	(As of May 1, 2025) All students - 94.6% Low Income students- 94.23 %	(As of May 1, 2026) All Students- 94.87% Low Income students - 95.29%	As of May 1, 2027 All students - 95-97% Low Income students- 95-97%	All Students +0.52% (increase) Low Income students +1.12
3.3	Office Referrals (Student Information System)	(As of May 15, 2025)	(As of May 15, 2025)	699 office referrals district wide	(As of May 15, 2027)	+309 district wide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		390 had office referrals districtwide 180= Low Income Students 0= Foster Youth	Baseline established	347- low income students 0- Foster Youth	250 had office referrals districtwide 100= Low Income Students 0= Foster Youth	+167 for low income students no change for foster youth
3.4	Suspension Rate (Student Information System	As of May 1, 2024 All students - 1.24%	May 1, 2025 All students - 0.02%	May 1, 2026 All Students- 0.47%	1% or less (As of May 1, 2027) All students	-0.77% (decrease)
3.5	Suspension Dashboard	2023 All students - Orange - 2.3% Students with disabilities - 5% Foster youth - 5% White - 2.4% English learners - 2.6% Socioeconomically disadvantaged - 2.4% Hispanic -2.5%	2024 All students - Yellow- 2.3% (maintained) Students with disabilities -3.2% Foster youth - 13.3% White -1.7% English learners- 3.1% Socioeconomically disadvantaged -2.2 % Hispanic -3.3%	2025 All students - 0.4% (declined) Students with disabilities - 0.6% (declined) Foster youth - no data reported White - 0.3% (declined) English learners - 0% (declined) Socioeconomically disadvantaged - 0% (declined) Hispanic - 0.4% (declined)	All students - Yellow- 1.5 % Students with disabilities - 2% Foster youth - 2% White - 1% English learners - 1% Socioeconomically disadvantaged - 1% Hispanic- 1%	all students -1.9 (decrease) Blue students with disabilities -4.4% (decrease) Foster youth no data reported White -2.1% (decrease)) English learners - 2.6% (decrease) Socioeconomically disadvantaged - 2.4% (decrease) Hispanic - -2.1% (decrease)
3.6	Chronic Absentee Dashboard	2023 All students - Yellow - 21.5% Asian - 24.5% Foster Youth - 27.8% Homeless - 47.1% English learners - 24.2%	2024 All students - Yellow- 14.5% Asian - 7.3% Foster Youth - No report Homeless - 53.3% English learners - 18.8%	2025 All students - 13.3% (declined) Asian - 10.8%(increased) Foster Youth - No report Homeless - 51.7% (declined)	All students - Green -10% Asian - 10% Foster Youth - 10% Homeless - 25% English learners - 10%	All students -8.2% (decrease) Asian -13.7 (decrease) Foster Youth - 17.8% (decrease) Homeless +4.6% (increase)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities - 31.1% Socioeconomically disadvantaged - 26.3% Hispanic - 23.3% White- 21.7%	Students with disabilities - 23.3% Socioeconomically disadvantaged - 17.9% Hispanic -17.7% White- 11.2%	English learners - 15.8% (declined) Students with disabilities -21% (declined) Socioeconomically disadvantaged - 16.7%(declined) Hispanic -15.3% (declined White- 11.1% (maintained)	Students with disabilities -15% Socioeconomically -10% Hispanic- 10% White- 10%	English learners - 8.4%(decrease) Students with disabilities - 10.1% (decrease) Socioeconomically disadvantaged - 9.6% (decrease) Hispanic - 8%(decrease) White -16.6% (decrease)
3.7	Youth Truth/ Kelvin Climate Survey (parents)	Spring 2024 Caring Relationships - 84% teachers and students care about each other School Safety - 76% child is in a safe environment Parent participation valued-48%	Spring 2025 Caring Relationships 86% teachers and students care about each other School Safety - 79% child is in a safe environment Parent participation valued- 44%	Spring 2026 Caring Relationships - 81% agreed that teachers and students care about each other School Safety - 87% agreed their child is in a safe environment Parent participation valued- 71%	Caring Relationships - 90% School Safety - 80% Parent participation valued-60%	Caring relationships --3% School safety +11% Parent participation valued +23%
3.8	Youth Truth/ Kelvin Climate Survey (teachers)	Spring 2024 Caring relationships - 94% staff treat students with respect School safety - 79% students are safe from violence	Spring 2025 Caring relationships - 95% staff treat students with respect School safety - 77% students are safe from violence	Spring 2026 Caring relationships - 88% staff treat students with respect	Caring relationships -95% School safety - 85% Meaningful role in decision making - 75%	Caring relationships -6% School safety +8% Meaningful role in decision making - 32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Meaningful role in decision making - 67%	Meaningful role in decision making - 61%	School safety - 87% students are safe from violence Meaningful role in decision making - 35%		
3.9	Youth Truth/ Kelvin Climate Survey (students)	Spring 2024 Elementary School connectedness - 75% of students feel like they are often or sometimes a part of their school Caring relationships- 98% of students feel like they are cared for or somewhat cared for by their teachers and staff members School safety- 94% of students feel safe or somewhat safe at school Middle School School connectedness - 40% feel often connected Caring relationships- 45% adult caring relationship School safety- 66% feel safe	Spring 2025 Elementary School connectedness - 76% of students feel like they are often or sometimes a part of their school Caring relationships- 97% of students feel like they are cared for or somewhat cared for by their teachers and staff members School safety- 94% of students feel safe or somewhat safe at school Middle School School connectedness - 42% feel often connected	Spring 2026 Elementary School connectedness - 93% of students feel like they are often or sometimes a part of their school Caring relationships- 95% of students feel like they are cared for or somewhat cared for by their teachers and staff members School safety- 95% of students feel safe or somewhat safe at school Middle School School connectedness - 92% feel often or	Elementary School connectedness - 85% Caring relationships- 98-100% School safety- 95% Middle School School connectedness - 60% Caring relationships- 60% School safety- 70%	Elementary School connectedness +18% Caring relationships -3% School safety - +1% Middle Connectedness - +52% Caring relationships +50% School safety +25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Caring relationships- 53% adult caring relationship School safety- 62% feel safe	sometimes feel connected Caring relationships- 95% often or sometimes feel cared for by adults School safety- 91% feel safe always or sometimes		
3.10	Middle School Dropout Rate	2024 0	2025 0	2026 0	0	no change
3.11	Expulsion Rate	P2 2024 - 0	P2 2025- 0	P2 2026 - 0	P2 2027- 0	no change
3.12	Parent participation at workshops	10 Parents- average number of parents attending workshops	10 Parents- average number of parents attending workshops	25 Parents- average number of parents attending workshops	25+ Parents attending each workshop	+ 15
3.13	Chronic absentee rate	(As of May 1, 2024) All students - 14.04%	(As of May 1, 2025 All students - 12%	(As of May 1, 2026) 10.81%	All students - 10% or less (As of May 1, 2027)	-3.23% (decreased)
3.14	Parent decision making (Youth Truth/ Kelvin Survey, Parents)	Spring 2024 48% agreed	Spring 2025 44% agreed	Spring 2026- 71% Agreed	60% of parents agree	+23%

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.

3.1 - School-wide Behavior Support - This action was implemented. The District has provided a registered behavior technician for each elementary school to support students who may or may not have behavior plan to increase their appropriate participation in the classroom and attend school more consistently. The RBTs also provide social skills groups for identified students who need additional targeted support. Live Oak Elementary's RBT was not available for the entire year. The District has provided a substitute for this position while they continue to look for a permanent replacement. Therefore some of the activities at this schools were not fully implemented.

3.2 -Operations Support Staff - This action was implemented. The District is fully staffed in all areas that were budgeted in this action.

3.3.- Ensure Standards of Safety - This action was implemented. The District provided all student and support that were budgeted in this action.

3.4 - Provide Administrative Support for Implementation of Services - This action was implemented. The District's Director of Educational Services has provided support to ensure English learners are receiving their support and teachers are receiving the necessary training. The Director facilitates the DELAC. As part of the Director's responsibility she monitors and implements processes and programs to increase the attendance and reduce the chronic absenteeism of underserved students. This year has been the Director has provided a greater emphasis on attendance recovery by implementing and monitoring plans for each school and Saturday School, district wide. The Director is responsible for ensuring federal programs are being implemented in a compliant fashion. This year there has been a focus on revising the District English learner Master Plan. With the Assistant Superintendent, the Director analyzes District data, and collaborates with grade level/department level teachers to develop more targeted plans to address English learners and low income students.

3.5 - Contracts and Services for District Operations - This action was implemented. All contracts budgeted in this action were implemented to support school and district operations.

3.6 - Home to School and Special Education Transportation -This action was implemented. All students who receive transportation as required in their IEP received the service.

3.7 - Provide transportation for students living in remote locations - This action was not implemented. The District was unable to hire adequate number of staff to provide home to school transportation. Due to contractural constraints, the District was unable to contract out for this service.

3.8 - Professional Development to Support Positive School Climate - This action was implemented. The District provided training to all staff new to the District and staff who had not been previously trained trained on Capturing Kids Hearts. This year all of the schools had access to a CKH coach who provided on-going support to schools to ensure greater implementation. This year the Disrict established an MTSS committee with a primary focus on reviewing all programs related to ensuring a positive school climate to determine long term effectiveness

3.9 - Provide Counseling Services - This action was implemented. The middle school has one academic counselor who also provides social/emotional support to students. She ensures that students are placed appropriately and works closely with the intervention teacher to place students needing additional academic support. The counselor implements the process to transition students from 6th to 7th and 8th to 9th grades.

3.10 - Implement Attendance and Engagement Plan - This action was implemented. The District has provided an a an attendance at the middle school and has provided an attendance software program that helps to monitor daily attendance and chronic absenteeism at all schools. The District provided a Saturday School program to offer students throughout the District, an opportunity to recover missed days of schools from October -March.

3.11 - Build Parent Partnerships- This action was implemented. This year the District the District restructured staff at the District which include a new position of Educational Services Technician who as part of her job serves as a parent laision. As part of her role, the liaision coordinates the DELAC and supports the schools with ELAC. She provides support for parents that includes translation, help with registration , accessing other community services and in general responding to parent questions or concerns. This year each school plan workshops for their parents based on the needs expressed by parents. Schools took the responsibility of informing parents and used school or district staff to provide the trainings. The District provides a two way communication platform that increases parent/school communication.

3.12 - Provide School-based Counseling Services - This action was implemented. This year the District implemented for the first time in district mental health/counseling support. This was done by hiring two mental health clinicians who provide intensive school based mental health services, counseling services for special education students and foster, low income and homelsss youth.

3.14 - Behavior Support to Decrease Lost Instructional Time - This action was implemented. Ripple Effects was purchased and implemented. Substitute teachers were hired to provide an alternative to suspension by providing students with a classroom on campus where students received instruction, social/emotional support and behavior intervention.

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

3.1 - There is material difference in this action. There is a decrease in the amount expended than budgeted. This is due to not hiring one staff included in this action for the entire year. This position was unable to be filled.

3.2 - There is a material difference in this action. There is an decrease in expenditures in this action due to employee vacancies that were were budgeted at a higher rate than the actual employees who were hired.

3.3 - There is a material difference in this action. There is an increase in the contracted services than was budgeted. This a result of increase in salary due to negotiated agreements and the purchase of HVAC equipment that was not budgeted.

3.5 - There is a material difference in this action. There is an increase in expenditures from the budgeted amount. This action included multiple expenses that were not budgeted in the LCAP. Upon further review of this action, there was an effort to include all of the appropriate expenses that will now be reflected in the action.

3.6 - There is a material difference in this action. There was an increase in expenses than budgeted. Since the district no longer provides home to school transportation but does provide special education transportation, the operational costs of operating a transportation department is now included in this action. Additionally there were not adequate bus drivers to complete the special ed. transportation requirements therefore the district had to contract services.

3.7 - There is.a material difference in this action. This action was not implemented.

3.11 - There is a material difference in this action. There was less expended than budgeted due to the need for additional childcare and other services were not required.

3.13 - There is a material difference in this action. This action was not implemented and was deleted last year.

3.14 - There is a material difference in this action. There was less expended than budgeted due to a contract that was expended. This action includes hiring substitute teachers to support a plan for alternatives to suspension. There was not as great a need this year for substitutes because there was a decrease in the number of students being considered for suspension.

There was no material difference for the following actions: 3.4, 3.8, 3.9, 3.10, 3.12

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

3.1 - School-wide Behavior Support Staff - As a result of the implementation of this action, suspensions have declined. Each elementary school has collected data that established a baseline for office discipline referrals. This data is used to add to our anecdotal information that students are spending increased time in the classroom due to more successful implementation of a school wide behavior plan. In January 2026, the District reported 374 office referrals among all schools. Low income student office referral data demonstrates a similar pattern to "all" student data, with an increase in referrals from the baseline. Foster youth have consistently received no office referrals. Although our current data reflects an increase in the trend of office referrals, we believe in part this is due to our baseline data being underreported. As part of the on-going discussions among staff, there has been an identified need to increase calibration of what constitutes an office referral among our schools and classroom teachers. Suspension data for low income students on the California Dashboard shows decrease in the suspension rate. No data is available for foster youth related to suspension.

The following two actions have been effective in supporting increased attendance and reduction in in chronic absenteeism. Student groups, including low income students, have demonstrated progress on both of these metrics. Having personnel who is responsible for implementing and monitoring services for unduplicated students has had a positive impact on attendance, reduction of suspension and the implementation of services for English learners with greater fidelity. Data, including walkthrough data, administrative feedback and quantitative data like chronic absenteeism and suspension rates, demonstrate the effectiveness of this action. Changes that were made in the 2025-26 school year to provide school based mental health services by district employees versus contracted services, have also had an effective impact based on similar metrics.

3.4 -Administrative Support for Implementation of Services for Students - The effectiveness of this action is evident as a result of the implementation of a re-engagement program to address chronic absenteeism and increase daily attendance. Anecdotally, this change has been a positive. Since these services are now provided by district staff, we are more able to quickly respond to students' need. Although a referral process is in place, there is no longer a need to have two processes, one for the District and one for the provider. Additionally, if there is an emergency situation, staff is now readily available to respond to those needs. To measure the effectiveness of these services, the District has seen an increase in the attendance rate of low income students receiving these services (0.06% increase), a decrease in suspension rates for low income students. The Chronic Absenteeism Dashboard from 2023 to 2024 also shows a decrease for low income students of 8%. a result, chronic absenteeism for all students has decreased by 5.16% (based on local data January, 2026). The California Dashboard indicator for low income students shows a decreased in chronic absenteeism by 9.6% from the baseline. There was no foster youth data provided in both the 2024 and the 2025 Dashboard due to low numbers of students in this group. English learners' chronic absenteeism decreased on the dashboard with 8.4% decrease from the baseline. Daily attendance rates have also increased (94.87% for all students and 95.29% for low income students as of May 1,2026). Under the direction of this staff member, suspension rates have been reduced dramatically. With the implementation of this action the implementation and the monitoring of all students' suspensions has resulted in reducing the suspension rate to .39% as of January 2026.with a significant impact at the middle school level. Programs and services for English learners have also been more consistently implemented. Based on observational data and as of January 2026 reclassification rate (18.5%). Additional students maybe reclassified in May, however, last year the District reclassified at a rate of over 25%. Due to low numbers of English learners throughout the district and an increase in 24-25 of Newcomers our rate currently shows a decrease. Staff has continued to increase their understanding of the expectations for providing services for English learners on a consistent basis.

3.12 -Provide school based mental health services - This action was changed last year to reflect services being provided within the district versus contracting services with another district. There is evidence that this change has been a positive in responding to students as quickly as possible. Although a referral process is in place, there is no longer a need to have two processes, one for the District and one for the provider. When there have been a situation where there is an emergency situation, staff is now readily available to respond to those needs. To measure the effectiveness of these services, the District has seen an increase in the attendance rate of low income students receiving these services (0.06% increase), a decrease in suspension rates for low income students. The Chronic Absenteeism Dashboard from 2023 to 2024 also shows a decrease for low income students of 8%.

3.7 - Provide transportation to school for students living in remote locations - This action was not implemented. However, even without this service, attendance continues to increase even from the remote areas of the district and chronic absenteeism continues to decline.

3.11 Build Parent Partnerships - Based on the Youth Truth/ Kelvin Climate Survey, 71% of parents feel like they are a part of the decision making process, which is an increase of 21% from the prior year. Parent Attendance at workshops average 25 parents per workshop. The number of parents who attend workshops are lower than expected even though workshops were planned with parent input. Although our district's climate survey does not provide us with disaggregated data, we have reviewed the student group data on the CAASPP to determine if some student groups are more positively impacted by the actions in the LCAP. In English language arts our English learners, long-term English learners and socioeconomically disadvantaged student s have all made growth in reducing the distance below the standard. English learners from being 41 points below standard to 20 points below standard and socioeconomically disadvantaged students moved fro 11.4 point below the standard to performing at standard level. In math on CAASPP the same pattern continues with English learners performing 75.7 points below standard to 40 points below the standard and socioeconomically disadvantaged students moving from 44.6 point below the standard to 22 points below the standard.

Other Actions in Goal 3
Actions 3.2 (Operations Support Staff), 3.3 (Ensure standards of safety), 3,5 (Contracts and Services for District Operations), 3.6 (Home to School Transportation), 3.8 (Professional Development to Support Positive School Climate), 3.9 (Counseling Services), 3.10 (Implement Attendance and Engagement Plan, 3.14 (Provide students with behavior support to decrease loss of academic time)

The District has seen positive changes promoting schools that are safe and have a positive learning climate. Data including Youth Truth/ Kelvin survey administered to students, staff and parents demonstrate 95% of elementary school students feel cared for at school and 95% feel safe at school (95% and 91% at the middle school). Our Facilities Inspection Tool shows that our campuses are safe and in good/exemplary repair. This year home to school transportation was not provided however the impact on student attendance was not significant. This year we have continued to provide transportation for students with disabilities. Providing transportation continues to be challenges however with the use of contract services in addition to district transportation services, we have been able to meet this need. The District has seen an increase in the implementation of Capturing Kids Hearts, in part to due to the on-going coaching schools have received in this area This has contributed to an increased positive school environment especially at the middle school. Live Oak Elementary and Castaic Elementary have been nominated as a Rising Star" for CKH. Youth Truth/ Kelvin data shows that 93% of elementary school students feel connected to school, an increase of 18%, and 92% of middle school students feel connected to school, an increase of 10%. We did see an increase in the amount of discipline referrals that were logged in Aeries, but do not feel there was an actual rise in discipline, just more adequate reporting. The middle school counselor worked closely with staff providing academic and behavioral intervention, reviewing data, counseling students and communicating with parents. Attendance has increased as a result of staff regularly using data and communication tools provided through the School Status program. The Attendance clerk position at the middle school will be changed. As a result of a change in the master schedule and other staff who are available to now provide attendance support, this position will no longer be in place. Like the elementary schools, the assistant office manager will now be responsible for monitoring and following up on attendance. Working closely with administration at both the schools and at the District level, frequently monitoring and follow up with students and parents have continued to be beneficial in increasing the daily attendance rate and decreasing chronic absenteeism. Saturday School implementation has been effective in recouping student attendance. (put in some data) Parent workshops have been thoughtfully planned with parent input and implemented. However attendance at these parent events has not been good in the past and this year a different model of providing parent workshops was implemented. Preliminary data as of January 2026 indicates that we continue to struggle in increasing parent attendance. This year there has been consistent attendance of parents at the District English Language Advisory Committee. The District and school staffs implemented "alternatives to suspension" with high fidelity. This continues to reduce suspensions and decreased the removal of students from instruction.

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

3.6 - this action has been modified to reflect transportation will be provided to students with disabilities with transportation on their IEP

3.7 - Home to School Transportation - This action will be deleted as the District will no longer provide home to school transportation

There is no action 3.7 and no action 3.13 (which was deleted last year).

Metrics 3.7, 3.8, 3.9 and 3.13 - The survey platform was changed from Youth Truth to Kelvin however the identical questions were asked to all groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Schoolwide Behavior Support Staff	Provide staff to ensure students receive the social/emotional and behavioral support needed to be successful in school through the monitoring of behavior contracts and ensuring social emotional skills that have been taught are being implemented. Behavior support staff will work with specific students experiencing high needs in behavior support. With the implementation of this action students will have a decreased number of office referrals, suspensions, increased attendance and decreased chronic absenteeism. This action will support the student groups at the "very high" and "high levels" of suspension.	$314,755.00	Yes
3.2	Operations Support Staff	Provide support staff for all schools that create effective school operations (noon duty, school nurse, health office staff).	$1,271,126.00	No
3.3	Ensure Standards of Safety	Provide maintenance, facilities, and custodial staff to maintain safe and clean facilities and grounds	$2,458,995.00	No
3.4	Provide Administrative Support for	A Director of Educational Service, who will be partially funded, with supplemental funds, will work with school staff to provide and coordinate parent workshops, ensure English learners are receiving the support and	$190,042.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Implementation of Services for students	services that have been planned, implement re-engagement plans for chronically absent students, and coordinate extended school activities and programs for students both academically and socially and emotionally who are identified as having needs in these areas.		
3.5	Contracts and Services for District Operations	Provide adequate funding to support District operations including: insurance, utilities, legal fees, etc.	$2,296,414.00	No
3.6	Provide Special Ed. Transportation	Provide students with disabilities with transportation based on their IEP	$500,810.00	No
3.7	Home to School Transportation-deleted Action			
3.8	Professional Development to Support Positive School Climate	The District will provide staff with professional development (Capturing Kids Hearts) and coaching support for classroom management and the implementation of positive behavior strategies to improve school climate. These activities will promote caring relationships and support high expectations and meaningful participation among students. This action is intended to support those student groups who are being suspended at a high level per the Dashboard and student groups who have high chronic absenteeism rates per the Dashboard.	$125,650.00	No
3.9	Provide Counseling Services	Provide a counselor for the middle school to provide academic and social/emotional counseling services (add Mental Health Services staff).	$154,336.00	No
3.10	Implement Attendance and Engagement Plan	Implement a tiered plan for increasing student attendance and engagement. Develop and implement individual attendance improvement	$31,000.00	No

Action #	Title	Description	Total Funds	Contributing
		plans to provide students with the appropriate support to address chronic absenteeism		
3.11	Build Parent Partnerships	Create activities, space and opportunities to connect with parents as partners in their children's education. This action when implemented, will provide parents with important information that will impact students achievement, behavior and address social /emotional needs. An Educational Services Technician will help to inform parents of workshops and other parent centered activites throughout the District. The Educational Services technician will also assist schools with implementing and analyzing parent needs assessment to assist schools in provding site specific parent activities. Child care will be available so that more parents can attend workshops and school events and parents will be able to participate in leadership positions available at the school and district.	$96,210.00	Yes
3.12	Provide school based mental health services	The District will employ two mental health service providers to provide intensive school based mental health services to support the social/emotional needs principally directed to low income students and foster youth who require more intensive support. This service will be provided to students LEA wide with a goal of increasing identified students' attendance and school connectedness.	$361,235.00	Yes
3.13	Provide students with behavior support to decrease lost academic time	Based on a review of our suspension data and having identified that across the district we do not currently use a consistent process for determining office discipline referrals and suspensions, the District will implement a District wide plan to address alternatives to suspension. Additionally staff will receive training on defining consistent reasons for office discipline referrals.	$12,270.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The Learning Recovery Emergency Block Grant: The District will have unexpended LREBG funds for the 2025-2026 school year and therefore describes how these funds will be expended in the 25-26 school year.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District conducted a needs assessment process during the LCAP development. As part of this needs assessment the District reviewed data including student achievement data, reclassification of English learners, and school climate data. Input from a variety of Educational Partners was also considered. The District also identified current practices that have been effective and determined how these current practices could be strengthened through the use of these funds.

Based on a needs assessment conducted by the district the following are identified needs:
1. there is a need to provide small group intervention for students in both reading and math, inside and outside of the classroom. This need is addressed in the Learning Centers at the elementary schools. In order to serve an increased number of students there is an increased need for personnel to support these small groups.
2. Based on review the needs of our students in transitional kindergarten and kindergarten, there is a need for additional support in these classes to address these needs. Some of the students need additional support with behavior and self-regulation in order to effectively access instruction

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	iReady ELA and math (student group)	Spring 2025 Math All students- 52% English learners- 29% Low income students- 48%	N/A	May 2026- Math All Students- 53% English learners- 25% Low income student- 43%	Math All students- 60% English learners- 40% Low income student-55%	Math All Students- +1% English learners--4% Low income student-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA All students- 61% English learners- 22% Low income students- 51%		May 2026- ELA All Students- 58% English Learners- 33% Low income students- 50%	ELA All students- 70% English learners- 35% Low income students-60%	ELA All students-3% English learners +11% Low income students-1%
4.2	CAASPP ELA and Math	Spring 2024 ELA All students- 3.4 points above standard (declined) SWD- 69.7 points below standard (maintained) EL-42.4 points below standard (maintained) SES- 17.4 points below the standard (declined) Math All students- 22.1 points below standard (maintained) SWD- 83.7 points below standard (increased) EL- 63.3 points below standard (increased) SES- 42.9 points below the standard (maintained)	N/A	2025-ELA All students - 15.1 points above standard (increased) SWD - 63.6 points below standard (increased) EL - 30.9 points below standard (increased) SES - 8.8 points below standard (increased) 2025-Math All students - 10.4 points below standard (increased) SWD - 85 points below standard (maintained) Long-term English learners - 140 points below standard (increased) English learners - 30.9 points below	ELA All students- 25 points above standard SWD- 60 points below standard EL-20 points below standard SES- at the standard Math All students- 12 points below standard SWD- 50 points below standard EL- 40 points below standard SES- 22 points below the standard	2025-ELA All students +11.7 SWD +6.1 EL +11.5 SES +8.6 2025-Math All students +11.7 SWD -1.3 English learners +32.4 SES +10.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				standard (increased) SES - 32.2 points below standard (increased)		
4.3	Early Progress Monitoring Data	All Students TK- Establish baseline in 25/26 K-73% proficient in phonics skills; 75% proficient in site words 1- 85% proficient in phonics skills; 86% proficient in site words 2- 92% proficient in phonics skills; 80% proficient in site words	N/A	Spring 2026 All Students K- 79% proficiency in phonics and 62% -site words 1- 81% proficiency in phonics and 86% -site words 2- 83% proficiency in phonics and 91% -site words	All Students K- 90% proficiency in phonics and site words 1- 95% proficiency in phonics and site words 2- 98% proficiency in phonics and site words	All Students K. +6% proficiency in phonics and -13% site words 1 -4% proficiency in phonics and 0% -site words 2. -9% proficiency in phonics and +11% site words

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.

4.1 - This action was fully implemented. Aides were provided in both the learning centers as well as all of the TK classes. There is one additional TK class this year that was not identified when the plan was developed therefore there are 7 TK aides.

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

There is no material difference in this goal. All of the LREBG funds were spent during the 2025-2026 school year on this goal. The new allocation of funds for the 2026-2027 school year will be used to continue to support this action, but will not fully cover the expenditures. The remaining funding is already allocated for in Goal and action 2.1 and will be funded through supplemental funding.

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

4.1 -
Based on school walkthrough data, learning centers are providing small group instruction throughout the day in both math and ELA at the elementary level serving students both in general education and students with an IEP. The instructional aides provide small group instruction under the direction of either the educational specialist or the reading/math TOSAs. Aides that provide services for mild/moderate students with an IEP also received support in the general education classroom to help them access instruction. TK aides provided for these classes provide small group instruction, one to one support for students behaviorally and academically and provide additional supervision during lunch and recess. Based on walkthrough data, the majority of students are ready for kindergarten. Based on CAASPP data in English language arts, all students continue to make progress with "all" students performing 15 points above standards. English learners and students with disabilities are performing below standard however both student groups are demonstrating increases. In the area of math all students made growth except for students with disabilities who maintained their level of achievement. Math achievement remains below standard. Results on iReady Diagnostic Assessment in math and ELA demonstrated inconsistent progress. In math, the 2026 results indicate little or no progress for all student groups. In ELA, English learners showed growth, however other student groups demonstrated the same pattern of achievement as in ELA.

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

No changes to this action. However due to reduced funding this action will be supported with both LREBG funds and other funding sources. The remaining funding is already allocated for in Goal and action 2.1 and will be funded through supplemental funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide support for small group instruction and support for students in transitional kindergarten	LREBG Action: -The use of LREBG funds to support the use of instructional aides is in alignment with the allowable expense: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports such as: tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. -Metrics 4.1 (iReady), 4.1 (CAASPP Data) and 4.3 (ESGI) will be used to evaluate the goal -This action is based on evidence and research based practices regarding impact on student learning when students receive small group instruction or one on one support. The effect size or the impact on student learning of students receiving small group instruction and high quality feedback is	$157,048.00	No

Action #	Title	Description	Total Funds	Contributing
		significant especially when paired together. Small group learning has an average effect size 0.46 which is higher than other learning interventions. The effect size of feedback which is a critical component of small group instruction and one-on-one support is 0.73. The District will provide (6) instructional aides to support students receiving intervention support in the elementary learning centers. Additionally aides will be used in transitional kindergarten to support those students needing support in regulating their behavior to increase students' opportunities to learn age and developmentally appropriate skills that will support their readiness for kindergarten.		

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
$2138031	$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
10.027%	0.000%	$0.00	10.027%

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
1.8	**Action:** Professional Development for Certificated Staff **Need:** Low-income students and English learners demonstrate an achievement gap compared to "All" students based on CAASPP and iReady data in ELA and math. There is a need to continue to support teachers' understanding of the standards and how to use data to increase	Teachers will receive professional development that will include an increased understanding of the rigor of the ELA and math standards, how to pace these standards to allow for low income students and English learners with multiple opportunities to achieve these standards. Professional development will also include the creation and/or identification of common assessments to ensure that these students are achieving the standards at a rigorous level and that instruction is supported to	Momentum Math - (All student, low income students and English learners) CAASPP ELA and Math (All students, low income students, English learners) Early Progress Monitoring (K-2) - all 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
	the rigor and maintain high expectations for low income students and English learners. There is a continued need to increase teachers' capacity to provide instruction that will increase student engagement and increase achievement of those students performing below grade level. **Scope:** LEA-wide	allow students to access the the rigorous standards. With an increased understanding of the standards and how to pace them in a way that will provide students with increased opportunties to learn the standards and an increased understanding of the use of common assessments to measure students' progress more frequently and adjust instruction, students will demonstrate increased achievement on iReady and CAASPP. Teachers will also be provided with after-school professional development opportunities that will be based on a needs assessment from the teachers, and an assessment of what areas would be most beneficial for unduplicated students. This LEA-wide action is principally directed to low-income students and English learners. However, providing professional development to all teachers on an LEA wide basis will benefit all students. Therefore, all teachers will be included in professional development. Building the capacity of teachers to pace, provide more opportunties to learn the standards and common assessments to determine students' achievement of the standards is an effective use of funding. When teachers receive this training it will increase the rigor of instruction, the impact on student achievement can be significant.	
1.10	**Action:** Teacher Collaboration **Need:**	This is an identified need at all of our schools; meeting at least quarterly, the principal and teachers will use a PLC protocol to review data, determine instructional actions that need to be	CAASPP (All students, low income students and English learners)

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
	There is an achievement gap between English Learners and low income students and all students in both ELA and math based on both iReady and CAASPP date, at all schools in the District. Teachers need to have opportunties to collaborate with each other and district staff to examine data, determine specific needs of students related to the data and plan lessons that will address those needs. **Scope:** LEA-wide	implemented and identify/create common assessments for students to be able to determine if all students are making adequate progress. Teacher leaders and principals will receive professional resources to assist with the effective implementation of professional learning communities. In addition to the school-level collaborative meetings, three times per year District staff will meet with grade-level/department teams to follow a similar process that will support consistent implementation across the District. The District will provide coaching support to teacher collaboration teams to increase implementation of the pacing and assessing essential standards and to increase their expectations and opportunities for all learners to achieve the standards. This is an LEA-wide action and is principally directed to low income students and English learners, but teacher collaboration will benefit all students, so all teachers in the district will participate in these collaboration opportunities. As a result of this action, the gap in achievement of low-income students and English learners will be reduced. This is an effective use of funding. This action will have an impact on low-income students and English learners by providing a structure and protocols for analyzing student data and making relevant instructional decisions. District collaboration teams will support the implementation of pacing guides and common assessments that will increase the rigor of	Momentum Math - all students Early Progress Monitoring - all students K-2 Local Writing Assessment - all 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
		instruction for low income students and English learners. Research on the implementation of professional learning communities has shown that when teachers and other staff collaborate with a focus on data, instructional decisions that support the successful attainment of grade-level learning expectations for all students occur with more frequency and improved outcomes.	
1.13	**Action:** Supplemental Materials and Technology to Support Intervention **Need:** Some students, including low-income students and English learners, continue to perform below grade-level expectations and demonstrate an achievement gap compared to other students in the Castaic School District on iReady and CAASPP assessments. There continues to be a need to have a variety of instructional materials available to support teachers in addressing these learning gaps. Core materials do not have adequate materials available that provide different strategies and often there is not adequate materials available to provide additional practice which is needed. Many of the materials that the District uses has effective on-line components. There is a need to ensure that students who do not have access to a computer or the internet have access to these. **Scope:**	This action will include the purchase of supplemental materials that will support students, especially in the area of English Language Arts. Materials will be able to be used to provide students with alternative learning experiences and increased practice. Materials will also be used with students needing intervention support. Low-income students, in particular, will be able to have access to a computer and the Internet as needed and requested. This action will be principally directed to English learners and low-income students, but all students will benefit from the use of supplemental materials, so this goal will be provided LEA-wide. This action is an effective use of the funding. The use of technology has a positive impact on student engagement. Students can receive and share information using technology in a variety of ways. Having a variety of instructional materials available for teachers to use to deliver standards-aligned instruction is important when addressing the variety of student's needs and learning preferences.	Early Progress Monitoring Data (K-2) - all students CAASPP Scores for ELA (all students, low income students, English learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Provide intervention teachers for elementary Learning Centers **Need:** District wide, English learners are performing 31 points below standard in ELA and 55 points below standard in math on CAASPP. Low income students are performing 8 points below standard in ELA and 32 points below standard in math on CAASPP as compared to all students who are performing 15 points above standard in ELA and 10.4 points below standard in math. There is an LEA wide need to provide additional and intensive intervention for these identified students in order to close the achievement gap. **Scope:** LEA-wide	Students, including English language learners and low-income students, will be provided with small group intensive and targeted intervention in ELA and math using evidence-based programs four days each week. The impact of this action will be to reduce the achievement gap that currently exists between English learners, low-income students, and "All" students in Castaic. This is an LEA-wide action that will be implemented at all the District's elementary schools The action is principally directed to low-income students and English learners, but all students will benefit from being provided intervention, if needed. This action is an effective use the funds. Research has shown that when students receive small homogeneous and flexible group instruction, students with significant gaps in learning make greater progress in closing the achievement gaps. The use of data to diagnose, progress monitor and eventually exit students from small group intervention has proven to be a successful strategy. Small intervention groups allow for teachers to be able to provide immediate feedback to students and redirect learning when needed.	CAASPP ELA and Math - Low income students, English learners Momentum Math - Low income students, English learners
2.4	**Action:** Implement a comprehensive assessment plan to identify and target academic needs **Need:** Based on CAASPP and iReady Diagnostic Assessments, low-income students and	The District will use these assessments at all schools throughout the District; staff will be able to target instructional needs based on grade level standards, provide the appropriate intervention for identified students and determine if progress is being made. The district will implement a data management system that will allow staff to collect	Momentum Math Diagnostic ELPAC reading and writing CAASPP Scores in ELA and Math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learners have been identified with gaps in learning as compared to all students in Castaic. These assessments do not provide specific diagnostic information that will support staff in determining specific skills and concepts that have become barriers to learning. There is a need to have additional diagnostic data that will provide staff with information to plan and implement specific intervention strategies.Having this diagnostic data will allow staff to improve the monitoring of low income students and English learners' progress with the intervention strategies that are being implemented. **Scope:** LEA-wide	data from all diagnostic assessments in single location allowing staff to better utilize information about individual students to make appropriate instructional decisions about student student placement for intervention and other support. This is an LEA wide action that is principally directed to English learners and low income students. There is a focus, District-wide to provide instruction and intervention that is more targeted to meet the specific needs of students, therefore this action is being provided LEA-wide since it will support all student groups, but is principally directed to English learners and low income students. To ensure students receive the most targeted instructional support, teachers will have access to more diagnostic assessments that will provide specific data to target instruction and intervention. These assessment will also be used to monitor student progress more frequently. This is an effective use of the funding. To provide targeted instruction and intervention, it is necessary to have a variety of good data sources. These assessments will provide this data which will allow for increased targeted instruction and monitoring progress.	
3.1	**Action:** Schoolwide Behavior Support Staff **Need:** There continues to be a need based on the percentage of students identified as low-income students who have office discipline referrals. As a result of the services provided in this action, there has been a decrease in	Dedicated behavior support staff at each elementary school, will continue to manage the implementation of the behavior plans and behavior contracts. As a result, low-income students will be able to remain in the classroom and reduce the interruptions to their instructional time. Students will also be able to feel more successful in managing their behavior and therefore feel more positive about school in general	Office discipline referrals (low-income students) Suspension Dashboard (low-income students) Attendance rate (low-income 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
	office referrals and suspensions. Students who have significant referrals are provided with a behavior plan or contract with the goal of reducing their referrals and to support students with implementing positive behavior alternatives. These contracts and behavior plans with the support of the staff included in this action have been consistently implemented with fidelity which makes the plans more effective. As a result, low income students continue to need this support so that they do not miss instructional time due to being removed from the classroom to address their behavior. To address this need identified by office discipline referrals, there is a need to provide staff who can implement and monitor behavior plans and contracts to ensure they are having a positive impact on low income students and foster youth. **Scope:** LEA-wide	This service will be principally directed to low-income students LEA-wide at the elementary level, but any students who have a behavior need will benefit from this intervention. This is an effective use of the funding. Providing a systematic behavior support system is effective in reducing suspensions and ensuring students spend more time in the classroom receiving instruction. Staff, who will monitor and support the implementation of behavior plans and contracts will ensure that those students with the most behavioral needs are successful.	
3.4	**Action:** Provide Administrative Support for Implementation of Services for students **Need:** A review of attendance, chronic absentee rates, suspensions, and school climate data, for low-income students indicate that the rate of absences, chronic absenteeism and suspensions are higher than desired. Current	Unduplicated students will receive the services planned in the LCAP to support their attendance, behavior, and for English learners, programs to support language development and academic achievement. The administrator will monitor data and work with staff throughout the District to review the impact of the programs and services on unduplicated students and adjust as needed.	Attendance rate (low-income students, foster youth, English learners) Chronic Absenteeism Dashboard (low-income students, foster youth, English learners) Suspension Dashboard (low-income students, English learners)

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
	climate data does not disaggregate the data for student connectedness however, based on student interviews with staff low income students and foster youth feel less connected and safe at school than "all students". The District has implemented a variety of services and programs to address these needs. The District has also identified a need to provide more consistent and comprehensive services for English learners. There is a gap in the achievement of English learners in reading and math on iReady and CAASPP assessments as compared to "all students" performance. This academic performance gap is a reason for English learners not being reclassified. Additionally current English learners are performing a low level of English proficiency. To ensure services to low-income students that are intended to increase attendance and decrease suspensions, and services to support English learners' academic achievement, there is a need to have some administrative time that is dedicated to ensuring that programs and services that have been planned are implemented and monitored for effectiveness across the District. Although the District currently does not have a large number of foster youth and therefore data is not available, there continues to be a need to ensure that these students receive services and support as needed. **Scope:**	This action is provided LEA-wide and is principally directed toward unduplicated students, but this added support will benefit all students. Unduplicated students at all schools have programs and services provided. An administrator will be responsible for determining effectiveness and modifying if needed to ensure that these services are equitably implemented and monitored throughout the District. This is an effective use of the funding. The District is implementing many programs and strategies to address the needs of unduplicated students. An administrator is needed to ensure that these programs and strategies are implemented and evaluated equitably throughout the District. The administrator will work with principals and teachers across the District to evaluate the effectiveness of the actions that are intended to be increased and improved services for unduplicated students. In our experience this past year, we have seen that regular follow-up from a district administrator with attendance meetings and SARB referrals has improved our overall attendance and Chronic Absenteeism. We are implementing an Alternative to Suspension Plan that this administrator will oversee. Research shows that traditional out of school suspensions are not effective in correcting behavior.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.11	**Action:** Build Parent Partnerships **Need:** Many of our parents of unduplicated students do not regularly participate in school and district opportunities provided for parents. Parents of these students have identified a desire to be able to increase their involvement with their children's schools and the District with their goal of supporting their children in being successful in school. **Scope:** LEA-wide	To address this need, this action will continue to address the need expressed by the parents of unduplicated students. An Educational Services Technician will support schools in coordinating these services and provide parent outreach. Schools will specifically design parent events based on parents' input. Providing parent workshops and events at the school level will increase parent involvement. Parents of unduplicated students will be able to have child care available which will encourage parent attendance at workshops and other school and district events. Parents will have increased opportunities to participate in leadership roles increasing parents of unduplicated students' voice in the educational process. This action is principally directed at unduplicated students. The action will be provided LEA-wide because it was an identified need by parents, specifically parents of unduplicated students, from all schools, as a successful District-wide strategy to increase parent involvement and communication. This is an effective use of the funding. Research has shown that when parents are meaningfully involved in our schools, student outcomes improve. By increasing the parents' capacity to understand school expectations for students and providing parents with strategies to support their students in school, students become more successful. Research also supports parents' involvement in leadership roles where their	Kelvin Climate Survey(parents) (not able to disaggregate by student groups) Parent participation at workshops CAASPP Scores in ELA and math

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
		influence in helping to design school experiences that are more relevant to the students in each school community.	
3.12	**Action:** Provide school based mental health services **Need:** Foster youth and low-income students have been identified as needing mental health services. Based on a review of counseling referral data and behavior data these students' have been experiencing more trauma and display more maladaptive social behaviors than other students. There is a need to provide mental health services that go beyond school counselor support. **Scope:** LEA-wide	To address this need, the District will continue to employ two mental health service staff to provide mental health counseling for identified low-income students and foster youth. Providing these services will provide intensive support that some students need and will positively impact the students who participate in receiving these services. Students receiving these services will demonstrate an increase in their attendance, decrease their chronic absenteeism rate, and provide students with tools to address their trauma and other social/emotional issues that impact their daily lives. This action will be provided on an LEA-wide basis and will be principally directed to low-income students and foster youth, but providing counseling service to any student in need will benefit all students. Over the past several years, the need for mental health services for students at school has increased. The number of students experiencing some level of trauma that impacts school attendance, behavior, and academic success is creating a demand for services. Providing these services is an effective use of the funding. Many students and their families are unable to obtain these services independently so providing mental health support through school is an effective and efficient way to address this need.	Attendance rate - Low income students, foster youth Suspension Dashboard - Low income students, foster youth Chronic absentee Dashboard - Low income students, foster youth

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** Provide services for English Learners **Need:** 41.9% of English learners either maintained or declined in their level of English proficiency as measured by ELPAC summative assessment. English learners are performing 30.9 points below standard in ELA and 55 points below standard in math. Long-term English learners are performing 69.7 points below standard in ELA and 140 points below standard in math. Based on this data, English learners, and long-term English learners, in addition to having a dedicated time each day for designated English language development instruction, also need to have support throughout the day to access core instruction. English learners need to have systematic support in developing a stronger understanding of vocabulary in content areas including math, science, and social studies. Along with this focus on vocabulary development, staff need to continue to use multiple strategies to provide background knowledge to increase English learners' comprehension of grade level content. There is also a need to provide reading and math intervention to English learners who are demonstrating gaps in their skills.	Providing comprehensive support for English learners will: Support students with greater access to core classroom instruction by providing teachers with current pedagogy related to vocabulary development and increasing background knowledge. Teachers will also receive support with the implementation of integrated ELD strategies. Bilingual aides will support the most limited English proficient students with greater access to the instruction provided in English; this will include supporting designated English language development. in the classroom. The District will provide supplementary instructional materials/programs that will be used during designated English language development to support English proficiency attainment. Students will be provided with instructional materials and additional instructional opportunities to help prepare them for the ELPAC. English learners needing additional support outside of the classroom in ELA will receive this support in the Learning Center based on their specific needs based on ELPAC data As a result of these strategies being implemented, English learners will increase achievement in ELA	Reclassification Rate Momentum Math - English learners CAASPP ELA and Math - English learners ELPAC summative assessment - English learners ELPAC Reading - English learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	and math and will gain English proficiency on an annual basis resulting in more students being reclassified.	

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

Additional Concentration Grant Funding

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

The District does not receive additional concentration grant funding

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	25:8	
Staff-to-student ratio of certificated staff providing direct services to students	17:1	

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	21323583	2138031	10.027%	0.000%	10.027%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$20,609,887.00	$3,935,230.00	$786,286.00	$438,042.00	$25,769,445.00	$20,528,586.00	$5,240,859.00

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	Qualified and appropriately assigned teachers	All	No			All Schools	2024-2027	$8,262,924.00	$0.00	$8,262,924.00				$8,262,924.00	0
1	1.2	Core Instructional materials	All	No			All Schools	2024-2027	$0.00	$243,978.00	$136,434.00	$107,544.00			$243,978.00	0
1	1.3	Supplemental Instructional Materials	All	No			All Schools	2024-2027	$0.00	$13,471.00		$13,471.00			$13,471.00	0
1	1.4	Technology and Digital Access	All	No			All Schools	2024-2027	$301,751.00	$148,991.00	$410,742.00	$40,000.00			$450,742.00	0
1	1.5	Classroom supplies and materials	All	No			All Schools	2024-2027	$51,169.00	$183,075.00	$234,244.00				$234,244.00	0
1	1.6	Digital Platforms for planning and surveys	All	No			All Schools	2024-2027	$0.00	$33,251.00	$33,251.00				$33,251.00	0
1	1.7	District and School Administrators	All	No			All Schools	2024-2027	$1,759,319.00	$0.00	$1,759,319.00				$1,759,319.00	0
1	1.8	Professional Development for Certificated Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$95,042.00	$19,700.00	$114,742.00				$114,742.00	0%
1	1.9	Assessment and Accountability	All	No			All Schools	2024-2027	$0.00	$17,688.00		$17,688.00			$17,688.00	0
1	1.10	Teacher Collaboration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$69,878.00	$15,750.00	$85,628.00				$85,628.00	0%
1	1.11	Implement Science of Reading	All	No			All Schools K-3	2024-2027	$39,724.00	$26,450.00	$66,174.00				$66,174.00	0
1	1.12	Improve student writing	All	No			All Schools	2024-2027	$0.00	$2,900.00		$2,900.00			$2,900.00	0
1	1.13	Supplemental Materials and Technology to Support Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$0.00	$63,720.00	$63,720.00				$63,720.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Provide intervention teachers for elementary Learning Centers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Elementary Schools	2024-2027	$580,999.00	$38,256.00	$619,255.00				$619,255.00	0%
2	2.2	Provide services for students with disabilities	Students with Disabilities	No			All Schools	2024-2027	$3,040,983.00	$1,294,970.00	$1,497,806.00	$2,400,105.00		$438,042.00	$4,335,953.00	0
2	2.3	Provide services for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$314,898.00	$30,250.00	$345,148.00				$345,148.00	0%
2	2.4	Implement a comprehensive assessment plan to identify and target academic needs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$0.00	$74,593.00	$74,593.00				$74,593.00	0%
2	2.5	Extended Learning Opportunities	All	No			All Schools	2024-2027	$589,016.00	$481,808.00		$1,070,824.00			$1,070,824.00	0
2	2.6	Provide Academic Support for Middle School Students	All	No			Specific Schools: Castaic Middle School	2024-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	0
3	3.1	Schoolwide Behavior Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$314,755.00	$0.00	$314,755.00				$314,755.00	0%
3	3.2	Operations Support Staff	All	No			All Schools	2024-2027	$1,271,126.00	$0.00	$1,271,126.00				$1,271,126.00	0
3	3.3	Ensure Standards of Safety	All	No			All Schools	2024-2027	$1,280,737.00	$1,178,258.00	$1,672,709.00		$786,286.00		$2,458,995.00	0
3	3.4	Provide Administrative Support for Implementation of Services for students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$190,042.00	$0.00	$190,042.00				$190,042.00	0%
3	3.5	Contracts and Services for District Operations	All	No			All Schools	2024-2027	$1,285,794.00	$1,010,620.00	$2,296,414.00				$2,296,414.00	0
3	3.6	Provide Special Ed. Transportation	All Students with Disabilities	No			All Schools	2024-2027	$276,980.00	$223,830.00	$500,810.00				$500,810.00	0
3	3.7	Home to School Transportation- deleted Action					All Schools	2024-2027								
3	3.8	Professional Development to Support Positive School Climate	All	No			All Schools	2024-2027	$35,000.00	$90,650.00		$125,650.00			$125,650.00	0
3	3.9	Provide Counseling Services	All	No			Specific Schools: Castaic Middle School	2024-2027	$154,336.00	$0.00	$154,336.00				$154,336.00	0

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
3	3.10	Implement Attendance and Engagement Plan	All	No			All Schools	2024-2027	$0.00	$31,000.00	$31,000.00				$31,000.00	0
3	3.11	Build Parent Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$89,560.00	$6,650.00	$96,210.00				$96,210.00	0%
3	3.12	Provide school based mental health services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$355,235.00	$6,000.00	$361,235.00				$361,235.00	0%
3	3.13	Provide students with behavior support to decrease lost academic time	All	No			All Schools	2024-2027	$12,270.00	$0.00	$12,270.00				$12,270.00	0
4	4.1	Provide support for small group instruction and support for students in transitional kindergarten	All	No			K-6	2024-2027	$157,048.00	$0.00		$157,048.00			$157,048.00	0

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
21323583	2138031	10.027%	0.000%	10.027%	$2,265,328.00	0.000%	10.624 %	**Total:**	$2,265,328.00
								LEA-wide Total:	$1,920,180.00
								Limited Total:	$345,148.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Professional Development for Certificated Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$114,742.00	0%
1	1.10	Teacher Collaboration	Yes	LEA-wide	English Learners Low Income	All Schools	$85,628.00	0%
1	1.13	Supplemental Materials and Technology to Support Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	$63,720.00	0%
2	2.1	Provide intervention teachers for elementary Learning Centers	Yes	LEA-wide	English Learners Low Income	Specific Schools: Elementary Schools	$619,255.00	0%
2	2.3	Provide services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$345,148.00	0%
2	2.4	Implement a comprehensive assessment plan to identify and target academic needs	Yes	LEA-wide	English Learners Low Income	All Schools	$74,593.00	0%
3	3.1	Schoolwide Behavior Support Staff	Yes	LEA-wide	Low Income	All Schools	$314,755.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Provide Administrative Support for Implementation of Services for students	Yes	LEA-wide	English Learners Low Income	All Schools	$190,042.00	0%
3	3.11	Build Parent Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,210.00	0%
3	3.12	Provide school based mental health services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$361,235.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$25,240,810.00	$26,340,360.00

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**	Qualified and appropriately assigned teachers	No	$7,847,609.00	8685175
1	**1.2**	Core Instructional materials	No	$258,500.00	438498
1	**1.3**	Supplemental Instructional Materials	No	$155,185.00	37418
1	**1.4**	Technology and Digital Access	No	$404,720.00	423114
1	**1.5**	Classroom supplies and materials	No	$229,871.00	231428
1	**1.6**	Digital Platforms for planning and surveys	No	$31,376.00	32926
1	**1.7**	District and School Administrators	No	$1,695,696.00	1748081
1	**1.8**	Professional Development for Certificated Staff	Yes	$103,626.00	104345
1	**1.9**	Assessment and Accountability	No	$16,422.00	16422
1	**1.10**	Teacher Collaboration	Yes	$79,894.00	69785
1	**1.11**	Implement Science of Reading	No	$79,888.00	67133

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	1.12	Improve student writing	No	$2,900.00	2900
1	1.13	Supplemental Materials and Technology to Support Intervention	Yes	$72,447.00	73134
1	1.14	College and Career Readiness	No	$7,655.00	7655
2	2.1	Provide intervention teachers for elementary Learning Centers	Yes	$492,497.00	511112
2	2.2	Provide services for students with disabilities	No	$4,950,502.00	4173917
2	2.3	Provide services for English Learners	Yes	$350,079.00	353046
2	2.4	Implement a comprehensive assessment plan to identify and target academic needs	Yes	$99,806.00	120035
2	2.5	Extended Learning Opportunities	No	$1,158,459.00	957222
2	2.6	Provide Intervention Support for Middle School	No	$162,168.00	129128
3	3.1	Schoolwide Behavior Support Staff	Yes	$323,981.00	279475
3	3.2	Operations Support Staff	No	$1,587,050.00	1333681
3	3.3	Ensure Standards of Safety	No	$2,151,380.00	2526849
3	3.4	Provide Administrative Support for Implementation of Services for students	Yes	$208,121.00	189417

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	Contracts and Services for District Operations	No	$732,723.00	2182466
3	**3.6**	Home to School and Special Ed. Transportation	No	$376,541.00	502326
3	**3.7**	Provide transportation to school for students living in remote locations	Yes	$477,300.00	0
3	**3.8**	Professional Development to Support Positive School Climate	No	$143,203.00	135457
3	**3.9**	Provide Counseling Services	No	$144,572.00	152662
3	**3.10**	Implement Attendance and Engagement Plan	No	$72,945.00	74531
3	**3.11**	Build Parent Partnerships	Yes	$150,908.00	90788
3	**3.12**	Provide school based mental health services	Yes	$304,640.00	319792
3	**3.14**	Provide students with behavior support to decrease lost academic time	No	$16,744.00	9882
4	**4.1**	Provide support for small group instruction and support for students in transitional kindergarten	No	$351,402.00	360560

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)
2053699	$2,663,299.00	$2,110,929.00	$552,370.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Professional Development for Certificated Staff	Yes	$103,626.00	104345	0%	0
1	1.10	Teacher Collaboration	Yes	$79,894.00	69785	0%	0
1	1.13	Supplemental Materials and Technology to Support Intervention	Yes	$72,447.00	73134	0%	0
2	2.1	Provide intervention teachers for elementary Learning Centers	Yes	$492,497.00	511112	0%	0
2	2.3	Provide services for English Learners	Yes	$350,079.00	353046	0%	0
2	2.4	Implement a comprehensive assessment plan to identify and target academic needs	Yes	$99,806.00	120035	0%	0
3	3.1	Schoolwide Behavior Support Staff	Yes	$323,981.00	279475	0%	0
3	3.4	Provide Administrative Support for Implementation of Services for students	Yes	$208,121.00	189417	0%	0
3	3.7	Provide transportation to school for students living in remote locations	Yes	$477,300.00	0	0%	0
3	3.11	Build Parent Partnerships	Yes	$150,908.00	90788	0%	0
3	3.12	Provide school based mental health services	Yes	$304,640.00	319792	0%	0

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)
20392892	2053699	0	10.071%	$2,110,929.00	0.000%	10.351%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024