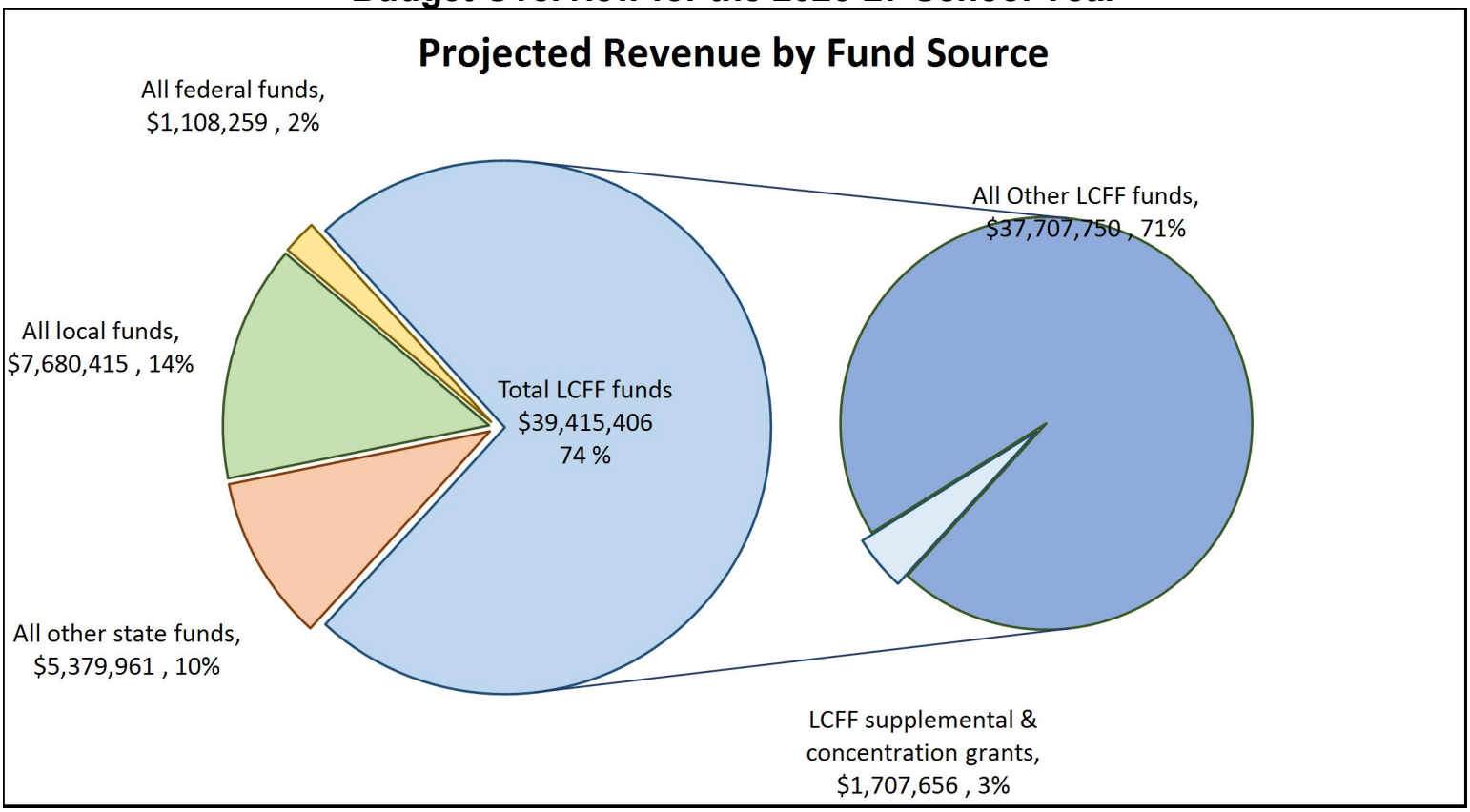
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cambrian School District
CDS Code: 43693850000000
School Year: 2026-27
LEA contact information:
Matt Hill
Executive Director of Educational Services
hillm@cambriansd.com
408-558-4916

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



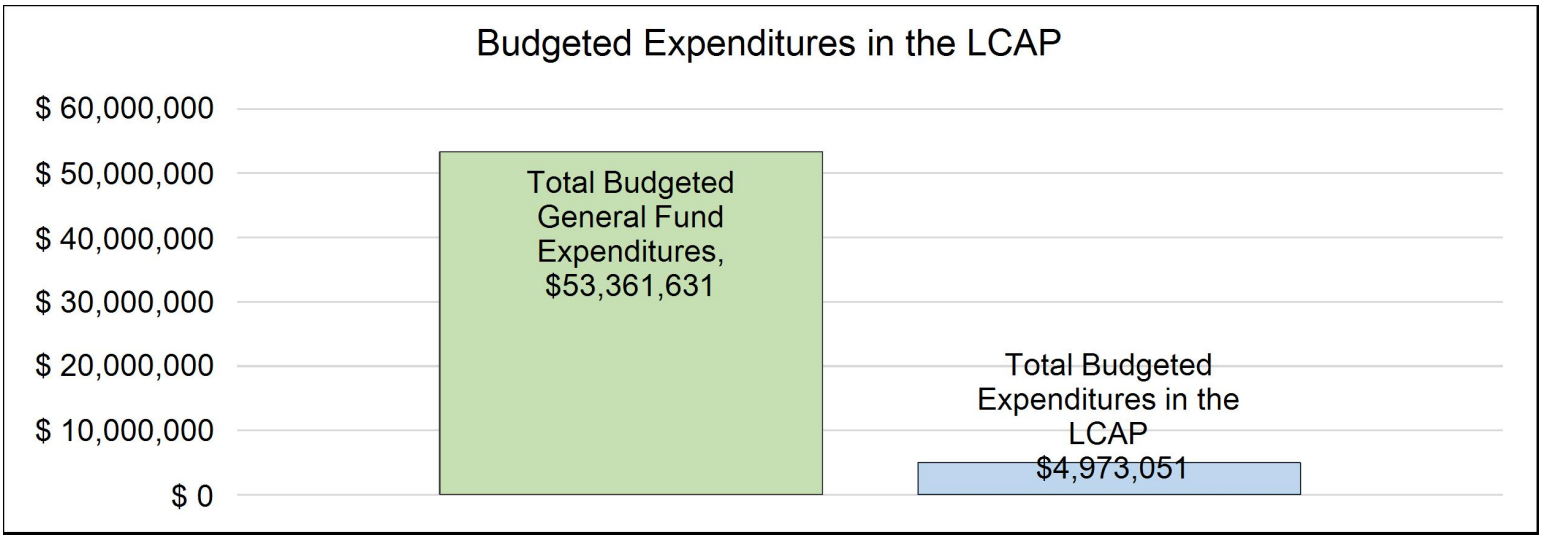
This chart shows the total general purpose revenue Cambrian School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cambrian School District is $53,584,041, of which $39,415,406 is Local Control Funding Formula (LCFF), $5,379,961 is other state funds, $7,680,415 is local funds, and $1,108,259 is federal funds. Of the $39,415,406 in LCFF Funds, $1,707,656 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 Cambrian 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: Cambrian School District plans to spend $53,361,631 for the 2026-27 school year. Of that amount, $4,973,051 is tied to actions/services in the LCAP and $48,388,580 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

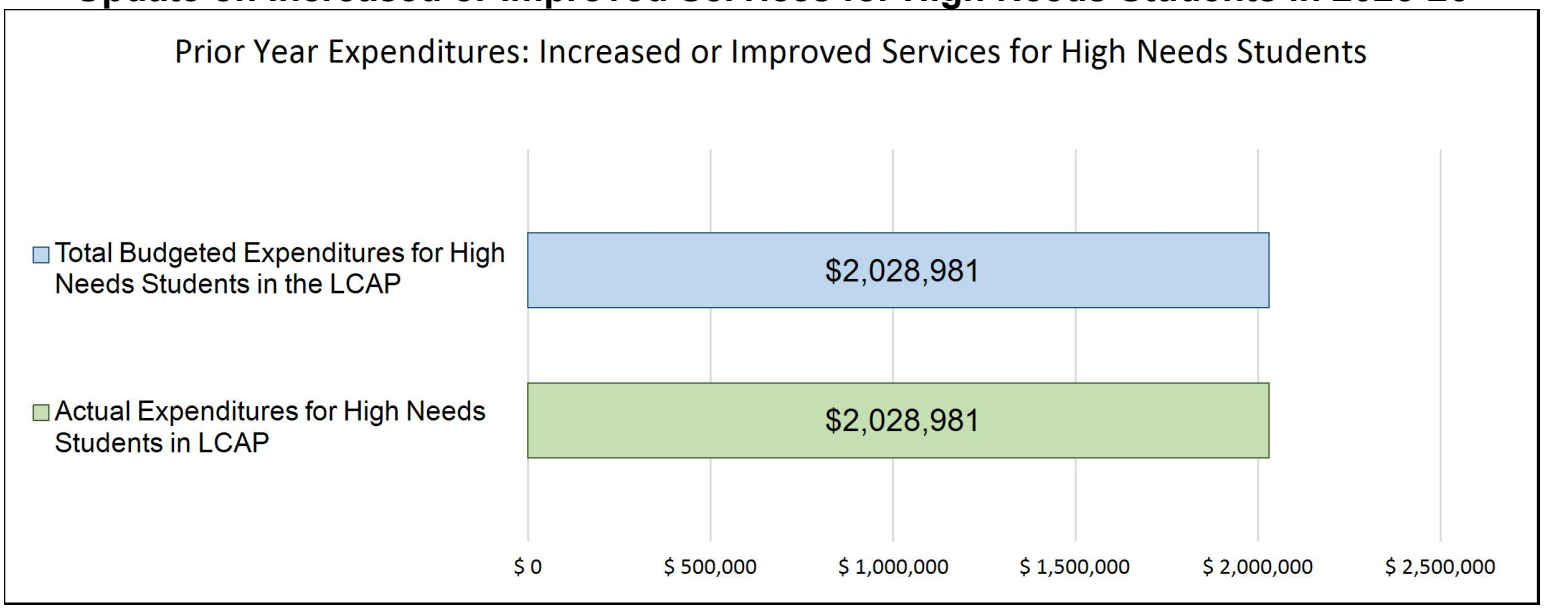
Cambrian School District plans to spend $53,361,631 for the 2026-27 school year. Of that amount, $4,973,051 is tied to actions/services in the LCAP, and $48,388,580 is not included in the LCAP. The budgeted expenditures not included in the LCAP will be used for general operating expenditures that allow us to run these programs, encompassing the expenditures not included in this plan. This would include Administrative, Certified, and Classified salaries for staffing, Special Education programs, curriculum, supplemental materials, general supplies, technology and utilities, maintenance, and custodial needs. These items are the backbone on which we operate our exemplary programs and support the social-emotional and instructional needs of all our students at Cambrian.

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

In 2026-27, Cambrian School District is projecting it will receive $1,707,656 based on the enrollment of foster youth, English learner, and low-income students. Cambrian School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cambrian School District plans to spend $1,836,112 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 Cambrian 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 Cambrian 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, Cambrian School District's LCAP budgeted $2,028,981 for planned actions to increase or improve services for high needs students. Cambrian School District actually spent $2,028,981 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cambrian School District	Matt Hill Executive Director of Educational Services	hillm@cambriansd.com 408-558-4916

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.

Cambrian School District: Our Schools, Our Students, Our Community
Located in the heart of Silicon Valley, the Cambrian School District has proudly served students and families for over a century. Rooted in a legacy of educational excellence and community connection, Cambrian continues to thrive as a small, student-centered district where generations of learners return to contribute as educators, volunteers, and community leaders. Our schools reflect the rich history of the Cambrian community and a future-ready vision for preparing students to succeed in high school, college, careers, and life.

The Cambrian School District serves approximately 3,133 students in Transitional Kindergarten through 8th grade. The district comprises three elementary schools (TK-5), one K-8 school, and one middle school serving grades 6-8. Our students benefit from learning environments that foster academic achievement, creativity, and personal growth, supported by a dedicated team of educators and staff committed to each student's success.

A Diverse and Inclusive Learning Community
Cambrian schools proudly reflect the dynamic diversity of Silicon Valley, recognizing that our differences strengthen our school communities and enrich the educational experience for all students. Our student demographics include:

- 30% White (non-Hispanic)
- 30% Hispanic
- 25% Asian or Pacific Islander

- 12% Two or More Races
- 2% Black or African-American
- 1% Other racial/ethnic backgrounds

In addition, approximately:
- 12% of students are English Learners (EL)
- 18% are socio-economically disadvantaged
- 12% receive special education services through Individualized Education Plans (IEP) or 504 Plans

Our average class sizes for the 2025-26 school year are 21:1 in grades TK-3 and 27:1 in grades 4-8, allowing us to foster meaningful relationships and personalized student support.

Educational Excellence Grounded in the Whole Child Approach
At Cambrian, we are committed to providing a high-quality, well-rounded education that supports academic achievement and every learner's social-emotional development. Our instructional program is built upon:
- Full implementation of California State Standards, integrated with a focus on elevating student learning outcomes.
- Develop essential 21st-century skills, such as critical thinking, communication, collaboration, and creativity, to prepare students for future academic and career success.
- Enrichment programs in the arts, music, wellness, and technology, encouraging students to explore their interests, develop their talents, and engage in creative problem-solving.
- A commitment to the professional growth of our educators through continuous learning opportunities, ensuring access to current best practices, tools, and resources.
- Strong partnerships with families and the broader community to create warm, welcoming school environments where students feel valued, supported, and inspired to reach their full potential.

Our Vision for the Future
Cambrian School District honors its legacy while embracing innovation and continuous improvement. Our shared vision is to nurture learning communities where every student is known, challenged, and supported. Together, students, families, educators, and community members create schools that not only reflect the diverse spirit of Silicon Valley but also empower our students to thrive in an ever-changing world.

Reflections: Annual Performance

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

An important consideration when reviewing Cambrian School District's (CSD) performance data is the unique structure of our schools. Four of CSD’s schools, Fammatre Elementary, Farnham Elementary, Sartorette Elementary, and Price Middle School, operate as dependent charter schools. This structure provides increased flexibility, allowing us to welcome students from across Santa Clara County, beyond the district’s residential boundaries. As outlined by the California School Dashboard, all charter schools, including dependent charters, are reported separately from the district-level data. As a result, a search for "Cambrian School District" within the CA Dashboard will reflect the

combined data for Bagby Elementary School and Steindorf K-8 STEAM School only. Performance data for each of CSD's dependent charter schools is available independently by searching the specific school name within the Dashboard at: [https://www.caschooldashboard.org/].

The 2025 California School Dashboard provides performance results for both the district and each school site across a range of State and Local Indicators. These indicators offer valuable insights into student outcomes and inform our ongoing efforts to enhance them. For 2025, the State Indicators included: Academic Indicator for English Language Arts/Literacy (ELA), Mathematics & Science (Status Only), English Learner Progress Indicator (ELPI), Chronic Absenteeism Indicator, & Suspension Rate Indicator. Performance levels for each state indicator are represented using a color-coded system that ranges from highest to lowest: Blue (Highest Performance), Green, Yellow, Orange, & Red (Lowest Performance).

Performance colors are determined based on two key measures:

- Status: The current year's performance.
- Change: The difference in performance compared to the prior year.

The 2025 Dashboard also included Local Indicators, which evaluate district progress in key areas based on self-reflection tools and evidence collected locally. Local Indicators assess whether the district has met specific standards using the following designations: Met, Not Met, Not Met for Two or More Years. Local Indicators included: Basic Services, Implementation of Academic Standards, Parent and Family Engagement, Local School Climate, & Access to a Broad Course of Study. These indicators assess district efforts to establish the essential conditions for student success, encompassing not only academic outcomes but also access to quality instruction, family engagement, and a supportive school climate.

Districtwide School Performance Summary – 2025 California Dashboard

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This summary highlights key indicators of performance, progress, and equity across Cambrian School District schools. Data covers academic engagement, student conditions and climate, and English learner progress. Each school is evaluated under California's color-coded accountability system, ranging from Red (lowest) to Blue (highest).

English Language Arts (ELA)

ELA performance across the district showed a generally positive pattern with all schools except one showing increases:

* Bagby: Blue, 48.9 points above standard, increased (11.0 points).
* Fammatre: Green, 4.1 points above standard, increased (11.1 points).
* Farnham: Green, 12.0 points above standard, declined (8.2 points).
* Price: Blue, 47.6 points above standard, increased significantly (15.1 points).
* Sartorette: Green, 24.8 points above standard, increased (11.0 points).
* Steindorf: Blue, 73.6 points above standard, increased (4.3 points).

Mathematics

Math outcomes ranged from high achievement with gains to modest declines below the standard. Highlights include:

* Bagby: Blue, 54.9 points above standard, increased significantly (15.4 points).

* Fammatre: Yellow, 1.9 points below standard, maintained (declined 1.3 points).
* Farnham: Green, 3.6 points above standard, declined (8.1 points).
* Price: Green, 19.8 points above standard, increased (5.9 points).
* Sartorette: Yellow, 1.8 points below standard, maintained (declined 0.7 points).
* Steindorf: Blue, 84.3 points above standard, increased (7.1 points).

The 2025 CA Dashboard results for Academic Performance in English Language Arts and Mathematics across Cambrian School District schools present a varied landscape. While ELA was generally a strength, math outcomes varied with 2 schools maintaining and one school declining.

Chronic Absenteeism
Chronic absenteeism showed a general improvement across the district, with all schools either reducing their rates of absenteeism or showing minor increase.
* Bagby: Orange, 9.0% chronically absent, increased (1.2%).
* Fammatre: Green, 7.7% chronically absent, declined (1.1%).
* Farnham: Orange, 7.2% chronically absent, increased (0.7%).
* Price: Orange, 10.6% chronically absent, maintained (increased 0.2%).
* Sartorette: Green, 8.0% chronically absent, declined (1.2%).
* Steindorf: Blue, 2.4% chronically absent, declined (1.2%).

Suspension Rate
Suspension rates either declined or remained low:
* Bagby: Blue, 0.2% suspended at least one day, declined significantly (1.2%).
* Fammatre: Orange, 1.6% suspended at least one day, increased (0.3%).
* Farnham: Orange, 1.8% suspended at least one day, increased (1.5%).
* Price: Green, 2.9% suspended at least one day, declined (1.3%).
* Sartorette: Orange, 2.4% suspended at least one day, increased (0.7%).
* Steindorf: Orange, 1.4% suspended at least one day, increased (1.2%).

English Learner Progress
This was of the biggest areas of improvement for our district. Multiple schools were red or orange.
* Bagby: No Performance Color, 62.1% making progress, increased significantly (12.1%).
* Fammatre: Green, 49.1% making progress, increased (6.3%).
* Farnham: Red, 42.6% making progress, declined significantly (14.2%).
* Price: Orange, 49.4% making progress, declined significantly (21.1%).
* Sartorette: Red, 36.6% making progress, declined significantly (18.3%).
* Steindorf: No Performance Color, 46.7% making progress, declined significantly (18.9%)

Science Indicator (Informational Only)
Science performance is provided for context, but is not yet included in accountability metrics:

- Bagby: Blue, 74 points, Increased, 11.9
- Fammatre: Green, 59 points, Maintained, -0.8
- Farnham: Green, 64.4 points, Maintained, -1 point
- Price: Blue, 65.2 points, Maintained, +1.8 point
- Sartorette: Green, 63.3 points, Increase, 4 point
- Steindorf: Blue, 74.3 points, Maintained, -1 point

Below is a 2025 Dashboard summary of schools and subgroups with Red Indicators
---
* Bagby – Chronic Absenteeism – Socioeconomically Disadvantaged: Red, 21.2% chronically absent, increased (4.3 points).
* Fammatre: No red subgroups in ELA, Math, Suspension Rate, Chronic Absenteeism, or English Learner Progress.
* Farnham – English Learner Progress – English Learners: Red, 42.6% making progress, declined (14.2%).
* Price – Mathematics – Long-Term English Learners: Red, 116.4 points below standard, declined (3.8 points).
* Price – Chronic Absenteeism – English Learners: Red, 21.9% chronically absent, increased (7.5 points).
* Price – Chronic Absenteeism – Hispanic: Red, 20.0% chronically absent, increased (4.0 points).
* Price – Chronic Absenteeism – Long-Term English Learners: Red, 20.4% chronically absent, increased (2.2 points).
* Price – Chronic Absenteeism – Socioeconomically Disadvantaged: Red, 26.0% chronically absent, increased (3.7 points).
* Price – Suspension Rate – Long-Term English Learners: Red, 13.0% suspended at least one day, increased (1.0%).
* Sartorette – English Learner Progress – English Learners: Red, 36.6% making progress, declined (18.3%).
* Steindorf: No red subgroups in ELA, Math, Suspension Rate, Chronic Absenteeism, or English Learner Progress.

In order to address the Chronic Absenteeism, both Price and Bagby created Action Plans that included direct outreach to these families of the students who are chronically absent to understand more about their reasons, and work with them on solutions. Likewise, with respect to the English Learner Progress for Farnham and Sartorette, both schools develop Action Plans that involved delving into these students history of academic performance, supports and interventions to determine what additional support is needed for the students to make progress.

FOR COMPARISON: 2023 Dashboard summary of schools/subgroups with Red Indicators
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- Price Middle School: ELA - "Green"; Math - "Green"; SWD: ELA - "Red" (89 points below standard, a decline of 13.1 points from 2022);

Math - "Red" (124.4 points below standard, a decline of 9.2 points from 2022)

- Bagby School's rate was 9.7%, a decline of 4.4% from 2022. However, SED's rate was 27.1%, an increase of 0.4% from 2022. Bagby's

chronic absenteeism obtained the lowest performance indicator for this metric - “red” on the CA Dashboard.

- Farnham: Chronic absenteeism for English Learners obtained the lowest performance indicator for this metric - “red” on the CA Dashboard.

- Fammatre: Chronic absenteeism for Students With Disabilities obtained the lowest performance indicator for this metric - “red” on the CA Dashboard.
- Sartorette: Chronic absenteeism for Socioeconomically Disadvantaged students obtained the lowest performance indicator for this metric - “red” on the CA Dashboard.
- Cambrian School District (Representing only Bagby School & Steindorf K-8) chronic absenteeism in red/lowest performance for Chronic Abs.

of SED students.

Local Indicators

All schools met local indicators for the following areas: implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, Access to a Broad Course of Study, and Basic Services.

Successes and Areas for Improvement

Goal 1: High Student Achievement

Successes

- Core academic performance improved overall. CAASPP ELA increased from 67.0% to 68.4%, Math from 60.9% to 63.7%, and Science from 51.3% to 59.5%.
- Some equity indicators improved meaningfully. The percentage of ELs who are LTELs dropped from 28.0% to 12.6%, and EL enrollment in advanced math at Price increased from 1.0% to 2.7%.
- Access remained strong. Students’ access to standards-aligned instructional materials stayed at 100%.

Areas for improvement

- English Learner progress remains uneven. ELPI improved at some sites, but fell sharply at others, including Farnham (58.8% to 42.6%), Sartorette (55.6% to 36.6%), and Price (58.0% to 49.4%). The dashboard summary also identifies English Learner Progress as a major concern districtwide.
- Reading performance is largely flat, especially for key groups. Fastbridge aReading moved only from 73.6% to 74.1% overall, while English Learners declined from 23.3% to 21.5% and Students with Disabilities from 33.5% to 29.8%.
- Participation in some enrichment/access measures declined. Middle school VAPA enrollment fell from 69% to 56%, and Extended Day participation for UPP students was 18% compared with a 24% annual UPP rate.
- Persistent subgroup gaps remain for English learners, students with disabilities, socioeconomically disadvantaged students, and some Hispanic/Latino groups.

Goal 2: Educator Excellence

Successes

- Teacher assignment remained strong and stable. The percentage of appropriately assigned teachers stayed at 100%.

- Implementation ratings held steady. The average CA Dashboard self-reflection ratings for both Implementation of Academic Standards and Support for Teachers/Administrators remained at 4.
- Professional learning feedback improved. Staff rating PD as an effective use of time rose from 77% to 79.4%, and PD as relevant to instruction rose from 83% to 87.8%.

Areas for improvement

- The percentage of GLAD trained teachers dropped this year. GLAD is an essential strategy for supporting EL teachers.
- PD quality is improving, but one key measure is still below target. “Effective use of time” is 79.4%, still short of the 85% target.
- Self-reflection scores are solid but not yet deeper than compliant. Both dashboard rubric averages remain at 4, so the district is stable, but not yet moving toward a stronger 4–5 / full implementation-plus profile.

Goal 3: School Climate

Successes

- Attendance and connectedness improved. Average daily attendance increased from 95% to 96%. On the PBIS survey, students feeling safe rose from 85% to 88%, and students saying an adult would help them rose from 80% to 90%.
- mySAEBRS results social emotional survey also improved, with overall student low-risk rising to 88% and teacher low-risk to 83%; English learners and Hispanic students also showed gains.
- Student climate data show strong belonging/support. Districtwide student survey results show high ratings for “school wants me to do well,” “teachers treat me with respect,” and access to a trusted adult.

Areas for improvement

- Behavior remains the clearest climate weakness. The major office referral rate increased from 7.12% to 7.8%, above the 5% target. Student climate results also identify classroom behavior, peer treatment, and recognition of positive behavior as the weakest areas.
- Suspension results are mixed for student groups. Overall suspension improved from 1.9% to 1.5%, but English Learners rose from 1.5% to 2.7% and Hispanic students from 1.9% to 2.7%.
- Chronic absenteeism is better than baseline, but still not where it needs to be. Overall it improved from 10.9% to 8.0%, but remains above target and is still high for English Learners (13.5%), SED students (18.7%), and Hispanic students (14.3%).

Goal 4: Strong Community Engagement

Successes

- Parent engagement survey results improved substantially. Parents reporting opportunities for input rose from 58.7% to 85%; parents feeling informed rose from 62.8% to 77%; and parents saying the district engages families from diverse backgrounds rose from 52.1% to 93%.
- LCAP engagement expanded significantly. ThoughtExchange participation increased from 224 to 734 participants.
- Advisory representation improved. By Year 1 and Year 2, all educational partner groups were represented on the District LCAP Advisory Committee, including a student representative, parents, staff, union reps, site leaders, and cabinet.

- Community partnerships are a real asset: Home and School Clubs, The Cambrian Educational Foundation, Project Cornerstone, and Health Connected as contributors to student success.

Areas for improvement

- UPP/EL parent participation is inconsistent. The district did not hold a districtwide EL Parent Night in Years 1 or 2, attendance was not fully documented, and average ELAC attendance across the first three meetings was only 2.3 representatives, below the baseline of 3 and well below the target of full site representation.

-Parents feel positive overall, but advocacy remains the weakest area. On the parent climate survey, the lowest districtwide item was understanding rights and how to advocate for a child, at 77%, compared with much stronger scores for welcoming climate (96%) and accessible communication (96%).

Moving Forward

As we move forward with the 2026-27 school year, we look forward to implementing some of the following initiatives and actions as a way to address some of the areas for improvement noted above:

Renewing our focus on Professional Learning Communities (PLCs) with a focus on research-based strategies for teaching English Language Development, specifically using a set of strategies known as Guided Language Acquisition Design (GLAD). PLCs and GLAD or both research-based strategies known to have a high effect size on learning. The focus on ELD strategies will support some of the data that indicated our English Learners are still lagging with a significant performance gap, and will at the same time also support our other struggling learners such as our social economically disadvantaged students. In addition, PLCs are a researched based collaboration structure that improves teacher efficacy and are adaptable to any content area. The structure can be leveraged by our schools who saw their math scores lag as a way to improve teaching and learning in math.

Our Coordinator of Student Support Services will receive training in Positive Behavior Interventions and Supports (PBIS) as part of the effort to continue supporting our sites with behavior. This position will also continue pushing into the site MTSS meetings to help sites refine their behavioral interventions.

Through PLCs and other explicit Professional Development, teachers will receive explicit training on implementing English Language Development teaching strategies and use of ELD Curriculum resources in the classroom.

We will continue to work on refining our communication strategy and tools by focusing on three outreach/process gaps: stronger digital engagement and response rates, more intentional inclusion of underrepresented voices, and more co-design/co-evaluation of family engagement activities.

It is also important to note that is the district moves into the 2026-27 school year, we will be completing the consolidation of one of our elementary schools, Sartorette. As such, school climate will be a top priority as we bring students and families from Sartorette into their new home schools.

LREBG Funds: The district does have unexpended Learning Recovery Emergency Block Grant funds from the 2025-26 school year in the amount of $338,550 that will be applied to the 2026-27 school year. An explanation of the rationale and plan for spending those funds in 2026-27 and 2027-28 is in Goal 1 Action 13 and in Goal 3 Actions 2 and 6.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
CSD Strategic Plan/Local Control Accountability Plan Advisory Committee	Cambrian School District (CSD) is committed to engaging a broad spectrum of educational partners in the development, annual review, and continuous improvement of the Local Control and Accountability Plan (LCAP). To ensure inclusive representation, the District LCAP Advisory Committee is composed of district and site administrators, certificated and classified staff, special education teachers, the presidents of CDTA and CSEA, parent leader representatives including from each school's School Site Council (SSC) and English Learner Advisory Committee (ELAC), and a middle school student from Steindorf. Throughout the 2025-26 school year, CSD used multiple methods to engage and communicate with educational partners. These included community input surveys, school site meetings, and districtwide committee discussions. Engagement efforts were designed to gather feedback on district priorities, evaluate the effectiveness of programs and services, and identify opportunities for growth using the most current state and local data. Feedback collected from school site communities, advisory groups, and stakeholder input sessions was shared, reviewed, and discussed in depth with educational partners. Input gathered during these engagements directly informed the 2026–27 LCAP development.

Educational Partner(s)	Process for Engagement
	Committee members had multiple opportunities throughout the year to deepen their understanding of LCAP goals and metrics, ask questions, and offer meaningful input. Meetings were conducted in person, and all meeting agendas and minutes are available to the public on the CSD website at https://www.cambriansd.org/departments/educational-services/local-control-accountability-plan to ensure transparency and open communication. Below is a list of 2025–26 meeting dates for the District LCAP Advisory Committee. • Jan 13, 2026, • Feb 10, 2026, • Mar 24, 2026, • Apri 28, 2026
CSD English Learner Advisory Committee Meetings (DELAC)	The District English Learner Advisory Committee (DELAC) includes district office leaders, site administrators, Instructional Specialists, and parent representatives from each school site's ELAC and School Site Council. This committee plays a key role in advising the district on developing the Local Control and Accountability Plan (LCAP) and the LCAP Federal Addendum, overseeing the Consolidated Application, and providing services that support English learners, low-income students, and Foster/Homeless Youth. Throughout the 2025–26 school year, DELAC members engaged in meaningful dialogue and provided input on district priorities, proposed actions, and resource allocations. Language Line provided translation services for English learner families when possible, ensuring greater access and participation. The district focused on ensuring all educational partner voices were acknowledged and considered. Information shared and discussed with DELAC members included: • State Dashboard and local performance data • Prior and current LCAP goals • Progress toward those goals • Budget details aligned with each goal

Educational Partner(s)	Process for Engagement
	• ELD programs and assessment processes DELAC members provides input on the above topics to help shape the 2026-27 LCAP. All DELAC meetings were held in person, and agendas and minutes are publicly available on the DELAC/ELAC Website at https://www.cambriansd.org/departments/educational-services/english-learner-advisory-committee-elac-district-elac. Below is a list of the DELAC meeting dates for the 2025-26 school year. • Thursday, November 13, 2025; 9:30-11:00 am • Thursday, January 22, 2026; 9:30 -11:00 am • Thursday, March 26, 2026; 9:30 - 11:00 am • Thursday, April 30, 2026; 9:30 - 11:00 am
Students Engagement and Input Process	The Cambrian School District believes that students thrive when they are empowered to have both voice and choice in their learning experiences. We recognize that when students are meaningfully engaged and their perspectives are valued, it fosters deeper learning and a stronger connection to their school community. Throughout the 2025–26 school year, the district provided multiple opportunities for students to share their voices and perspectives to inform key decisions, improve programs, and strengthen the learning environment. The district administered the Annual PBIS School Climate Survey in Spring 2025 to all students in grades 2–8, providing feedback on the effectiveness of Social-Emotional Learning (SEL) programs and efforts to improve school climate. To support the continuous improvement of services for English Learners, some of our schools also conducted empathy interviews and distributed targeted surveys with English Learners. These engagement activities deepened our understanding of EL students'

Educational Partner(s)	Process for Engagement
	learning experiences and informed responsive strategies to better meet their needs. Additionally some sites used our survey tool, Kelvin, to do quick "pulse" check-ins with students on a variety of topics related to school climate. Together, these efforts reflect the Cambrian School District's unwavering commitment to amplifying student voice as a vital part of our planning, program development, and pursuit of educational equity.
Staff Engagement and Input Process	In addition to staff participation on committees such as LCAP and DELAC, the district also conducted two surveys with staff. The first focused on the LCAP goals for 2025-26, asking for feedback on where the district is effectively meeting the goals as well as areas where staff feels the district if falling short. Additionally, staff were surveyed regarding their professional development needs as we move into the 2026-27 school year.
Cambrian School District's Multi-Tiered System of Supports (MTSS) Committee	The Cambrian School District's Multi-Tiered System of Supports (MTSS) Committee is integral to the district's ongoing efforts to develop, implement, and refine the Local Control and Accountability Plan (LCAP). Comprised of teacher leaders, site administrators, content specialists, and representatives from the Student Services and Educational Services departments, the MTSS Committee serves as a vital voice in the district's educational planning and decision-making process. As a key stakeholder group, the MTSS Committee actively contributes to the LCAP development by offering valuable input on curriculum, instruction, assessment practices, and implementing a districtwide multi-tiered system of supports. Their work ensures that the instructional strategies and curricular materials adopted align with evidence-based practices that meet all students' academic and social-emotional needs. The committee's responsibilities include:

Educational Partner(s)	Process for Engagement
	• Advising on curriculum and instructional frameworks that align with MTSS principles • Designing and evaluating tiered intervention strategies to support students requiring additional academic or behavioral assistance • Establishing assessment protocols and data systems to identify student needs, monitor progress, and guide instructional adjustments • Planning and coordinating professional development to deepen educator understanding of MTSS and build capacity across school sites • Facilitating collaboration among educators, administrators, and specialists to foster a cohesive, student-centered support system For the 2025-26 school year, the district-level MTSS Committee was folded into the Instructional Leadership Council (ILC) meetings (see below) continuing to offer opportunities for in-depth data analysis, system refinement, and feedback that directly informed the district's LCAP goals, actions, and metrics. Each site continued to host a site-based MTSS Committee and pass feedback to the district-level via the ILC meetings.
Instructional Leadership Council (ILC)	The Instructional Leadership Council (ILC) is vital in supporting the development and implementation of the Local Control and Accountability Plan (LCAP). This collaborative council includes site administrators, site instructional leaders, district department heads, and cabinet members and serves as a strategic leadership body focused on instructional coherence, innovation, and continuous improvement. Meeting twice monthly throughout the 2025-26 school year, the ILC guided key district instructional initiatives and served as a forum for reflective dialogue on effective practices, student data, and systemic needs. The ILC's ongoing work ensures instructional practices remain aligned with LCAP goals, California State Standards, and students' diverse learning needs.

Educational Partner(s)	Process for Engagement
	As an engaged LCAP stakeholder group, the ILC contributed in the following ways: • Reviewed student achievement and local/state data to evaluate progress toward LCAP goals • Provided input on curriculum adoption, instructional practices, and intervention strategies to support academic growth and equity • Advised on professional development priorities aligned with districtwide goals and educator needs • Collaborated on resource planning and allocation to maximize instructional impact across all schools The ILC also facilitated ongoing communication and engagement with site-based instructional teams, promoting school alignment and coherence. In collaboration with educational partners, including teachers, parents, and community representatives, the ILC contributed to shared understanding and informed decision-making that helped shape the district's priorities and strategies within the 2024–27 LCAP. Integrating diverse leadership perspectives and focusing on instructional excellence, the ILC ensures that the district's planning efforts remain student-centered, equity-driven, and results-oriented.
Special Education Local Plan Area (SELPA)	The Special Education Local Plan Area (SELPA) plays a key consultative role in developing the Local Control and Accountability Plan (LCAP), ensuring the needs of students with disabilities are meaningfully considered. In alignment with the Assembly Bill (AB) 1808 requirements, the Cambrian School District's LCAP team actively collaborated with the SELPA administrator during the 2025-26 school year. Before the LCAP was presented to the Governing Board for approval, SELPA conducted a formal consultation to determine whether actions and services for students with exceptional needs were appropriately identified and embedded within the LCAP or its annual update.

Educational Partner(s)	Process for Engagement
	This consultation process, designed to enhance coordination between general and special education planning, was completed on May 11, 2026.
CSD Governing School Board and LCAP Public Review	The Cambrian School District (CSD) Governing Board plays a vital role in the development and adoption of the Local Control and Accountability Plan (LCAP) through ongoing engagement, oversight, and leadership. The CSD Board of Trustees holds public meetings twice monthly throughout the year, where they collaborate with the Superintendent to: • Provide strategic direction for the district • Establish policies and procedures • Ensure district accountability • Champion community leadership in support of public education These meetings serve as a key platform for transparency and public input. Agendas and minutes for all Governing Board meetings are accessible to the public on the district website: https://www.cambriansd.org/board-of-trustees. As part of the annual LCAP process: • A Mid-Year Update for the current District LCAP was presented to the Board on February 5, 2026. The Public Hearing for the 2026-27 CSD LCAP was held on June 2, 2026, providing an opportunity for educational partners to provide input. • The 2026–27 CSD LCAP Draft was made available to the public on the district website before the June 2, 2026, Board meeting, with a link to the agenda posted 72 hours in advance as required by law. • The 2026–27 CSD LCAP was formally adopted by the Board of Trustees on June 18, 2026. • Following adoption, the LCAP was submitted to the Santa Clara County Office of Education by the statutory deadline of June 30, 2026.

Educational Partner(s)	Process for Engagement
	This structured engagement ensures that the CSD LCAP reflects the priorities of students, staff, families, and the broader community, while maintaining alignment with state expectations and district goals.

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

Throughout the 2025–26 school year, the Cambrian School District actively engaged its educational partners. These collaborative engagements provided valuable insights that informed the development of the 2026–27 Local Control Accountability Plan (LCAP). Although the goals and associated actions largely remained the same, the recurring themes that emerged from these interactions helped shape adjustments in priorities and changes implementation.

Feedback-Informed Priorities Reflected in the LCAP Goals and Actions

Goal 1: High Academic Achievement
Partner input emphasized the need for:

- Continued reading and writing interventions, especially for struggling learners.
- Supporting our English Learner students using research-based practices such as Guided Language Acquisition Design (GLAD) and Professional Learning Communities.
- Investments in enrichment programs and more support with interventions and differentiated instruction.

As a result, the district sustained and enhanced programs such as:

- Targeted instruction and intervention with support for ELD Academies after school(Action 1.1),
- Increased support for identifying early intervention needs in Kindergarten (Action 1.10)
- Continued expansion of TK and visual arts programs (Actions 1.8, 1.11),
- Instructional specialists and assessment systems (Actions 1.5, 1.10).
- Sustained investment in intervention teacher at Price Middle School (Action 1.13)

Goal 2: Educator Excellence
Staff requested:

- Protected time for collaboration and planning
- More hands-on PD, modeling, and follow-up support for the programs/initiatives they’re expected to implement
- Supporting our English Learner students using research-based practices such as Guided Language Acquisition Design (GLAD) and Professional Learning Communities.
- Strengthen intervention/MTSS structures

In response, the district prioritized:

- PLC time and improved training structures for data-driven collaboration (Action 2.2),
- Targeted PD aligned to district needs and tools like EduClimber with a focus on ELD instructional practices that benefit all unduplicated students (Actions 2.1, 2.6),
- Technology-integrated learning opportunities through Alludo and TIMS (Action 2.4).

Goal 3: Positive School Environment
From student, staff, community input emerged strong advocacy for:

- Improved school climate, with emphasis on supervision and safety
- Consistent behavior support systems,
- Belonging/engagement structures that connect students to peers and adults

The district responded by:

- Continue investing in the Coordinator of Student Support Services role through training (Action 3.10),
- Sustaining mental health partnerships and PBIS efforts (Actions 3.2, 3.6),
- Strengthening MTSS Structures at sites via support from Coordinator of Student Support Services and continued visibility at ILC meetings (Action 3.10)
- Enhancing attendance support and restorative practices (Actions 3.7, 3.8).

Goal 4: Strong Community Engagement
Feedback underscored the importance of:

- Clear, consistent communication systems (and “right-sized” messaging)
- Language access, relationship-based outreach structures
- Deeper parent involvement, more two-way communication and partnership opportunities

In turn, the district:

- Continued investment in language line services and EL parent workshops (Action 4.3),
- Maintained district-level engagement committees (Action 4.1),
- Continued Coordinator of Marketing, Communications, and Community Engagement to refine methods of communication based on feedback above (Action 4.5).

The 2026-27 LCAP represents a collaborative roadmap, built through a year-long cycle of listening and planning with our educational partners. Their voices directly influenced every aspect of the plan, from reaffirming the four LCAP goals to selecting and revising actions and services. The result is a living document that reflects community priorities, supports student learning and wellness, and ensures a collective path forward in alignment with our district’s strategic vision.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Student Achievement: Every student has the potential for academic success and personal growth, and our commitment to this priority underscores our dedication to realizing that potential for each individual within our school district.	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 Cambrian School District developed Goal 1 to emphasize the importance of academic success and personal growth for every student. This goal reflects the district's commitment to providing high-quality education, fostering an inclusive and supportive learning environment, and preparing students for future challenges.

Actions and Metrics:

- Supplemental Targeted Instruction & Intervention: Providing additional support to students who need it to close achievement gaps.
- Targeted Expanded Educational Resources and Digital Learning Support: Enhancing learning through technology and additional resources.
- Sustaining Core Curriculum and Supplemental Materials: Ensuring the continuity and quality of the curriculum.
- Integration of Expanded Learning Opportunities Program (ELO-P): Offering additional learning opportunities outside regular school hours.
- Advancing Technology Priorities: Keeping technology up-to-date to support learning.
- Addition of Assistant Principal Position at Price Middle School: Providing more administrative support to enhance school operations and student support.
- Expansion of the Visual Art Program: Broadening the curriculum to include more arts education.
- Enhanced Support for Elementary PE Program: Improving physical education programs to support overall student well-being.

These actions collectively aim to improve academic performance, provide equitable resources, and support students' holistic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Students Performing Met/Exceed Standard on the CAASPP ELA Assessment	(Spring 2023) - Grades 3-8 All Students: 66.99% met/exceeded standards English Learners: 23.32% met/exceeded standards Socio-Economically Disadvantaged: 33.9% met/exceeded standards Students w/ Disabilities: 26.79% met/exceeded standards Hispanics/Latino:41.53 % met/exceeded standards	Spring 2024 - Grades 3-8 All Students: 65.0% met/exceeded standards English Learners: 15.0% met/exceeded standards Socio-Economically Disadvantaged: 40.0% met/exceeded standards Students w/ Disabilities: 23.5% met/exceeded standards Hispanics/Latino: 39.3% met/exceeded standards	Spring 2025 - Grades 3-8 All Students: 68.4% met/exceeded standards English Learners: 22.3% met/exceeded standards Socio-Economically Disadvantaged: 44.5% met/exceeded standards Students w/ Disabilities: 27.2% met/exceeded standards Hispanics/Latino: 43.0% met/exceeded standards	(Spring 2026) - Grades 3-8 All Students: 80% met/exceeded standards English Learners: 50% met/exceeded standards Socio-Economically Disadvantaged: 60% met/exceeded standards Students w/ Disabilities: 60% met/exceeded standards Hispanics/Latino: 60% met/exceeded standards	All Students: +1.4 English Learners: -1 Socio-Economically Disadvantaged: +10.6 Students w/ Disabilities: +.4 Hispanics/Latino: +1.5
1.2	Percentage of Students Performing At/Above Standard on the	(Spring 2023) - Grades 3-8	Spring 2024 - Grades 3-8	Spring 2025 - Grades 3-8	(Spring 2026) - Grades 3-8	All Students: +2.8 English Learners: +1.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP Math Assessment	All Students: 60.85% met/exceeded standards English Learners: 24.52% met/exceeded standards Socio-Economically Disadvantaged: 33.19% met/exceeded standards Students w/ Disabilities: 26.01% met/exceeded standards Hispanics/Latino:33.08 % met/exceeded standards	All Students: 61.3% met/exceeded standards English Learners: 20.6% met/exceeded standards Socio-Economically Disadvantaged: 31.3% met/exceeded standards Students w/ Disabilities: 23.7% met/exceeded standards Hispanics/Latino:31.1% met/exceeded standards	All Students: 63.7% met/exceeded standards English Learners: 25.8% met/exceeded standards Socio-Economically Disadvantaged: 37.3% met/exceeded standards Students w/ Disabilities: 24.8% met/exceeded standards Hispanics/Latino:33.1% met/exceeded standards	All Students: 75% met/exceeded standards English Learners: 50% met/exceeded standards Socio-Economically Disadvantaged: 60% met/exceeded standards Students w/ Disabilities: 60% met/exceeded standards Hispanics/Latino:60% met/exceeded standards	Socio-Economically Disadvantaged: +4.1 Students w/ Disabilities: -1.2 Hispanics/Latino: 0
1.3	Percentage of Students Performing At/Above Standard on the California Science Test (CAST)	(Spring 2023) - Grades 5 & 8 All Students: 51.25% met/exceeded standards	Spring 2024 - Grades 5 & 8 All Students: 57.3% met/exceeded standards	Spring 2025 - Grades 5 & 8 All Students: 59.5% met/exceeded standards	(Spring 2026) - Grades 5 & 8 All Students: 70% met/exceeded standards English Learners: 30%	All Students: +8.2 English Learners: -4.2 Socio-Economically Disadvantaged: +10.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 13.34% met/exceeded standards Socio-Economically Disadvantaged: 24.58% met/exceeded standards Students w/ Disabilities: 15.47% met/exceeded standards Hispanics/Latino:29.48 % met/exceeded standards	English Learners: 9.5% met/exceeded standards Socio-Economically Disadvantaged: 29.7% met/exceeded standards Students w/ Disabilities: 20.0% met/exceeded standards Hispanics/Latino: 31.0% met/exceeded standards	English Learners: 9.1% met/exceeded standards Socio-Economically Disadvantaged: 34.9% met/exceeded standards Students w/ Disabilities: 25.3% met/exceeded standards Hispanics/Latino: 34.1% met/exceeded standards	met/exceeded standards Socio-Economically Disadvantaged: 50% met/exceeded standards Students w/ Disabilities: 30% met/exceeded standards Hispanics/Latino:60% met/exceeded standards	Students w/ Disabilities: +9.8 Hispanics/Latino: +4.6
1.4	CA School Dashboard English Learner Progress Indicator (ELPI): Percentage of Current ELs Who Progressed at Least One ELPI Level & Maintained ELPI Level 4 by School Site	(Fall 2023) Bagby School: 60.7% of ELs making progress toward English language proficiency Fammatre School: 30.4% of ELs making progress toward English language proficiency Farnham School: 58.8% Els are making	Fall 2024 Bagby School: 50.0% of ELs making progress toward English language proficiency Fammatre School: 42.9% of ELs making progress toward English	Fall 2025 Bagby School: 62.1% of ELs making progress toward English language proficiency Fammatre School: 49.1% of ELs making progress toward English	(Fall 2026) Bagby School: 65% or more ELs making progress toward English language proficiency Fammatre School: 65% or more ELs making progress toward English	Bagby School: +1.4 Fammatre School: +18.7 Farnham School: -16.2 Sartorette School: -19 Price Middle School: -8.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		progress towards English language proficiency. Sartorette School: 55.6% of ELs making progress towards English language proficiency. Price Middle School: 58.0% of ELs making progress toward English language proficiency. Steindorf K-8 School: 55.2% of ELs making progress toward English language proficiency.	language proficiency Farnham School: 56.8% Els are making progress towards English language proficiency. Sartorette School: 54.8% of ELs making progress towards English language proficiency. Price Middle School: 70.5% of ELs making progress toward English language proficiency. Steindorf K-8 School: 65.5% of ELs making progress toward English language	language proficiency Farnham School: 42.6% Els are making progress towards English language proficiency. Sartorette School: 36.6% of ELs making progress towards English language proficiency. Price Middle School: 49.4% of ELs making progress toward English language proficiency. Steindorf K-8 School: 46.7% of ELs making progress toward English language.	language proficiency Farnham School: 65% or more ELs are making progress towards English language proficiency Sartorette School: 65% or more ELs making progress towards English language proficiency. Price Middle School: 65% or more ELs making progress toward English language proficiency. Steindorf K-8 School: 65% or more ELs making progress toward English language proficiency.	Steindorf K-8 School: -8.5
1.5	Average Annual Percentage of ELs Reclassified to Fluent English Proficient	(Fall 2023) 21%	Fall 2024 13%	Winter 2025-26 15.6%	(Fall 2026) 15% or More	-5.4
1.6	Percentage of ELs Who are LTELs	(Spring 2024)	Fall 2024	Winter 2025-26	(Spring 2027)	-15.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28%	17.5%	12.6%	15% or Less	
1.7	Percentage of Middle School Students in Grades 7th & 8th Enrolled in a Visual and Performing Arts Course	(Spring 2024) 69%	Spring 2025 65%	Spring 2026 83%	Spring 2027 80%	+14
1.8	Percentage of Students with Access to Their Own Copies of the Board Adopted Standards-aligned Core (ELA, Math, Science & Soc. Stu.) Instructional Materials at School and Home	(2023-2024) 100%	2024-2025 100%	2025-2026 100%	(2026-2027) 100%	0
1.9	Percentage of ELs Enrolled in Advanced Math at Price Middle School	(2023-2024) 1%	2024-25 1% *However, further analysis of our advanced math enrollment data, 16% are Hispanic students, 19% are ELs who have been RFEP, 5% are SED, and 1% are SWD.	2025-26 2.7% (included CC Math Int 1, CC Math Int 2, Int Math 1-B and Math 8 for IM1B) EL 2.74% EO 60.27% IFEP 12.33% RFEP 24.66%	(2026-2027) 15%	+1.7
1.10	Percentage of UPP Students Participating in the the ELO-P through Extended Day is	(2023-2024) 21%	2024-25 24%	2025-26 18% Extended Day/24% Annual UPP	(2026-2027) 26%	-3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Equivalent to the District's Annual UPP Percentage					
1.11	Percentage of Students Performing "On/Above" or "Low Risk" at grade-level standards on the CSD Fastbridge aReading Benchmark	(Spring 2024) - Grades 2-8 All Students: 73.55% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 23.27% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 52.28% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 33.48% performed at "On/Above" or "Low Risk" at grade-level standards Hispanic/Latino: 48.99% performed at "On/Above" or "Low Risk" at grade-level standards	Spring 2025 - Grades 2-8 All Students: 74% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 24.7% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 52.0% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 33.0% performed at "On/Above" or "Low Risk" at grade-level standards	Spring 2026 - Grades 2-8 All Students: 74.1% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 21.5% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 50.1% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 29.8% performed at "On/Above" or "Low Risk" at grade-level standards	(Spring 2024) - Grades 2-8 All Students: 85% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 50% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 65% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 60% performed at "On/Above" or "Low Risk" at grade-level standards	All Students: +0.6 English Learners: -1.8 Socio-Economically Disadvantaged: -2.2 Students w/ Disabilities: -3.7 Hispanic/Latino: +0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic/Latino: 49.6% performed at "On/Above" or "Low	Hispanic/Latino: 49.4% performed at "On/Above" or "Low	Hispanic/Latino: 65% performed at "On/Above" or "Low Risk" at grade-level standards	
1.12	Percentage of Students Performing "On/Above" or "Low Risk" at grade-level standards on the CSD Fastbridge aMath End of Year Benchmark	(Spring 2024) - Grades 2-8: All Students: 76.76% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 41.32% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 51.51% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 37.86% performed at "On/Above" or "Low Risk" at grade-level standards	Spring 2025 - Grades 2-8: All Students: 77% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 43.9% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 55.0% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 40.0% performed at	Spring 2026 - Grades 2-8: All Students: 77.7% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 46.1% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 56.7% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 37.3% performed at	(Spring 2027) - Grades 2-8: All Students: 85% performed at "On/Above" or "Low Risk" at grade-level standards English Learners: 55% performed at "On/Above" or "Low Risk" at grade-level standards Socio-Economically Disadvantaged: 65% performed at "On/Above" or "Low Risk" at grade-level standards Students w/ Disabilities: 55% performed at	All Students: +0.9 English Learners: +4.8 Socio-Economically Disadvantaged: +5.2 Students w/ Disabilities: -0.6 Hispanic/Latino: -0.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino: 51.68% performed at "On/Above" or "Low Risk" at grade-level standards	"On/Above" or "Low Risk" at grade-level standards Hispanic/Latino: 51.0% performed at "On/Above" or "Low	"On/Above" or "Low Risk" at grade-level standards Hispanic/Latino: 51.1% performed at "On/Above" or "Low	"On/Above" or "Low Risk" at grade-level standards Hispanic/Latino: 65% performed at "On/Above" or "Low Risk" at grade-level standards	
1.13	Percentage of students with disabilities that are in general education classes 80% or more of the time.	(Spring 2024) 60.5% of Students with/disabilities are in general education classes 80% or more of the time.	Spring 2025 58% of Students w/ Disabiltities are in general education classes 80% or more of the time.	Spring 2026 60% of Students w/ Disabiltities are in general education classes 80% or more of the time.	(Spring 2027) 65.0% Students w/ Disabiltities are in genereal education classes 80% or more of the time.	-0.5

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.

During the 2025–26 school year, the district successfully implemented all planned actions under Goal 1, maintaining a strong focus on improving academic outcomes and increasing equitable access to services for Unduplicated Pupils (UPP), including English learners, low-income students, foster/homeless youth, as well as students with disabilities. Key strategies included the delivery of targeted academic interventions, deployment of instructional resources and digital learning tools, and the strategic use of scheduling support to ensure students received the assistance they needed without sacrificing core instructional time. The district's comprehensive approach combined staff development, curriculum investments, and the use of data systems aligned with the Multi-Tiered System of Supports (MTSS) framework. Actions such as the provision of Instructional Specialists, access to Imagine Learning and Joy School English, and the continuation of Extended Day ELD and intervention programs were implemented as planned.

As part of a required district budget reduction initiative, Instructional Specialist positions were reduce from 5.5 to 2.5 FTE. The impact of this change results in Instructional Specialists moving from supporting a single site to supporting multiple sites. They are no longer able to completely focus on the needs of a single school site. They continue to prioritize support for our socioeconomically disadvantaged, English Learners, and Homeless/foster youth above other competing priorities.

This year the district also implemented reductions per the Budget Advisory Committee to move to 1.0 FTE Art Paraeducators, from 2.0 FTE (See Action 1.8). The Art Program maintained an equivalent level of instructional practice in the progranm as past years by leveraging the support of parent volunteers.

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.

All actions and services outlined under Goal 1 were fully implemented during the 2025–26 school year as planned with the exceptions noted below. The district successfully carried out key initiatives to support academic achievement and equity for Unduplicated Pupils (UPP), including the provision of targeted interventions, digital learning tools, instructional specialists, and expanded enrichment opportunities. Exceptions to note:

- As a result of budget reductions, Instructional Specialists were reduced from 5.5 to 2.5 FTE (Full time employees). These adjustments are the result of a district-wide budget reduction determined through our Budget Advisory Committee.
- This year the district also implemented reductions per the Budget Advisory Committee to move to 1.0 FTE Art Paraeducators, from 2.0 FTE (See Action 1.8). The Art Program maintained an equivalent level of instructional practice in the progranm as past years by leveraging the support of parent volunteers.

The district has identified upcoming adjustments for the 2026–27 school year that may impact future expenditures.
-The district will continue with 2.5 Instructional Specialists

The percentage of improved services for Unduplicated Pupils remains consistent with planned levels, as actions were implemented in full. Any variations in resource allocation are anticipated for the next year and are part of the district's strategic planning to maintain both program quality and fiscal responsibility.

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

The actions implemented under Goal 1 during the 2025-26 school year have been largely effective in advancing the Cambrian School District's objective of ensuring high academic achievement and equitable access for all students, particularly Unduplicated Pupil Populations (UPP). Through a comprehensive, multi-tiered approach grounded in the MTSS framework, the district executed a range of academic, structural, and enrichment-focused actions, each aligned to specific metrics.

Supplemental targeted instruction and intervention (Action 1.1) provided site-based Tier II supports and extended day ELD programs, contributing to modest improvements in CAASPP ELA or all students (+ 2.4%) and socioeconomically disadvantaged students (+10.6%). English Learners showed a sharp jump from Year 1 Outcomes (+7.3%) but are still a point below baseline. On our FastBridge ELA screener, most groups are at or near baseline..

The provision of digital learning tools (Action 1.2), such as Imagine Learning and Joy School English, enabled personalized literacy and language development. Usage has expanded access to targeted resources for UPP students. Joy School English targets our students in TK, and data shows that TK students who take the Initial ELPAC in Kindergarten score significantly better if they were exposed to Joy School English in TK, with an average scale score of 453 versus 364 students exposed to Joy School English versus those who were not in TK.

The presence of Instructional Specialists (Action 1.5) was key in strengthening data-informed practices and improving attendance supports; their work correlated with growth in FastBridge aMath scores for All Students (+2.58%) and socio-economically disadvantaged students (+4.1%). English Learners also showed modest gains (+1.3%). Similarly, the maintenance of a comprehensive assessment system (Action 1.10) ensured timely progress monitoring. It supported early intervention, while continued investment in master scheduling at Price Middle School (Action 1.13) allowed for embedded academic support during the instructional day, thereby reducing disruptions to core learning time.

Curricular access and enrichment also contributed to Goal 1 outcomes. The district sustained full access to adopted standards-aligned instructional materials (Action 1.3), and implemented technology plan priorities (Action 1.6), ensuring equitable digital integration across classrooms. Proposition 28 funds enabled an expansion of the visual arts program (Action 1.8). The elementary PE program was supported through additional paraeducator staffing (Action 1.9), enhancing safety and engagement during instruction. Administrative actions further bolstered implementation: a Coordinator of Student Support Services With attendance and chronic absenteeism to ensure students are present to learn, as well as supporting an equitable learning environment through support for 504 plans and MTSS. The Transitional Kindergarten expansion (Action 1.11) supported school readiness by increasing classroom capacity and providing instructional support for four-year-olds. Additionally, the district initiated the implementation of its CCEIS plan (Action 1.12) to address disproportionality among English Learners and Hispanic students.

The Expanded Learning Opportunities Program (Action 1.4) provided afterschool and summer enrichment to TK–6 students.

Overall, the district's alignment of resources, data systems, and instructional leadership resulted in measurable academic gains in science (CAST +8.2% overall), reading, and math benchmarks for several subgroups. However, achievement gaps remain for English Learners, Hispanics/Latinos and students with disabilities on CAASPP assessments, signaling the need for intensified, differentiated support. As such, Goal 1 actions have laid a solid foundation, and their continued refinement will be essential to meeting the district's long-term performance targets.

Successes
1. Academic achievement improved in several core areas.
Overall performance increased in ELA, math, and science by Year 2. For example, CAASPP ELA (All Students) rose from 67.0% at baseline to 68.4% in Year 2, CAASPP Math increased from 60.9% to 63.7%, and CAST Science improved from 51.3% to 59.5%. Several student groups also showed gains, especially socio-economically disadvantaged students.

2. Some equity-focused indicators showed meaningful progress.
The percentage of ELs who are Long-Term English Learners dropped significantly from 28.0% to 12.6%, which is a strong positive trend. EL enrollment in advanced math at Price also increased from 1.0% to 2.7%.

3. Strong systems and access remained in place.
Access to standards-aligned instructional materials stayed at 100% across all years. In addition, Fastbridge aMath showed steady improvement overall, rising from 76.8% at baseline to 77.7% in Year 2.

Areas for improvement

1. English Learner outcomes remain uneven.
Even where EL performance improved from Year 1, it often remained below baseline or well below other student groups. For example, CAASPP ELA for English Learners moved from 23.3% at baseline to 22.3% in Year 2, and CAST Science for English Learners declined from 13.3% to 9.1%. EL reclassification also remained below baseline, moving from 21.0% to 15.6%.

2. Reading growth was flatter than math growth, especially for targeted groups.
While overall Fastbridge aReading held fairly steady (73.6% to 74.1%), subgroup results showed continued concern. For example, Students with Disabilities declined from 33.5% to 29.8%, and Socio-Economically Disadvantaged students declined from 52.3% to 50.1%.

3. Students with disabilities still show mixed results across measures.
There was some recovery, but not yet strong improvement across all indicators. For example, CAASPP Math for Students with Disabilities moved from 26.0% at baseline to 24.8% in Year 2, and inclusion in general education 80% or more of the day was 60.5% at baseline and 60.0% in Year 2. In addition, the District's Compliance and Improvement Monitoring (CIM) Status was Targeted Level 2 for Performance Elements for Timeline Noncompliance Review. Although there are no direct ties between this finding and the mixed results the District sees, it is an area the District is focused on improving.

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

While the overall goal, metrics, and target outcomes remain consistent, in response to funding limitations, the district will continue with 2.5 Instructional Specialists, reduced in 2025-26 SY from 5.5 to 2.5 FTE (Full Time Employees). In addition, the district also implemented reductions per the Budget Advisory Committee to move to 1.0 FTE Art Paraeducators, from 2.0 FTE (See Action 1.8). The Art Program maintained an equivalent level of instructional practice in the progranm as past years by leveraging the support of parent volunteers. These adjustments reflect a districtwide effort to prioritize resource alignment with long-term fiscal stability while maintaining core services that support Unduplicated Pupils.

Continued investment in digital tools, intervention supports, and data systems will remain central, emphasizing deepening the impact of instructional coaching and refining interventions based on progress monitoring results.

In addition, to better address the achievement gaps we continue to see with our EL and SED students, the district will focus to instructional

strategies and practices that are research-based, have a high positive impact on student learning, are already in place in our district, and support all students as follows:

- Continue implementation of Professional Learning Communities (PLC) with additional guidance, support and accountability.
- Common PLC Focus: English Language Development (ELD)
- Continue focus on Guide Language Acquisition by Design (GLAD) in the classroom. Improve training completion rate for new teachers.
- Improve implementation of Designated ELD in classrooms
- Support Principals with tools for conducting classroom walkthroughs.
- Allocate time in Instructional Leadership Committee share best practices and problem solve PLC implementations at sites

These changes are informed by student outcome data and stakeholder input and are designed to enhance effectiveness and scalability moving into Year 3 of the LCAP cycle.

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	Supplemental Targeted Instruction & Intervention	All school sites will offer supplemental instruction, academic interventions, and Extended Day ELD programs to support students not yet meeting grade-level academic standards. Staff training, instructional materials, and personnel will support these services. Priority will be given to our unduplicated pupils (English learners, students from low-income households, foster and homeless youth) and students with disabilities. Additional support will also be provided to any student identified by staff as needing targeted assistance. In addition, to better address the achievement gaps we continue to see with our EL and SED students, the district will focus to instructional strategies and practices that are research-based, have a high positive impact on student learning, are already in place in our district, and support all students as follows: • Continue implementation of Professional Learning Communities (PLC) with additional guidance, support and accountability. • Common PLC Focus: English Language Development (ELD)	$792,256.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Continue focus on Guide Language Acquisition by Design (GLAD) in the classroom. Improve training completion rate for new teachers. • Improve implementation of Designated ELD in classrooms • Support Principals with tools for conducting classroom walkthroughs. • Allocate time in Instructional Leadership Committee share best practices and problem solve PLC implementations at sites		
1.2	Targeted Expanded Educational Resources and Digital Learning for UPP	The district will continue to provide supplemental instructional materials, blended learning programs, and digital learning platforms to support the academic progress of Unduplicated Pupils, specifically English learners, low-income students, and foster and homeless youth. These resources, including Imagine Learning Language & Literacy and Joy School English, will continue to be a key strategy for addressing learning gaps, promoting language development, and providing differentiated support. The continuation of this action ensures students have ongoing access to high-quality instructional tools designed to meet their unique learning needs.	$128,000.00	Yes
1.3	Sustaining Core Curriculum and Supplemental Materials	The district will allocate ongoing funding to maintain our adopted core curriculum and supplementary materials. These resources are aligned with state standards, approved by the board, and are essential for supporting the implementation of the state's Common Core standards. This includes NGSS science curriculum for Grades K-8, the ELA/ELD curriculum for Grades K-8, Math Curriculum for Grades K-8 and the UPK Core and Supplemental curriculum for TK.	$253,500.00	No
1.4	Integration of Expanded Learning Opportunities Program (ELO-P)	The district will continue to utilize state funding from the Expanded Learning Opportunities Program (ELO-P) to enhance afterschool and summer school enrichment programs, as well as extended care for students in transitional kindergarten through sixth grade. ELO-P funding will also support districtwide enrichment programs, including the elementary band and choir program, after-school learning centers, and site-specific enrichment opportunities for students in grades TK-6. In	$1,248,592.00	No

Action #	Title	Description	Total Funds	Contributing
		accordance with ELO-P funding requirements, all students who qualify for free and reduced lunch programs will be able to participate in these programs at no cost, subject to program capacity.		
1.5	Provision of Instructional Specialists	The district's allocation of 5.5 FTE Instructional Specialists is grounded in educational research that supports the effectiveness of instructional coaching, targeted intervention, and equity-based practices. Studies have shown that instructional coaching significantly improves teacher effectiveness and student outcomes, particularly when focused on modeling best practices and using data to inform instruction. Prioritizing support for English learners, socio-economically disadvantaged students, foster youth, and students with disabilities aligns with research emphasizing the need for differentiated support to close achievement gaps. Additionally, the development and delivery of English Language Development (ELD) content and coordination of site-based interventions reflect evidence-based strategies that enhance academic achievement for all students, particularly those with the greatest need. Based on state and local assessments, our unduplicated pupils are not achieving at the same level in ELA and Math as other student groups. Additionally, the Chronic Absenteeism rates for these students are higher than those of many different student groups and "all" students, as reflected on the 2025 CA Dashboard. Unduplicated students and students with disabilities require additional tailored academic and socio-emotional support. They face language barriers, learning gaps, and limited resources, and need differentiated instruction and intervention programs. This action was developed, in part, to address the district-wide and school-wide issues (with red indicators) related to chronic absenteeism among low-income students. As a result of budget reductions, Instructional Specialists were reduced from 5.5 to 2.5 FTE (Full time employees). These adjustments are the result of a district-wide budget reduction determined through our Budget Advisory Committee.	$423,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Advancing Technology Priorities	The district will continue implementing key initiatives outlined in the CSD Technology Plan to support teaching, learning, and operational efficiency. Priority areas include leveraging data to inform instruction, integrating technology to enhance student learning experiences, promoting responsible digital citizenship, and supporting the effective management and use of classroom devices. Funding for these activities and services will be allocated in alignment with the goals and strategies identified in the district's Technology Plan, outside of the LCAP, to ensure equitable access and support for all students.	$0.00	No
1.7	Addition of Assistant Principal Position at Price Middle School	The district will not continue to fund a 0.50 Full-Time Equivalent (FTE) Assistant Principal position at Price Middle School for the 2025-26. This position was intended as a temporary action for the current year. The district will eliminate this position beginning in the 2025-26 school year. However, key responsibilities will transition to the newly established Coordinator of Student Support Services position identified in LCAP Goal 3, Action 3.10, ensuring continued support for student needs and alignment with district-wide student support systems.	$0.00	No
1.8	Expansion of the Visual Art Program	The district utilized Proposition 28 funding to expand access to visual arts education across all school sites. This action includes adding 2.0 Full-Time Equivalent (FTE) Art Teacher positions and 2.0 Art Paraeducator positions to provide all kindergarten through eighth-grade students with increased opportunities for high-quality visual art instruction that promotes creativity, self-expression, and engagement. As part of the district's Fiscal Stability Plan for the 2025–26 school year, a 1.0 FTE Art Paraeducator position will be eliminated to reduce costs. The current program expenditures exceed the ongoing allocation provided through Prop 28, with the funding shortfall covered by the district's general fund. This adjustment aims to align program costs more closely with available restricted funding while sustaining strong visual arts programming within fiscal constraints.	$375,668.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Enhanced Support for Elementary PE Program	The district will continue to allocate 0.75 Full-Time Equivalent (FTE) Paraeducator support to enhance the elementary Physical Education (PE) program across the district's four transitional kindergarten through fifth-grade (TK-5) campuses. The additional paraeducator support will help reduce the student-to-teacher ratio during weekly PE classes, allowing for increased student engagement, improved class management, and more individualized instructional support. This action promotes a positive and safe physical education experience for all elementary students, supporting their physical development, teamwork skills, and overall well-being. As a result of budget reductions, the 0.75 Full-Time Equivalent (FTE) Paraeducator support to enhance the elementary Physical Education (PE) program has been eliminated starting with the 2026-27 school year. These adjustments are the result of a district-wide budget reduction determined through our Budget Advisory Committee.		No
1.10	Maintaining and Implementing Comprehensive Assessment System	The district will continue to maintain and implement a comprehensive assessment system to support universal screening and ongoing progress monitoring within the Multi-Tiered System of Supports (MTSS) framework. This system will guide instructional planning, intervention programming, and service delivery by providing timely, data-driven insights into student progress and needs. The primary focus of this action is to support English learners, low-income students, foster/homeless youth, and students with disabilities while extending services to any student identified by staff needing additional academic or behavioral support.	$105,800.00	Yes
1.11	Expansion of Transitional Kindergarten Program	The district will continue to expand its Transitional Kindergarten (TK) program by adding additional classrooms, staffing, instructional resources, and training to ensure the delivery of high-quality early learning experiences. This expansion supports school readiness and equitable access to foundational academic and social-emotional development for young learners. In alignment with state guidelines, beginning in the 2025–26 school year, children who turn four years old on or before September 1, 2025, will be eligible to enroll in TK.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Addressing Disproportionality for Students with Disabilities, English Learners, and Hispanic Students	The district will follow the CDE's Compliance and Improvement Monitoring process for Comprehensive Coordinated Early Intervening Services (CCEIS). This includes reserving 15 percent of IDEA funds for a CCEIS action plan and services. Key actions include engaging parents of students with IEPs through input meetings and an annual needs assessment survey as well as reviewing and updating processes that lead to a child being identified for Special Education to reduce disproportionate identification. The district is completing the CCEIS action plan in the fall of 2026 as a result of exiting significant disproportionality for over identification of Hispanic students for Special Education.		No
1.13	Maintain Support of Master Scheduling for Targeted Intervention at Price Middle School	LREBG Action: $163,209 Our current middle school population attended kindergarten through third grade during the COVID-19 pandemic school closures, meaning their foundational literacy and numeracy development occurred during the period of disruption the Learning Recovery Emergency Block Grant was specifically designed to address. Academic performance data from the California School Dashboard confirms that the need for learning recovery intervention is most acute at Price Middle School, which serves approximately 1,000 of our 1,090 middle school students and has multiple student groups performing at the "Low" or "Very Low" status levels in both ELA and mathematics — including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Black/African American students, and Hispanic students. In particular, Price's Long-Term English Learners — a group the California School Dashboard has identified as among the highest-need statewide — are performing at "Very Low" in math with a declining trend. In response to these documented needs, the district proposes to establish a structured intervention elective course at Price Middle School providing targeted academic support in English Language Arts, mathematics, and learning skills for the students most in need of learning recovery services.	$163,209.00	No

Action #	Title	Description	Total Funds	Contributing
		To support the academic success of Unduplicated Pupil Population (UPP) students, including English learners, low-income students, and foster/homeless youth, the district will continue to allocate 1.0 Full-Time Equivalent (FTE) teacher position at Price Middle School. This position is essential in maintaining a master schedule that allows for targeted intervention opportunities while preserving access to the full core instructional program. Through intentional scheduling and resource allocation, this action ensures students receive the additional academic support they need to thrive, aligning with the district's goals of promoting equity and improving outcomes for historically underserved student groups. This is an allowable expense under LREBG because the district is hiring staff to provide academic interventions. Price Middle School has shown increases for English Learners, Socioeconomically Disadvantaged, and Students with Disabilities on both the ELA and Math versions of the district's local FastBridge Assessment (Metrics 1.11,1.12). The district saw similar results for Price Middle school for these three subgroups on the ELA and Math CAASPP (Metrics 1.1, 1.2) with the exception of a small decrease for Students with Disabilities on the ELA CAASPP. Metrics: 1.1, 1.2, 1.11, 1.12		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Educator Excellence: Effective teaching significantly influences student learning outcomes and overall school performance. Educator excellence focuses on attracting, retaining, and developing skilled educators dedicated to meeting the diverse needs of every student.	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.

Goal 2 was established to recognize educators' critical role in student success. The district aims to attract, retain, and develop skilled educators dedicated to meeting all students' diverse needs.

Actions and Metrics:

- Maintain Staff Training and Professional Development: Providing ongoing professional development to keep teachers and staff updated on best practices.
- Enhancing Staff Collaboration and Professional Learning Communities: Encouraging collaboration among educators to share strategies and improve teaching.
- New Teacher, Administrator, and Staff Support: Offering support to new staff members to ensure their success and retention.
- Leveraging Online and In-House Professional Development: Utilizing various platforms for professional development.
- Targeted Professional Development for Supporting Unduplicated Students: Focusing on strategies to support high-needs students.

These actions ensure that educators are well-equipped to deliver high-quality instruction and meet the needs of every student, thus improving overall educational outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Teachers Appropriately Assigned Based on the Annual	(2023-2024) 100%	2024-2025 100%	2025-2026 100%	(2026-2027) 100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Accountability Report Card (SARC)					
2.2	Average Rating on the Annual CA Dashboard Local Indicator on the Implementation of Academic Standards Self-Reflection Tool is 4 or 5. The average rating is inclusive all self-reflection ratings in Sections 1-4 of the Reflection Tool.	(2023-2024) 4	2024-2025 4	2025-2026 4	(2026-2027) 4 or 5	0
2.3	Average Rating on the Annual CA Dashboard Local Indicator on the Support for Teachers and Administrators Self-Reflection Tool is 4 or 5. The average rating is inclusive of all three items of the rubric in Section 5 of the Academic Standards Self-Reflection Tool.	(2023-2024) 4	2024-20245 4	2025-2026 4	(2026-2027) 4 or 5	0
2.4	Average Response to the Following Question on the District Professional Learning Evaluation Form for all Districtwide PL: "The professional learning provided was as an effective use of time", with Staff Indicating	(2023-2024) 77%	2024-2025 79% (Average ratings over 4 Districtwide PD&L Days - Aug12, Nov1, Jan29, Mar14)	2025-2026 79.4% (Average ratings over 2 Districtwide PD&L Days - Aug18, Sep 24)	(2026-2027) 85%	+2.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Agree" or "Strongly Agree"					
2.5	Average Response to the Following Question on the District Professional Learning Evaluation Form for all Districtwide PL: "The professional learning provided was relevant to improving my instruction," with Staff Indicating "Agree" or "Strongly Agree"	(2023-2024) 83%	2024-2025 85% (Average ratings over 4 Districtwide PD&L Days - Aug12, Nov1, Jan29, Mar14)	2025-2026 87.8% (Average ratings over 3 Districtwide PD&L Days - Aug18, Sep 24)	(2026-2027) 85%	+4.8
2.6	Percentage of Tenured and GLAD Certified Trained Teachers Implementing the GLAD Instructional Model at an overall average rating of 3 or higher through Principal's Classroom Walkthrough Observation Tool.	Fall 2024 (Baseline) The district was not able to established a baseline in the Fall.	Spring 2025 (New Baseline) 71%	Spring 2026 59%	(2026-2027) 85%	-12

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.

During the 2025-26 school year, the district implemented the key actions outlined in LCAP Goal 2, with a continued focus on building staff capacity through professional learning, collaboration, and targeted support for all employees. A substantive difference in planned actions versus actual implementation came about as the result of a Memorandum of Understanding (MOU) between the district and the certificated bargaining unit where districtwide PD time from January 2026 until the end of the school year was modified to consist of either site collaboration activities or individual planning time for our teachers. As a result we were not able to implement all of the professional

development activities that were originally planned during the latter half of the year. With that said, we were able to implement many of the planned activities during the latter part of the year as voluntary professional learning opportunities.

Training topics included English Language Development (ELD) principles and strategies, Social Emotional Learning (SEL), integrating artificial intelligence in the student learning, learning and assessment in Transitional Kindergarten (TK), deepening our implementation of our NGSS science curriculum, and the use of data tools such as eduCLIMBER to support student learning. Professional Learning Communities (PLCs) were integrated into the regular Wednesday professional development schedule, allowing for cost savings while providing teachers with structured time to collaborate, review data, and plan supports for students. The district also provided onboarding and training for new staff, including an additional day of preparation for new teachers before the start of school.

Overall, the district experienced several successes throughout the year. Staff participation in professional learning remained strong, with 79.4% of staff indicating that the professional development provided was an effective use of time, a 2.4% increase from the baseline. Additionally, 87.8% of staff reported that professional learning was relevant to improving their instruction, a 4.8% increase from the baseline. The district effectively leveraged Professional Learning Community (PLC) time to foster staff collaboration, particularly in areas such as data use, differentiated instruction, and student support for English learners, foster youth, and low-income students. Orientation and training for new staff were successfully implemented, and special education staff benefited from targeted mentoring and coaching. The district continued to utilize the Alludo platform for flexible, self-paced online learning, and incorporated an additional self-paced learning platform, Master Teacher, to support our Paraeducators and other Classified staff. It supported teacher leadership development through the Technology and Innovation Mentorship Program (TIMS), with a focus on integrating educational technology to enhance student outcomes.

Maintaining a consistent focus on GLAD implementation across all of our classrooms was challenging, as was ensuring that new teachers complete GLAD certification.

Looking ahead to 2026-27, the district will continue to build on its current practices while implementing adjustments outlined in the fiscal stability plan. Instructional specialists will remain the primary facilitators of professional development, particularly in the areas of differentiated instruction and culturally responsive teaching to support unduplicated students. PLC time and districtwide professional development days will continue to be used strategically to maximize learning opportunities while managing costs. The district will focus on increasing baseline data for GLAD implementation and will continue to monitor staff feedback through PD evaluation metrics. The use of EduClimber and Fastbridge will support ongoing data-driven collaboration to address instructional loss and meet students' academic and social-emotional needs.

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.

During the 2025–26 school year, a substantive difference in planned expenditures versus actual implementation came about as the result of a Memorandum of Understanding (MOU) between the district and the certificated bargaining unit where districtwide PD time from January 2026 until the end of the school year was modified to consist of either site collaboration activities or individual planning time for our teachers. As a result we were not able to implement all of the professional development activities that were originally planned during the latter half of the year. As a result, expenditures for professional development was less than planned expenditures.

For Action 2.5, St. Francis Cabrini School, the sole non-private school participating in the Title II program, didn't participate in Title II Equitable Services this year and so, the Title II dollars were redirected to fund professional development on the District's social-emotional learning curriculum, Second Step, for our teachers.

The district will continue to maximize the use of its existing professional development schedule, including Wednesday early release days, to support staff collaboration and training through Professional Learning Communities (PLCs).

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

In 2025–26, the Cambrian School District implemented all six actions under Goal 2, advancing the district's commitment to developing educator excellence and improving instructional quality for all students, particularly English Learners, low-income students, and foster youth. Professional development (Action 2.1) was offered through in-service days, early release sessions, and voluntary learning opportunities, addressing topics such as English Language Development (ELD) principles and strategies, Social Emotional Learning (SEL), integrating artificial intelligence in the student learning, learning and assessment in Transitional Kindergarten (TK), deepening our implementation of our NGSS science curriculum, and the use of data tools such as eduCLIMBER to support student learning. This action was measured using staff feedback surveys, which showed that 79.4% of staff agreed the PD was an effective use of time and 87.8% found it relevant to improving instruction, with both figures showing a 2+% increase over the prior year.

Staff collaboration through Professional Learning Communities (PLCs) (Action 2.2), measured by the collaborative planning time provided, was provided via the district's weekly early release Wednesdays. Teams used this time to review student data (FastBridge, EduClimber), align instruction to pacing guides, and plan supports for UPP students. This action was hampered in the latter half of the year by the staff meeting time restrictions imposed by the MOU discussed earlier which greatly reduced PLC meeting time.

Support for new staff (Action 2.3), also measured by survey feedback and participation records, included orientation, onboarding, and additional prep time, with mentoring and coaching provided for special education staff. Induction was also offered to new teachers to support them in clearing their credentials.

Professional learning pathways (Action 2.4), measured through participation logs and completion rates, were offered via the Alludo platform and another new platform, Master Teacher, with professional learning specifically designed for our paraeducators. The district continued its support of the Technology and Innovation Mentorship Program (TIMS), providing educators with access to self-paced modules and peer coaching in areas such as digital learning and differentiation.

Title II requirements offered equitable services for St. Francis Cabrini (Action 2.5), though the school ultimately chose not to participate this year.

Action 2.6 provided targeted professional development for teachers serving unduplicated pupils, with a focus on GLAD strategies. This action was impacted as a result of the MOU, previously discussed, that limited PD time in the latter half of the year. In addition, the district offers PD to year 3 teachers for GLAD certification. The district's completion rate for this training has dropped. As a result, fewer teachers have

formal GLAD training. This is reflected in Metric 2.6's 17 point decline. The district is planning to increase accountability for completing this training in the 2026-27 school year, as well as focusing on continuing PD for trained teachers.

Overall, the district demonstrated strong progress toward Goal 2. Metrics showed measurable growth in educator practices, and systems were in place to sustain and expand these efforts in the years ahead. Effectiveness was hindered mostly by losing access to dedicated professional learning time during the latter half of the year as a result of the MOU.

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

Based on the implementation and reflection of actions under LCAP Goal 2 during the 2025-26 school year, several adjustments have been made to planned actions for the 2026–27 school year to align with district priorities and support fiscal stability. While the overall goal and focus areas remain the same, building staff capacity through professional learning, collaboration, and targeted support will be an emphasis for the 2026-27 school year.

While the district will continue to prioritize the use of existing early release Wednesdays and district professional development days for staff collaboration, training and Professional Learning Communities (PLCs), structured PLC teacher leader teams will be implemented to ensure more efficient and effective PLC meetings and follow up actions.

Similarly, an emphasis will be placed on ensuring all teachers are GLAD trained by the end of the year, increasing accountability for completing the training by the end of the year. The focus on the implementation GLAD strategies in classrooms per Metric 2.6 will be emphasized. In addition, professional learning opportunities including explicit training, walkthroughs and instructional rounds will focus on strategies to support designated ELD.

These measures will support reversing downturns the district saw this year in academic metrics for English Learners such as CAASPP ELA (Metric 1.1), CAST (Metric 1.3), ELPI (Metric 1.4).

The district will continue to monitor staff feedback and training participation data to guide future professional development planning.

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	Maintain Staff Training and	Our district is committed to ensuring all staff, including teachers, support staff, and school leaders, have access to ongoing training and professional learning. These learning opportunities enable staff to enhance their	$69,717.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional Development	teaching skills, support students, and foster a positive learning environment for all. Training topics are based on staff feedback and focus on critical areas, including high-quality classroom instruction (Tier I), academic and behavioral supports for students, the utilization of state standards (such as Common Core and NGSS), and the use of data to inform student learning. Other training areas include assessment administration, visual and performing arts, Universal Pre-Kindergarten (UPK), and EduClimber, a data tool that supports student learning and achievement. Staff participate in these professional learning opportunities during scheduled in-service days, early release Wednesdays, and occasionally outside their regular work hours, including summer sessions or voluntary, paid training sessions after school. This ongoing learning helps ensure that staff are well-prepared to meet the needs of all students and support their academic, social, and emotional growth.		
2.2	Enhancing Staff Collaboration and Professional Learning Communities (PLC)	During the regular professional development schedule on Wednesdays, the district will allocate dedicated time for teachers and staff to collaborate in Professional Learning Communities (PLCs). This enables staff to focus on enhancing instruction, promoting student social-emotional well-being, and addressing learning loss, while minimizing additional costs. Staff will utilize data tools such as EduClimber and Fastbridge to review student progress and plan targeted support, particularly for English learners, low-income students, Foster/Homeless Youth, and Students with Disabilities. This collaboration time enables staff to learn from one another, share best practices, and more effectively meet the academic and social-emotional needs of all students. To support this structure, the district will PLC Team Leads who will be given monthly release time and a stipend to lead and support the work their PLC team is completing. The PLC Team Lead will participate in addition training to enable effective PLC leadership.	$84,878.00	No

Action #	Title	Description	Total Funds	Contributing
		In addition, release time for instructional rounds to observe and learn from other teachers will be provided. And administrators will receive additional training in performing effective classroom walkthroughs. These measures will support reversing downturns the district saw this year in academic metrics for English Learners such as CAASPP ELA (Metric 1.1), CAST (Metric 1.3), ELPI (Metric 1.4).		
2.3	New Teacher, Administrator, and Staff Support	Formal induction support (BTSA) for new teachers will starts after their second year. The district is committed to helping new teachers, administrators, and staff feel prepared and supported as they join our schools. New staff will receive orientation and training to familiarize themselves with our curriculum, teaching practices, and student assessment procedures. Special education staff will also receive mentoring and coaching. All new employees will attend a district-wide orientation to help them get started and feel welcomed. New teachers will have an extra day before school begins to prepare their classrooms and become familiar with district expectations.	$66,300.00	No
2.4	Leveraging Online and In-House Professional Development	The district will continue to offer flexible, self-paced online professional learning for teachers and paraeducators through the Alludo platform and the Master Teacher Paraeducator Online Platform. This allows staff to select training topics that meet their needs and complete them at their own pace. In addition, the district will support the Technology and Innovation Mentorship Program (TIMS), which helps develop teacher leaders who can support their colleagues at school sites. This program emphasizes the creative and effective use of technology to enhance student learning and achievement. These efforts provide teachers with more opportunities to learn, grow, and use technology to support students in the classroom.	$16,838.00	No
2.5	Equitable Services Under ESSA for	The Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), includes provisions for the	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Private School Participation	participation of private school children and teachers under Sections 1117 and 8501. The district consults with non-profit private schools within its area to ensure equitable services for eligible students. St. Francis Cabrini School is the sole non-profit school participating in the Title II program.		
2.6	Targeted Professional Development for Supporting Unduplicated Students	The district will provide training for teachers to help them better support students with diverse learning needs, including English learners, foster youth, and students from low-income families. This training will focus on culturally responsive teaching, trauma-informed care, differentiated instruction, and building strong partnerships with families. Most of this professional development will be facilitated by the district's instructional specialists, who work directly with school sites to meet specific student and staff needs. Additional training will take place during district-wide professional development days. Teachers will also receive ongoing coaching, collaboration time in Professional Learning Communities (PLCs), professional development time and access to resources to support their work. The district will monitor progress to ensure these efforts are helping all students succeed. For the 2026-27 year, the district PLCs will focus on effective strategies for supporting integrated and designated ELD, including GLAD (Guided Language Acquisition Design). These measures will support reversing downturns the district saw this year in academic metrics for English Learners such as CAASPP ELA (Metric 1.1), CAST (Metric 1.3), ELPI (Metric 1.4). Explicit PD will be provided to staff for implementation of these instructional strategies.	$61,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Learning Environment: An enriching learning environment is vital for supporting student success. Physical, social, emotional, and cultural factors shape students' educational experiences. The learning environment supports safe, inclusive, and engaging spaces that motivate and inspire learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 3 focuses on creating a supportive, inclusive school environment that enhances student well-being and engagement. This goal addresses the physical, social, emotional, and cultural factors influencing students' educational experiences.

Actions and Metrics:

- Maintain Program Specialist for Student Services: Providing specialized support for student services.
- Comprehensive Counseling and Mental Health Support: Offering mental health services to support students' emotional well-being.
- Enhance SEL Support, School Climate, and Extended Day Programs: Strengthening social-emotional learning (SEL) and improving the overall school climate.
- Targeted Support for Foster and Homeless Youth: Providing additional support for vulnerable student populations.
- Enhanced Health Services through El Camino Grant: Improving student health services.
- Enhancing General Education Behavior Support & Sustaining PBIS: Implementing Positive Behavioral Interventions and Supports to improve behavior and school climate.
- Enhancing Student Attendance through A2A Implementation: Focusing on improving student attendance rates.
- Enrollment/Engagement & Support Specialist for Improving Attendance: Addressing attendance issues through targeted support.
- Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities: Using structured activities to support SEL.

These actions aim to foster a positive and inclusive environment supporting students' development and readiness to learn.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of CSD School Sites Passing the Williams Compliance Review for "Facilities are in good repair" as Measured by the FIT Tool	(2023-2024) 6 out of 6	2024-2025 6 out of 6	2025-2026 6 out of 6	(2026-2027) 6 out of 6	0
3.2	Average Daily Attendance Rate	(2023-2024) 95%	2024-2025 95%	2025-2026 96%	(2026-2027) 95% or Above	+1
3.3	CA Dashboard: Suspension Rate	(Fall 2023) All Students: 1.9% English Learners: 1.5% Socio-Economically Disadvantaged: 2.6% Students w/ Disability: 3.2% Hispanics: 1.9%	Fall 2024 All Students: 1.5% English Learners: 2.0% Socio-Economically Disadvantaged: 4.5% Students w/ Disability: 4.1% Hispanics: 3.1%	Fall 2025 All Students: 1.5% English Learners: 2.7% Socio-Economically Disadvantaged: 3.2% Students w/ Disability: 1.3% Hispanics: 2.7%	(Fall 2026) All Students: 1.0% English Learners: 0.5% Socio-Economically Disadvantaged: 1.0% Students w/ Disability: 1.5% Hispanics: 1.0%	All Students: -0.4 English Learners: +1.2 Socio-Economically Disadvantaged: +0.6 Students w/ Disability: -1.9 Hispanics: +0.8
3.4	CA Dashboard: Chronic Absenteeism Rate	(Fall 2023) All Students: 10.9% English Learners: 14.8% Socio-Economically Disadvantaged: 23.9% Students w/ Disability: 15.7% Hispanics: 17.5%	Fall 2024 All Students: 7.7% English Learners: 10.2% Socio-Economically Disadvantaged: 17.1% Students w/ Disability: 13.8%	Fall 2025 All Students: 8% English Learners: 13.5% Socio-Economically Disadvantaged: 18.7% Students w/ Disability: 8.7%	(Fall 2026) All Students: 7% English Learners: 10% Socio-Economically Disadvantaged: 15% Students w/ Disability: 10%	All Students: -2.9 English Learners: -1.3 Socio-Economically Disadvantaged: -5.2 Students w/ Disability: -7 Hispanics: -3.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanics: 13.3%	Hispanics: 14.3%	Hispanics: 10%	
3.5	Number of Middle School Dropouts	(2023-2024) 0	2024-2025 0	2025-2026 0	(2026-2027) 0	0
3.6	Number of Explusions	(2023-2024) 0	2024-2025 0	2025-2026 0	(2026-2027) 0	0
3.7	CSD Annual PBIS School Climate Survey: Percentage of Students Response "Most" or "All the Time" to the Following Question: "I feel safe at school."	Spring 2024 Grades 2-8 All Students: 85%	Spring 2025 - Grades 2-8 All Students: 85%	Spring 2026 - Grades 2-8 All Students: 88%	(Spring 2027) - Grades 2-8 All Students: 100%	+3
3.8	CSD Annual PBIS School Climate Survey: Percentage of Students Response "Most" or "All the Time" to the Following Question: "There is an adult who will help me if I need it."	Spring 2024 - Grades 2-8 All Students: 80%	Spring 2025 - Grades 2-8 All Students: 85%	Spring 2026 - Grades 2-8 All Students: 90%	(Spring 2027) - Grades 2-8 All Students: 90%	+10
3.9	CSD PBIS Behavior Matrix: Annual Percentage Major Office Referral (The Number of Students w/ at least 1 or more major office referrals)	(Spring 2024) 7.12% (218/3058)	Spring 2025 7.11% (225/3167)	Spring 2026 7% (226/3153)	(Spring 2027) 5%	-0.11%

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.

LCAP Goal 3 focuses on improving school climate, ensuring equitable support services, and fostering inclusive learning environments through targeted interventions that address behavioral, emotional, health, and attendance issues. All planned actions were carried out as proposed. These included enhanced mental health services, behavior supports through PBIS, expanded attendance interventions, and targeted outreach to foster and homeless youth.

Among the most notable successes were the collaborative efforts to support foster and homeless youth through tailored services, as well as the early progress made toward district-wide MTSS alignment. The transition to a centralized leadership model under the newly established Coordinator of Student Support Services has improved alignment across the district with respect to interventions for behavior, attendance, etc.

Enhanced mental health services and counseling were provided to students at all of the district's sites through contract staff via Nugent Counseling and the District's Mental Health Therapists. Counselors/therapists were able to max out their available case load to serve as many students as possible.

Our school nurse provided support at all sites including vision and hearing testing, immunization guidance, and supporting sites that have students with specific health needs such as diabetes.

Behavior specialists served all of our elementary sites. They worked directly with students in addition to providing behavior management training and coaching to teachers. All sites implemented PBIS Tier 1, with some sites bringing in elements of Tier 2. The district's Coordinator of Student Support Services was a resource to the PBIS team at each site, providing coaching and resources. Likewise, even though the District terminated the attendance monitoring contract with A2A, it was able to continue attendance intervention and monitoring through the existing eduCLIMBER data system and the Coordinator of Student Support Services.

Although Structured Recess and Lunchtime Activities were discontinued, our middle school utilized a program to help identify students who were disengaged from school involvement, and encourage engagement through positive incentives and interventions.

Overall, LCAP Goal 3 was implemented with high fidelity in its second year. Improvements in behavioral and attendance outcomes, particularly among high-need subgroups, indicate the effectiveness of the district’s targeted supports. While challenges related to measuring impact and sustaining programs remain, thoughtful adjustments have been made to inform and strengthen implementation in the years ahead.

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.

With the exception of Action 3.9, all actions under Goal 3 were implemented as planned, and there were no material differences between budgeted and estimated actual expenditures or between the planned and estimated actual percentages of improved services for unduplicated students. All actions and services contributing to improved outcomes for unduplicated students were delivered in alignment with the adopted plan for the current year, and no material variances occurred.

For Action 3.9 although Structured Recess and Lunchtime Activities were discontinued, our middle school utilized a program to help identify students who were disengaged from school involvement, and encourage engagement through positive incentives and interventions.

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

The implementation of Goal 3 during the 2025–26 school year was effective in supporting the creation of safe, inclusive, and engaging school environments. All planned actions were carried out with fidelity, contributing to measurable improvements in school climate, attendance, and student well-being.

Central to these efforts was the work of the Coordinator of Student Support Services (Action 3.10), who played a pivotal role in coordinating support for students with additional needs, including English Learners, socio/economically disadvantaged families, foster youth, and individuals experiencing homelessness. This role supported the district's implementation of PBIS, Student Study Teams (SSTs), social-emotional interventions and attendance monitoring and interventions. Key metrics continued to improve including drops in chronic absenteeism (Metric 3.4) across measured subgroups, and increases in the number of students reporting that they feel safe and supported at school (Metrics 3.7/3.8).

Another significant contributor was the Enhanced Health Services provided through the El Camino Grant (Action 3.5). These services included a full-time school nurse and trained health clerks who supported student wellness across all school sites. These staff members provided day-to-day health care, chronic condition monitoring, medication administration, and emergency response, ensuring that health-related barriers to learning were minimized for hundreds of students throughout the year.

Mental health and emotional support services were expanded through counseling services (Action 3.2), provided by district counselors and contracted providers, addressing the social-emotional needs of English Learners, foster youth, and low-income students. These services were instrumental in improving student perceptions of school connectedness since many students who received support reported anxiety or peer relationship issues. As a result, these students were more prepared to be at school and learn which is supported with climate survey data showing increases in the number of students reporting that they feel safe and supported at school (Metrics 3.7/3.8). Additionally, the district saw the Average Daily Attendance (Metric 3.2) rise 1 percentage point, saw no Middle School Drop Outs (Metric 3.5) and saw Chronic Absenteeism drop across all students and our high needs subgroups (Metric 3.4). The district saw small increases in the Suspension Rates (Metric 3.3) for English Learners and Socio-Economically Disadvantaged students, and the district remains above the targeted suspension rate for these subgroups so continued focus on this Metric is important.

Attendance-focused actions yielded particularly strong results. The Attendance Monitoring/Interventions (Action 3.7) and support from the Enrollment & Engagement Specialist (Action 3.8) helped reduce chronic absenteeism across nearly all student groups (Metric 3.4). These improvements were achieved through early intervention, family outreach, and individualized supports, reinforcing student connection to school. Specific supports for foster and homeless youth (Action 3.4) included assistance with transportation, access to technology, after-school programs, and weekend meals. While the California Dashboard does not disaggregate these students' attendance rates due to low numbers, they are part of the socio-economically disadvantaged (SED) group that experienced one of the largest reductions in chronic absenteeism. Therefore, it is reasonable to infer that foster and homeless students also benefited meaningfully from the services provided under this action.

Efforts to improve behavior through the implementation of the General Education Behavior Specialist and PBIS (Action 3.6) contributed to a decrease in overall suspension rates (Metric 3.3) by -0.4%. However key subgroups showed increases in this metric demonstrating a need for continued focus in this area.The district also maintained zero expulsions (Action 3.6) and zero middle school dropouts (Action 3.5) for the year. In addition, the percentage of Major Office Referrals also saw a slight rise of +0.69% also indicating a need for continued vigilance and focus on PBIS as a system of support. Community partners including parents and teachers together cited behaviors as a major concern.

The implementation of these actions was correlated with several positive trends in student outcomes. Suspension rates decreased overall, from 1.9% to 1.5%. Chronic absenteeism also declined significantly across multiple subgroups, with reductions of 2.9% for all students, 1.3% for English learners, and 5.2% for socioeconomically disadvantaged students. These improvements suggest that attendance interventions such as the attendance monitoring and early intervention as well as family engagement efforts were effective.

Other indicators, including average daily attendance and middle school dropout rates, remained stable with no signs of decline. Expulsion rates held at zero, reflecting continued emphasis on restorative practices. Climate survey data showed that students' perception of safety rose by 3%%, while the percentage of students who reported having a supportive adult on campus rose from 80% to 90% meeting our 2026-2027 desired outcome. Although the percentage of students with one or more major behavior referrals showed minimal change (from 7.12% to 7.8%), this highlights the need for continued focus on individual supports and intervention strategies.

Overall, the combined actions under Goal 3 have led to clear gains in attendance, school connectedness, and climate, especially for students with the highest needs. These results underscore the importance of integrated systems of support and inform the district's shift to a centralized model that will enhance coherence and sustainability moving forward.

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.

As described above, many of the metrics improved indicating that these changes had a relatively positive effect. As such, no significant changes to Actions for this goal are being recommended for the 2026-27 LCAP. The district will continue to emphasize efforts to improve Tier 1 supports focused on behavior as described in Actions 3.6 and 3.10 to address concerns raised regarding behavior in the above section. For Action 3.9 although Structured Recess and Lunchtime Activities were discontinued, our middle school utilized a program to help identify students who were disengaged from school involvement, and encourage engagement through positive incentives and interventions. The district will continue to support this program through Action 3.9.

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	Maintain Program Specialist for Student Services	This position is being transitioned beginning in the 2025–26 school year. While the district continued to support the Program Specialist position during the 2024–25 school year to assist students with additional needs, including students with disabilities, students from low-income families, foster youth, and students experiencing homelessness, this role will be phased out and replaced by the newly established Student Support Services Coordinator. The Coordinator position, referenced in Action 3.10, will assume districtwide responsibility for coordinating student support programs within a Multi-Tiered System of Support (MTSS) framework. This includes leadership and oversight of Student Study Teams (SST), Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices. In addition, the Coordinator will serve as the District's Homeless and Foster Youth Liaison, lead school climate and student well-being initiatives, and work to align student services with the district's goals. This transition supports the development of a more cohesive, integrated, and sustainable support system that meets the needs of all students across the district.	$0.00	No
3.2	Comprehensive Counseling and Mental Health Support	LREBG Action: $90341 Our district's student outcome and attendance data demonstrate a concentrated and urgent need for learning recovery supports at the middle school level, particularly at Price Middle School. Chronic absenteeism is significantly more prevalent among middle school students than at the elementary level: 87 of our 1,090 middle school students (8.0%) were chronically absent last year, compared to 109 of 2,058 elementary students (5.3%) — a 51% higher rate at the middle school level. This disparity is further concentrated among our Hispanic middle school students, who represent 55% (48 of 87) of all chronically absent middle school students, reflecting a significant equity gap requiring targeted social-emotional and counseling intervention. Academic performance data	$266,017.00	Yes

Action #	Title	Description	Total Funds	Contributing
		from the California School Dashboard confirms that the need for learning recovery intervention is most acute at Price Middle School, which serves approximately 1,000 of our 1,090 middle school students and has multiple student groups performing at the "Low" or "Very Low" status levels in both ELA and mathematics — including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Black/African American students, and Hispanic students. In response to these documented needs, the district proposes to fund dedicated counseling services at both middle school sites to address the social-emotional and attendance barriers disproportionately affecting our middle school population. Counseling is an allowable use of LREBG funds. These measures have proved effective based on a decline in Chronic Absenteeism (Metric 3.4), an increase in Average Daily Attendance (Metric 3.3) and a low and flat Suspension Rate (Metric 3.3) and 0% Explulsion rate (Metric 3.5). Metrics: 3.2, 3.3, 3.4, 3.5 ---- The District will continue to provide counseling and mental health services at all schools to support students who are struggling socially, emotionally, or have difficulty staying engaged in school. These services will help students facing challenges affecting their well-being or learning ability, thereby improving engagement in school and attendance. The District will offer this support through a combination of District Counselors and District Mental Health Therapists focusing on helping students who are English learners, from low-income families, or in foster care, or experiencing homelessness. However, any student identified by school staff as needing extra support will also have access to these services. Due to budget reduction measures, the District is discontinuing its contracted counseling support through Nugent Counseling for the school year 2026-27. The District is focusing on in-house Counselors and Mental Health therapists as a way to be more efficient with funds dedicated toward counseling and mental health since contracted services also include funding the supervision of contracted counselors.		

Action #	Title	Description	Total Funds	Contributing
3.3	Enhance SEL Support, School Climate, and Extended Day Programs at Price Middle School	This position is scheduled for transition beginning in the 2025–26 school year. During the 2024–25 school year, the district funded a 0.50 FTE Assistant Principal position at Price Middle School to support student behavior, engagement, and overall school climate. This additional leadership role played a key part in strengthening the implementation of Positive Behavioral Interventions and Supports (PBIS), promoting a safe and inclusive learning environment, and fostering student connectedness. The Assistant Principal collaborated closely with staff to implement strategies that encouraged positive behavior, minimized disruptions, and supported student well-being. To ensure sustainability and a more unified approach to student support, this site-level position will be phased out, and its responsibilities will be transitioned to the newly established district-level Coordinator of Student Support Services. As outlined in Action 3.1 and funded through Action 3.10, this role will provide comprehensive oversight of PBIS implementation, school climate initiatives, and student engagement strategies across all school sites. This strategic shift enables more consistent, district-wide alignment of student support services, ultimately enhancing the district's ability to promote student success systematically.	$0.00	No
3.4	Targeted Support for Foster and Homeless Youth	The District will provide extra help and resources for students in foster care or experiencing homelessness. Support will be tailored to each student's specific situation and needs. School staff will work with families to identify the support that might be most helpful when students are struggling with schoolwork, friendships, or their emotional well-being. Some of the support available may include transportation assistance to help students get to and from school, extra meals on weekends, after-school programs, tutoring, technology devices, internet access, and connections to family and social services. The district's Educational Services and Student Services teams coordinate these services to ensure that students and families experiencing hardship or homelessness get the help they need to feel supported and successful in school.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Enhanced Health Services through El Camino Grant	The District will provide a full-time school nurse to support the health and wellness needs of students across all schools. Additionally, school health clerks will continue to receive training and support to assist in caring for students with health needs during the school day. These health services help students stay safe, healthy, and ready to learn. The availability of these services depends on continued funding from the El Camino Grant.	$157,277.00	No
3.6	Enhancing General Education Behavior Support & Sustaining PBIS	LREBG Action: $85,000 The District will continue to provide support for student behavior by hiring a full-time General Education Behavior Specialist. This specialist will assist students with behavioral difficulties in the classroom and collaborate with teachers, school leaders, and families to develop personalized behavior support plans tailored to each student's needs. The Behavior Specialist will also work directly with students to teach positive behavior strategies, lead training sessions for staff on how to manage behavior in supportive ways, and analyze behavior data to help schools understand what is working and what can be improved. This action is allowable under LREBG because the Behavior Specialists are provind mental health services that allow children to better regulate their emotions thereby improving their access to learning. Although the total number if Behavior Referrals (Metric 3.9), we saw positive changes in the number of students reporting feeling safe (Metric 3.7) and feeling that there is a trusted adult on campus (Metric 3.8) as well as a small decrease in Suspensions (Metric 3.3). Metrics: 3.3, 3.7, 3.8, 3.9 -------- Additionally, the District will continue to support all schools in implementing the Positive Behavioral Interventions and Supports (PBIS) framework. PBIS helps schools create safe, respectful, inclusive environments where students learn and thrive. Each school will have a plan to continue or relaunch PBIS and receive assistance with planning and integrating it into everyday school life.Training our Coordinator of Student Support Services in PBIS to maximize their impact as they work with site PBIS teams is another key. The District will also focus on best practices for creating learning environments that are inclusive.	$90,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Enhancing Student Attendance through A2A Implementation	The district will continue to prioritize improving student attendance and reducing chronic absenteeism, recognizing that consistent attendance is essential for academic success and fostering a strong sense of school belonging. Throughout the 2024–25 school year, the district will utilize the Attention2Attendance (A2A) program to monitor attendance patterns and identify students who require additional support. Through this system, school staff will proactively reach out to families when attendance concerns arise, offering assistance such as counseling, academic support, or connections to other services. Regular communication will be provided to families to emphasize the importance of daily attendance and to highlight the resources available to help students stay engaged in school. Due to budget reduction measures, the district did not renew its contract with A2A for the 2025–26 school year. However, the essential work of monitoring attendance and providing early intervention continues through the use of the District's existing EduClimber data system. Site and district staff maintained consistent practices in tracking attendance, identifying at-risk students, and conducting outreach to provide necessary supports. This action aligns with the district's goal of reducing chronic absenteeism, particularly among our highest need students including low-income families, students with disabilities and English Learners, and at school sites where attendance challenges have historically been significant.	$0.00	No
3.8	Enrollment/Engagement & Support Specialist for Improving Attendance	The district will fund a 0.50 FTE Enrollment & Engagement Specialist to support improved student attendance and provide targeted assistance to families at school sites identified for additional support. This staff member focuses on guiding families through the enrollment process, increasing parent and family participation in school-related activities, and addressing challenges that may prevent students from attending school regularly. In addition to facilitating family workshops, the Enrollment & Engagement Specialist analyzes attendance data to identify students needing intervention and works in partnership with school staff and community organizations to connect families with vital services and resources. The	$58,759.00	No

Action #	Title	Description	Total Funds	Contributing
		goal is to foster a welcoming and inclusive environment where families feel supported and students stay engaged in their school community. This 0.50 FTE allocation is tied explicitly to student attendance and engagement under Goal 3. The remaining 0.50 FTE of this position is funded under Action 4.2 of the LCAP, with a focus on broader family engagement and community communication efforts.		
3.9	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	“Discontinued for 2026 - 27” The District has provided extra support during recess and lunchtime to help students build social skills, stay active, and interact positively with their peers. In partnership with Valley Sports, every school received help with organizing fun and structured activities, such as games and sports, to support students' social and emotional learning. This action was designed to meet the needs of our English learners, foster youth, and students from low-income families, thereby creating a safe and welcoming environment for all students. However, for the 2025-26 school year, the District stopped providing this service using supplemental funds, as it did not impact meeting the specific needs of our unduplicated students, including English Learners, students from low-income families, and Foster Youth. While all students benefited from the activities, the District could not measure how these services directly supported the students who needed them most. Some individual school sites continue to offer these structured activities during recess and lunch. Sites will utilize different resources or site-based funding to support them based on their specific school needs.	$3,000.00	Yes
3.10	Provision for the Coordinator of Student Support Services	Starting in the 2025-26 school year, the District will fund a Coordinator of Student Support Services through the LCFF Supplemental and Base Grant to lead and coordinate student support programs across all schools. This position will oversee the implementation of a district-wide Multi-Tiered System of Support (MTSS), support site-based Student Study Teams (SSTs) and Problem-Solving Plans (PSPs), and provide leadership for	$257,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices. The Coordinator will also serve as the District's Foster Youth and Homeless Liaison, monitor student attendance and engagement, ensure Section 504 compliance, and support school climate and family engagement initiatives. This role will strengthen and align student services to create a more inclusive, supportive, and connected school environment for all students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Community Engagement: Strong connections between schools, families, and the community positively influence student success and improvement. Community engagement cultivates relationships, encourages communication, and utilizes community resources to support student well-being.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district recognizes the importance of strong connections between schools, families, and the community in enhancing student success. Goal 4 aims to cultivate these relationships to support student well-being and academic achievement.

Actions and Metrics:

- Parent and Community Education and Engagement: Enhancing engagement through various committees and partnerships.
- Family Engagement & Support Specialist: Providing dedicated support for family engagement.
- Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education: Offering services to support English Learner families.
- Enhancing Engagement Through Thought Exchange: Using interactive platforms to engage with educational partners.
- Enhancing Parent and Community Engagement through the Coordinator of Marketing, Communications, and Community Engagement: Improving communication and engagement strategies.

These actions are designed to build a supportive and engaged community that collaborates with schools to enhance students' educational experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Parent Engagement Survey: Percentage of Parents	(Spring 2024) All: 58.7%	Spring 2025 All: 67%	Spring 2026 All: 85%	(Spring 2027) All: 80%	All: +16.3 English Learners: +2.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Who Responded "Strongly Agree" or "Agree" to the Following Survey Item: "Parents have opportunities to give input into the decision-making process at school."	English Learners: 86.7% Students w/ Disabilities: 52.1%	English Learners: 57% Students w/ Disabilities: 62%	English Learners: 89% Students w/ Disabilities: 89%	English Learners: 90% Students w/ Disabilities: 80%	Students w/ Disabilities: +36.9
4.2	Annual Parent Engagement Survey: Percentage of Parents Who Responded "Often" or "Always" to the Following Survey Item: "Parents feel informed about Cambrian's and the school's procedures, policies, and decision-making processes."	(Spring 2024) All: 62.8% English Learners: 73.3% Students w/ Disabilities: 58.3%	Spring 2025 All: 70% English Learners: 79% Students w/ Disabilities: 61%	Spring 2026 All: 77% English Learners: 82% Students w/ Disabilities: 89%	(Spring 2027) All: 80% English Learners: 90% Students w/ Disabilities: 80%	All: +14.2 English Learners: +8.7 Students w/ Disabilities: +30.7
4.3	Annual Parent Engagement Survey: Percentage of Parents Who Responded "Well" or "Very Well" to the Following Survey Item: "Parents feel the schools and the district engage parents from diverse backgrounds."	(Spring 2024) All: 52.1% English Learners: 60% Students w/ Disabilities: 58.3%	Spring 2025 All: 80% English Learners: 64% Students w/ Disabilities: 78%	Spring 2026 All: 93% English Learners: 93% Students w/ Disabilities: 94%	(Spring 2027) All: 80% English Learners: 90% Students w/ Disabilities: 80%	All: +40.9 English Learners: +33 Students w/ Disabilities: +35.7
4.4	Number of Parents Attending Meetings that Meet the Needs of UPP.	(2023-2024) District English Learner Parent Information Night: 55	2024-2025 The District decided not to hold a districtwide English Parent Night this year.	2025-2026 The District decided not to hold a districtwide English Parent Night this year.	(2026-2027) District English Learner Parent Information Night: 150	The District decided not to hold a districtwide English Parent Night this year. Instead, 4 out of 6 of the district

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District ELAC: Three out of six school sites had an ELAC parent representative attend and participate in all four District ELAC Meetings.	Instead, 3 out of 6 of the district schools held their own EL Parent Information night. Number of EL Parent attended were not documented. District ELAC: Three out of six school sites had an ELAC parent representative attend and participate in all four District ELAC Meetings. Schools had alternate attend instead.	Instead, 4 of 6 schools held their own EL Parent Info Night. District ELAC: One out of six school sites had an ELAC parent representative attend and participate in all four District ELAC Meetings. Attendance varied across our sites: Sartorette had a representative at 4 0f 4 meetings, Farnham 3 of 4 meetings, Steindorf, 2 of 4 meetings. Price, Bagby and Fammatre had attendees at 0 of the 4 meetings.	District ELAC: Six out of six school sites had an ELAC parent representative attend and participate in all four District ELAC Meetings.	schools held their own EL Parent Information night. Number of EL Parent attended were not documented. Two fewer school sites had an ELAC parent representative attend and participate in all four District ELAC Meetings
4.5	Number of Educational Partners Participating in the Annual LCAP Input ThoughtExchange	(2023-2024) 224 Participants	2024-2025 218 Participants	2025-2026 627 parents 107 staff ---------- Total: 734 Participants	(2026-2027) 1000 Participants	+510 Participants

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	All Educational Partner Groups Represented on the District LCAP Advisory Committee: Students, Parents (including ELs & Students w/ IEPs), Classified & Certificated Staff, CDTA & CSEA. and School and District Administrators	(2023-2024) Except for the student group, all educational partner groups are represented on the district LCAP advisory committee.	2024-2025 All Educational Partner groups represented on the District LCAP Advisory Committee: 1 student from 7th grade, 6 Parent leaders from all school sites (including 1 ELs & 1 Students w/ IEPs), 6 Classified & 13 Certificated Staff (including Instructional Specialists, CDTA & CSEA reps), and all school site administrators and All Cabinet district administrators.	2025-2026 All Educational Partner groups represented on the District LCAP Advisory Committee: 1 student from 8th grade, 6 Parent leaders from all school sites, 6 Classified & 13 Certificated Staff (including Instructional Specialists, CDTA & CSEA reps), and all school site administrators and all Cabinet district administrators.	(2026-2027) All Educational Partner Groups Represented on the District LCAP Advisory Committee.	Staff attendance was consistent. Parent and student attendance varied based on participant schedules. At least 3 parent site reps attended all of the meetings.

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.

During the 2025–26 school year, all planned actions and associated expenditures under Goal 4 were fully implemented as intended. The district remained committed to enhancing parent and community education and engagement by implementing a comprehensive set of districtwide and site-based initiatives. These efforts focused on increasing opportunities for parents and educational partners to participate in decision-making processes and access resources that support student learning and well-being.

The district successfully implemented various activities, events, and committee meetings that supported this goal. Action 4.1 provided numerous opportunities for engagement at the district and school levels. Collaborations with organizations such as Project Cornerstone, Health Connected, and the San Jose City Public Library added depth to the parent education offerings.

Action 4.2, which sustained a 0.50 FTE Family Engagement and Support Specialist through grant funding from the Santa Clara County Office of Education, played a key role in supporting family engagement. This specialist provided targeted assistance to families, especially English Learners, helping them navigate the school system and access academic and social-emotional resources for their children.

The district also continued to utilize Language Line and Communicaid services under Action 4.3 to enhance communication with English Learner families. Additionally, 4 of our 6 sites held workshops, specifically designed for this group, addressed topics such as English Language Development (ELD) standards, literacy strategies, and available community resources. These efforts were instrumental in making information accessible and actionable for non-English-speaking families.

Through Action 4.4, the district successfully implemented an alternative survey approach after making the decision to stop funding ThoughtExchange for the 2025-26 school year as a result of budget reductions. Survey tools such as Google Forms and Kelvin were use as a replacement, along with leveraging AI tools such as ChatGPT to analyze and summarize the feedback, including open ended comments. The district saw increases in the number of survey participants in general, especially when using Kelvin, which provides mobile device friendly access to surveys.

Action 4.5 maintained the 0.50 FTE Marketing, Communications, and Community Engagement Coordinator, who ensured ongoing communication with families and the broader community. The district utilized various tools, including email, text messaging, newsletters, and social media platforms like Finalsite and SMORE, to maintain transparency and keep stakeholders informed and engaged.

Despite these successes, the district faced a challenge in securing higher attendance rates to some district committees and events. This highlighted an area for continued improvement in engaging families via inperson events.

Overall, the implementation of Goal 4 during the 2025-26 school year was effective and aligned with the district's strategic priorities. High participant involvement, meaningful partnerships with community organizations, and effective communication strategies reflected the district's ongoing efforts to foster inclusive and impactful engagement.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures for the actions and services implemented under Goal 4. All expenditures were aligned with the planned actions, including support for parent and community engagement activities (Action 4.1), staffing for the Family Engagement and Support Specialist (Action 4.2), interpretation and translation services and targeted workshops for English learner families (Action 4.3), implementation of the Thought Exchange engagement platform (Action 4.4), and communication efforts led by the Coordinator of Marketing and Communications (Action 4.5). Each of these services was implemented as planned, with expenditures closely matching the budgeted amounts.

There were also no significant differences between the planned percentage of improved services for unduplicated students and the estimated actual percentage. The actions under Goal 4 directly supported increased access to information, resources, and decision-making opportunities for families of English learners, foster youth, and socioeconomically disadvantaged students. The Family Engagement and Support Specialist played a key role in supporting these families, and multilingual access to communication platforms and workshops ensured inclusive engagement. Any minor adjustments to the timing or allocation of expenditures did not materially affect the scope or delivery of services. As such, the district met its commitments to both financial stewardship and service equity for its unduplicated student populations under Goal 4.

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

Implementing Goal 4 during the 2025-26 school year has greatly improved the district's commitment to strengthening parent and community engagement. Through a series of coordinated actions, including parent education events, targeted communication strategies, language support services, and inclusive advisory opportunities, the district created more opportunities for educational partners to engage meaningfully in school- and districtwide initiatives.

A key contributing action was Action 4.3 (Language Line, Translation Services, and Parent Education), which provided interpretation services for conferences, meetings, and IEPs, as well as parent workshops on topics such as ELD standards, literacy, and community resources. This action was crucial in reducing barriers for non-English-speaking families. Staff and parents reported in surveys that the support for translation services was one of the strengths of the district. The district continued to work to get better at providing well-attended parent workshops. Multiple sites held EL Parent workshops, and the district held a multi-session parenting workshop, all of which had low in-person attendance.

One of the key changes in 2025-26 was shifting from the use of the ThoughtExchange platform to a more cost-effective Google-based system and another platform, Kelvin, for stakeholder engagement. This decision, as reflected in the revised Action 4.4, results from anticipated budget reductions and the recognition that, although ThoughtExchange was well-received, overall participation declined slightly. Increased engagement on surveys coupled with strategic use of AI tools to process results has allowed us to move on from ThoughtExchange successfully.

Survey data from Spring 2025 shows improvement across several indicators. The district's favorability scores for building trust and respecting families, understanding different cultures, easy and accessible communication, and creating a welcoming environment were all above 90%. Likewise, the favorability scores for providing meaningful opportunities to participate in their child's education and the decision making process were all above the 80% mark. These outcomes suggest that the district's efforts to provide relevant workshops (Action 4.3), support through the Family Engagement and Support Specialist (Action 4.2), and expanded communication platforms (Action 4.5), including newsletters, website updates, and digital tools like Blackboard and SMORE) have contributed to more inclusive and informed participation.

The district maintained representation of all educational partner groups, including students, on the LCAP Advisory Committee for the first time, a key objective of Action 4.1 (Engage Educational Partners in Planning and Decision-Making). This action ensured that input from parents, staff, students, and community members was integrated into LCAP planning, fostering a culture of shared responsibility and transparency. Despite these successes, the district faced a challenge in securing higher attendance rates to some district committees and

events. Essentially, the district was able secure enough volunteers, however, their attendance at committees was often intermittent. This highlighted an area for continued improvement in engaging families via inperson events, by looking at timing of meetings, communication before meetings, and offering remote options to join in-person meetings.

Surveys with our community partners indicate that families value the district's attempts at communicating but want it to be more consistent, streamlined, and targeted. Families also asked for clearer teacher communication at middle school level. Families want stronger academic support such as more support in math and reading, stronger interventions, more tutoring/homework help. Likewise, our mutlilingual families are requesting more information for supporting their child at home.

Despite these challenges, the district made measurable progress in fostering authentic and equitable partnerships with families, supporting students' academic and social-emotional outcomes. The work carried out under Goal 4 reflects a solid foundation for continued growth and responsiveness in future years.

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 faced a challenge in securing higher attendance rates to some district committees and events. Essentially, the district was able secure enough volunteers, however, their attendance at committees was often intermittent. This highlighted an area for continued improvement in engaging families via inperson events, by looking at timing of meetings, communication before meetings, and offering remote options to join in-person meetings.

Metrics and data collection practices are being strengthened in response to the limited tracking of attendance at site-based events in the prior year. Although no new metrics are listed in the proposed actions document, there is a clear focus on improving documentation and monitoring to evaluate engagement outcomes moving forward more accurately.

Families are asking for more consistent, streamlined, and targeted communication that includes more support in math and reading and more tutoring/homework help. Likewise, our mutlilingual families are requesting more information for supporting their child at home. The district currently provides many resources but via mass communications. The district communication will look to provide teachers with easy access to available resources to allow them to address a need as it arises.

Finally, it is worth mentioning that the successful family engagement practices described above will need to be implemented with fidelity next year as we move from 4 elementary schools to 3 elementary schools. The district made the choice to consolidate an elementary school by the end of the 2025-26 school year. As that school's community integrates with their new home schools' communities, continuing to focus on authentic, transparent and thoughtful engagement will be critical.

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	Parent and Community Education and Engagement	The district and school sites will enhance parent and community education and engagement by coordinating and facilitating various site and district-wide committees, including the School Site Council (SSC), the English Learner Advisory Committee (ELAC), the Strategic Plan/LCAP Advisory Committee, and the District English Learner Advisory Committee (DELAC). Additionally, the district will maintain and expand partnerships with community organizations, including Project Cornerstone, Health Connected, the San Jose City Public Library, the Santa Clara County Office of Education, My City Forest, Harvest Food Bank, and other potential community partners, to provide parent education workshops. Through these coordinated efforts, continuous opportunities for parent and community education and engagement will be ensured. Families are asking for more consistent, streamlined, and targeted communication that includes more support in math and reading and more tutoring/homework help. Likewise, our mutlilingual families are requesting more information for supporting their child at home. The district currently provides many resources but via mass communications. The district communication will look to provide teachers with easy access to available resources to allow them to address a need as it arises. The District will focus on two strategies to improve parent communication to areas for improvement raised in our parent survey feedback by making it more targeted and timely: 1. Create an easy to access informational menu/catalog for staff such as teachers, office staff and principals who are first point of contact with parents who have questions/issues. This resource would be a menu-like document that has a list of parent resources for academic-, social-emotional-, mental health-, educational-, ELD-related, etc. issues/questions that a parent may bring. The district currently documents many of these resources in newsletters, websites, etc. but parents/staff are not always aware of how to access them when they need them. This will improve ease-of-access for our highest needs students including foster/homeless, english learners, students with disabilities, and socio-econonically disadvantaged families.	$29,800.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Using our Mass Communication System, the District will create communication groups for sub groups such as our English Learner Families so we can more easily target specific communication to those subgroups.		
4.2	Family Engagement & Support Specialist	The Santa Clara County Office of Education has granted the district funding to sustain a 0.50 FTE specialist role focused on family engagement. This specialist will enhance parent participation in programs to elevate their children's academic performance and social-emotional well-being. The district will offer consistent engagement opportunities for parents of English Learners, facilitating their involvement at the district level to support their children’s high academic achievements.	$58,759.00	No
4.3	Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education	The district will provide Language Line & Communicaid services to enhance communication during English learner-parent conferences, meetings, IEP/504s, and other interactions across various sites and departments. Additionally, the district will support the creation of parent heritage language focus groups and host various informational meetings and workshops for English Learner parents. This service is primarily aimed at students identified as English learners but is available to all students recognized by staff as needing extra primary language support. In addition, the district will organize a series of educational workshops specifically designed for parents of English learners. These workshops will cover topics such as understanding the English Language Development (ELD) standards, navigating the school system, supporting literacy and language development at home, and accessing community resources.	$86,000.00	Yes
4.4	Enhancing Engagement Through Thought Exchange	Due to budget reductions, this action is modified for the 2025–26 school year. The district will discontinue using Thought Exchange as an engagement tool and instead utilize the Google platform to continue fostering inclusive and dynamic engagement among educational partners, including students, parents, teachers, and community members. While Thought Exchange previously allowed for real-time, interactive participation	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and broad stakeholder voice, the shift to the Google platform reflects a cost-effective alternative that still supports meaningful input and collaboration. Although the Google platform requires more staff time to design and facilitate these engagement opportunities, the district remains committed to maintaining transparency, trust, and responsiveness to community needs. This transition ensures that diverse perspectives continue to inform district planning and decision-making processes while aligning with fiscal responsibility. Despite the change in platform, the district's focus on continuous improvement and equitable stakeholder involvement remains central to the Local Control and Accountability Plan (LCAP).		
4.5	Enhancing Parent and Community Engagement through the Coordinator of Marketing, Communications, and Community Engagement	The district will maintain a 0.50 FTE Coordinator of Marketing, Communications, and Community Engagement, leveraging various communication methods, including social media, to foster strong connections with families and the broader community. This position supports the district's efforts to enhance parent engagement and ensure timely, clear, and accessible communication across all school sites. The district and school sites will continue to use multiple communication channels, including email, text messaging, and regular newsletters, through platforms such as Blackboard and SMORE. In addition to overseeing communications and engagement strategies, the Coordinator allocates a significant portion of their time to researching and writing grants. These efforts result in securing external funding that consistently exceeds the cost of the position itself, making this role a strategic and cost-effective investment for the district. The grant funding obtained supports student programs, services, and initiatives aligned with the district's goals, ultimately contributing to improved outcomes and opportunities for all students.	$132,481.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,707,656	$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
4.782%	0.000%	$0.00	4.782%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Targeted Instruction & Intervention **Need:** The significant achievement gaps and the necessity for educational equity drive the need for supplemental targeted instruction for unduplicated students, such as English learners, low-income students, and foster	By providing additional resources, personalized tutoring, and specialized programs, the district ensures that unduplicated pupils receive the focused attention they need to succeed. Offering these services on an LEA-wide basis ensures equity, allowing all students, regardless of their school, to access high-quality support. This approach also enables the district to efficiently allocate resources, standardize intervention practices, and monitor progress uniformly,	Local Reading Assessment (Grades K-8), CAASPP ELA 3-8 ELPAC, and Student Participation

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
	youth, as well as students with/ disabilities. These students often require individualized support due to language barriers, socioeconomic challenges, and emotional needs. Tailored instruction addresses these issues, providing personalized academic support and fostering better long-term outcomes. **Scope:** LEA-wide	ensuring that all unduplicated pupils benefit from consistent and effective educational interventions.	
1.2	**Action:** Targeted Expanded Educational Resources and Digital Learning for UPP **Need:** The identified need for Targeted Expanded Educational Resources and Digital Learning for UPP stems from the disparities in educational access and quality that underserved populations face. These gaps hinder academic achievement and future opportunities. By providing tailored educational materials and leveraging digital platforms, UPP can enhance learning experiences, bridge educational divides, and empower students with the skills and knowledge necessary for success in an increasingly digital world. **Scope:** LEA-wide	The actions address the needs of unduplicated pupils by delivering customized educational resources and digital learning tools during and beyond the school. This support caters to these students' unique challenges, such as language barriers and socioeconomic disadvantages. Providing these resources, LEA-wide ensures consistent support across all schools.	The district monitors the number of UPP students participating in the blended learning Imagine Learning Language/Literacy and Imagine Math Tier I Intervention blended learning program during and beyond the school day. The district will monitor UPP ELA and math outcomes embedded in the program to assess program effectiveness. The district will also monitor the number of UPP students participating in the loan program for digital learning devices, such as iPads and Chromebooks, provided by the district for use at home.

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
1.5	**Action:** Provision of Instructional Specialists **Need:** Based on state and local assessments, our unduplicated pupils are not achieving at the same level in ELA and Math as other student groups. Additionally, the Chronic Absenteeism rates for these students are higher than those of many other student groups and “all” students, as reflected on the 2023 CA Dashboard. Unduplicated students and students with disabilities require additional tailored academic and socio-emotional support. They face language barriers, learning gaps, and limited resources and need differentiated instruction and intervention programs. This action was developed, in part, to address the district-wide and school-wide (Bagby) red indicators for chronic absenteeism for low-income students. **Scope:** LEA-wide	The district will deploy full-time instructional specialists (IS) at each site to support the needs of unduplicated pupils and students with disabilities. These specialists will primarily coordinate and facilitate targeted services, including Tier II interventions, ELD support, and extended day programs. They will also assist schools by enhancing teacher practices through professional development, co-teaching, and coaching. The specialists will use data-driven instruction to identify and address learning gaps. By providing this support across the LEA, the district aims to close the achievement gap and improve attendance rates for UPP and students with disabilities.	Academic Performance (ELA & Math); Attendance Rates
1.10	**Action:** Maintaining and Implementing Comprehensive Assessment System **Need:** Our local reading assessments show that our English Learners, Low-Income, and Foster Youth students need earlier identification for support and interventions and need to be closely monitored to ensure reading growth.	The district will maintain and implement a comprehensive assessment system for universal screening and ongoing progress monitoring to support students needing additional support within the MTSS framework. This action is crucial for unduplicated pupils, such as English learners, low-income students, Foster/Homeless Youth, and Students with Disabilities, as it ensures timely identification and tailored interventions to address their unique needs. By applying this system on an	Local ELA Assessments - FastBridge, Curriculum Embedded Assessment, Tier II Progress Monitoring. The district will monitor unduplicated students' results by identifying and providing early reading interventions, as research

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	LEA-wide basis, the district ensures that all students receive equitable access to necessary resources and support regardless of their background, thereby enhancing overall educational outcomes.	indicates these have a significant impact on achievement. Through effective progress monitoring and regular assessments, the district aims to enhance unduplicated students' performance on local reading assessments.
2.6	**Action:** Targeted Professional Development for Supporting Unduplicated Students **Need:** Unduplicated students, including English Learners, Foster Youth, and students from low-income families, face systemic barriers to achieving equitable academic outcomes. District needs assessment data and educational partners' input highlight persistent opportunity gaps in English Language Arts and Math achievement and an overrepresentation of unduplicated pupils in chronic absenteeism and behavioral referrals. Instructional staff identified a need for additional training and coaching on culturally responsive teaching, differentiated instruction, trauma-informed practices, and asset-based strategies for language development. These supports are critical to building educators' capacity to deliver Tier I instruction that reflects and responds to the diverse backgrounds of unduplicated pupils.	This action addresses the identified needs by providing targeted, job-embedded professional development on the GLAD instructional model and other evidence-based practices that have shown strong outcomes for unduplicated students. Through the support of district instructional specialists, teachers receive ongoing training, coaching, and data-informed feedback on how to implement inclusive instructional strategies and better support language acquisition and differentiated instruction. By offering this training on an LEA-wide basis, the district ensures consistency in instructional quality and equity of access to effective practices across all sites, particularly important for unduplicated pupils who may transition between schools or classrooms. Centralizing this professional development also facilitates shared learning across sites and grade levels, reinforces districtwide expectations for culturally and linguistically responsive pedagogy, and provides all educators with the tools needed to close achievement and engagement gaps.	Progress will be monitored using multiple metrics, including: -The percentage of trained teachers implementing GLAD with fidelity (as measured through classroom walkthrough tools), -Student outcome data (e.g., ELA/Math scores disaggregated by student group), -Attendance trends for ELs and low-income students, • Feedback from PD evaluations and coaching observations.

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
	Additionally, feedback from classroom walkthroughs and coaching logs indicates that while GLAD (Guided Language Acquisition Design) strategies are being introduced, their implementation is inconsistent without targeted follow-up. Teachers need sustained professional learning and feedback cycles to build efficacy in serving ELs and other high-need students. Therefore, this action focuses on equipping teachers with tools and approaches specifically designed to meet the academic and social-emotional needs of unduplicated pupils. **Scope:** LEA-wide	By targeting instruction and educator capacity building through this action, the district is taking a systemic approach to support unduplicated pupils and ensure equitable access to high-quality teaching and learning experiences across all schools.	
3.2	**Action:** Comprehensive Counseling and Mental Health Support **Need:** Unduplicated students, specifically English Learners, Foster Youth, and students from low-income families, experience higher levels of stress, emotional dysregulation, and barriers to school connectedness due to factors such as housing instability, trauma, and language access issues. Needs assessment data from climate surveys and engagement with educational partners identified a lack of consistent, accessible mental health support as a significant barrier to academic success.	This action addresses these needs by ensuring equitable access to school-based counseling and mental health services across all school sites. Services are delivered through both district-employed counselors and partnerships (e.g., Nugent Counseling Services). While available to all students, they are primarily directed toward unduplicated pupils through priority referral, culturally responsive practices, and language-accessible outreach. The districtwide approach is justified because unduplicated students are enrolled across all campuses and may require supports at any site throughout the year. Centralized access prevents inequities in service provision, ensuring that all eligible students can benefit from timely	The district will monitor unduplicated students' data through various outcomes, including academic performance (grades, test scores, attendance), behavioral indicators (disciplinary actions, classroom behavior), and mental health and emotional well-being (counseling attendance, assessments, surveys). This will ensure effective evaluation and enhancement of counseling and mental

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	interventions, regardless of their school assignment.	health services to support the educational success and resilience of unduplicated students.
3.4	**Action:** Targeted Support for Foster and Homeless Youth **Need:** Students in foster care and those experiencing homelessness face significant challenges to consistent school attendance, engagement, and academic success. Needs assessment data, including qualitative feedback from families and attendance data, highlight chronic absenteeism and a lack of access to basic needs (e.g., transportation, meals, technology) as key barriers. **Scope:** LEA-wide	This action directly addresses these needs by funding services such as transportation assistance, after-school programming, tutoring, and access to technology and meals. These services are highly individualized and responsive to student and family needs, and coordination is managed by the district's Educational and Student Services teams. Although these services target a small population, they are provided on an districtwide basis because foster and homeless students are mobile and may change schools frequently. Districtwide availability ensures continuity of support regardless of site transitions.	Attendance Rate of Foster & Homeless Youth
3.9	**Action:** Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities **Need:** Unduplicated students often benefit from structured opportunities to develop social-emotional competencies, particularly during unstructured time such as recess and lunch. Needs assessment data indicated that English Learners, Foster Youth, and Low-Income students sometimes struggle with peer	This action aimed to address those needs by providing structured SEL-aligned activities during recess and lunch, in partnership with Valley Sports, to promote positive peer interactions, emotional regulation, and school connectedness. These activities supported inclusive environments where UPP students could safely practice communication, teamwork, and resilience. However, outcome data for 2024–25 did not show a measurable differential impact for unduplicated students. As such, the district will discontinue	The school(s) will monitor data for unduplicated students by tracking their participation in structured recess and lunchtime activities, assessing improvements in inclusivity, emotional well-being, physical health, and social skills.

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
	relationships and behavioral regulation, leading to disengagement and increased office referrals. **Scope:** Schoolwide	centralized funding for this action and instead encourage sites to use discretionary resources for schoolwide implementation, if aligned to their unique site needs. The original rationale for schoolwide provision was to ensure inclusivity and equitable access at sites with diverse student populations, but future resources will be reallocated to more directly targeted supports.	
3.10	**Action:** Provision for the Coordinator of Student Support Services **Need:** Our analysis of district data shows that our Unduplicated Pupils, including students from low-income households, foster youth, homeless students, and English learners, are more likely to experience barriers to academic success and school engagement. These students will need additional support to access learning, maintain regular attendance, and develop positive connections to school. Data indicates higher rates of chronic absenteeism, discipline referrals, and social-emotional needs among these student groups compared to their peers. Additionally, schools require more consistent systems and resources to address the complex needs of these students and provide equitable access to supports across all sites. **Scope:** LEA-wide	To address these needs, the District will create a Coordinator of Student Support Services to lead and coordinate programs that directly support the academic, behavioral, and social-emotional success of Unduplicated Pupils. This position will develop a district-wide Multi-Tiered System of Support (MTSS), ensure implementation of Positive Behavioral Interventions and Supports (PBIS), support site Student Study Teams (SST), and coordinate services for foster and homeless youth. The Coordinator will provide staff training, monitor student progress, and connect students and families to resources that remove barriers to learning and promote engagement and well-being. Providing this position on a districtwide basis ensures equitable access to student support systems for all Unduplicated Pupils, regardless of the school they attend. A centralized leadership role is necessary to align practices, coordinate services, and ensure consistency in how supports are delivered across the District. This approach allows the District to efficiently allocate resources, build staff capacity, and ensure that every school has access to expertise and structures that promote success for students with the greatest needs.	The District will monitor the effectiveness of this action using multiple measures, including: • Reduction in chronic absenteeism rates for UPP • Decrease in suspension rates and office discipline referrals • Improved student engagement and school climate survey results • Increased participation of families in parent education and engagement opportunities • Consistent implementation of MTSS, PBIS, and SST processes

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
			across school sites • Monitoring of progress for students receiving targeted supports (PSPs/SST plans) Annual review of student outcome data, site implementation reports, and stakeholder feedback will be used to evaluate progress and adjust supports as needed to ensure the action is effectively meeting the needs of Unduplicated Pupils.
4.3	**Action:** Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education **Need:** EL Parents indicated through our annual survey that they need to enhance language services to understand better the programs and services being delivered and provided at their child's school. **Scope:**	The district is increasing language translation services for EL parents to enhance communication, boost parental engagement, and ensure equity and inclusion. This initiative lets parents fully understand school policies and their child's progress, fostering better relationships and trust. Additionally, it aligns with legal requirements to support non-English-speaking families, ultimately improving student outcomes by empowering parents to be more informed and involved. While this service is intended for identified EL students and their families, there may also be a need for multilingual families whose students are not identified as ELs.	Number of EL parents & staff using the services

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		

Limited Actions

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

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

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

NONE

Additional Concentration Grant Funding

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

NA

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

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 certificated staff providing direct services to students		

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	35,709,207	1,707,656	4.782%	0.000%	4.782%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,146,409.00	$2,335,610.00	$300,545.00	$190,487.00	$4,973,051.00	$2,970,276.00	$2,002,775.00

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	Supplemental Targeted Instruction & Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$616,844.00	$175,412.00	$701,236.00			$91,020.00	$792,256.00	
1	1.2	Targeted Expanded Educational Resources and Digital Learning for UPP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$128,000.00	$77,000.00	$51,000.00			$128,000.00	
1	1.3	Sustaining Core Curriculum and Supplemental Materials	All	No			All Schools	2026-27	$0.00	$253,500.00		$253,500.00			$253,500.00	
1	1.4	Integration of Expanded Learning Opportunities Program (ELO-P)	All UPP Students	No			All Schools	2026-27	$236,592.00	$1,012,000.00		$1,248,592.00			$1,248,592.00	
1	1.5	Provision of Instructional Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$423,200.00	$0.00	$423,200.00				$423,200.00	
1	1.6	Advancing Technology Priorities	All	No			All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	
1	1.7	Addition of Assistant Principal Position at Price Middle School	All	No			All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	
1	1.8	Expansion of the Visual Art Program	All	No			All Schools	2026-27	$355,668.00	$20,000.00		$355,668.00	$20,000.00		$375,668.00	
1	1.9	Enhanced Support for Elementary PE Program	All	No			Specific Schools: Bagby, Fammatre, Farnham, & Sartorett	2026-27								

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
							e									
1	1.10	Maintaining and Implementing Comprehensive Assessment System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$39,800.00	$66,000.00	$85,000.00	$20,800.00			$105,800.00	
1	1.11	Expansion of Transitional Kindergarten Program	All	No			Specific Schools: Bagby, Fammatre, Farnham, Sartorette TK	2026-27	$0.00	$20,000.00		$20,000.00			$20,000.00	
1	1.12	Addressing Disproportionality for Students with Disabilities, English Learners, and Hispanic Students	Students with Disabilities English Learners, Hispanic Students	No			All Schools	2026-27								
1	1.13	Maintain Support of Master Scheduling for Targeted Intervention at Price Middle School	All	No			Specific Schools: Price Middle School 6-8	2026-27	$163,209.00	$0.00		$163,209.00			$163,209.00	
2	2.1	Maintain Staff Training and Professional Development	All	No			All Schools	2026-27	$17,492.00	$52,225.00		$39,500.00	$5,750.00	$24,467.00	$69,717.00	
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities (PLC)	All	No			All Schools	2026-27	$84,878.00	$0.00	$84,878.00				$84,878.00	
2	2.3	New Teacher, Administrator, and Staff Support	All	No			All Schools	2026-27	$66,300.00	$0.00	$66,300.00				$66,300.00	
2	2.4	Leveraging Online and In-House Professional Development	All	No			All Schools	2026-27	$3,000.00	$13,838.00	$4,838.00			$12,000.00	$16,838.00	
2	2.5	Equitable Services Under ESSA for Private School Participation	Low Income	No			Specific Schools: St. Francis Cabrini	2026-27	$0.00	$5,000.00				$5,000.00	$5,000.00	
2	2.6	Targeted Professional Development for Supporting Unduplicated Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$10,000.00	$51,000.00	$23,000.00			$38,000.00	$61,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Maintain Program Specialist for Student Services	English Learner, SED, Foster Youth	No				2026-27	$0.00	$0.00	$0.00				$0.00	
3	3.2	Comprehensive Counseling and Mental Health Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Steindorf, Price	2026-27	$266,017.00	$0.00	$175,676.00	$90,341.00			$266,017.00	
3	3.3	Enhance SEL Support, School Climate, and Extended Day Programs at Price Middle School	All	No			All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	0
3	3.4	Targeted Support for Foster and Homeless Youth	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	$0.00	$20,000.00	$10,000.00			$10,000.00	$20,000.00	
3	3.5	Enhanced Health Services through El Camino Grant	All	No			All Schools	2026-27	$157,277.00	$0.00			$157,277.00		$157,277.00	
3	3.6	Enhancing General Education Behavior Support & Sustaining PBIS	All	No			All Schools	2026-27	$85,000.00	$5,000.00		$85,000.00		$5,000.00	$90,000.00	
3	3.7	Enhancing Student Attendance through A2A Implementation	All	No			All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	
3	3.8	Enrollment/Engagement & Support Specialist for Improving Attendance	All	No			All Schools	2026-27	$58,759.00	$0.00			$58,759.00		$58,759.00	
3	3.9	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School 6-8	2026-27	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.10	Provision for the Coordinator of Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$238,000.00	$19,000.00	$257,000.00				$257,000.00	
4	4.1	Parent and Community Education and Engagement	All Students with Disabilities Hispanic, English Learner & SED	No			All Schools	2026-27	$0.00	$29,800.00	$29,800.00				$29,800.00	
4	4.2	Family Engagement & Support Specialist	All	No			All Schools	2026-27	$58,759.00	$0.00			$58,759.00		$58,759.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-27	$0.00	$86,000.00	$81,000.00			$5,000.00	$86,000.00	
4	4.4	Enhancing Engagement Through Thought Exchange	All Students with Disabilities Hispanic, English Learner & SED	No			All Schools	2026-27	$0.00	$0.00	$0.00				$0.00	
4	4.5	Enhancing Parent and Community Engagement through the Coordinator of Marketing, Communications, and Community Engagement	All Students with Disabilities Hispanic, English Learner & SED	No			All Schools	2026-27	$89,481.00	$43,000.00	$124,481.00	$8,000.00			$132,481.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
35,709,207	1,707,656	4.782%	0.000%	4.782%	$1,836,112.00	0.000%	5.142 %	**Total:**	$1,836,112.00
								LEA-wide Total:	$1,657,436.00
								Limited Total:	$0.00
								Schoolwide Total:	$178,676.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Supplemental Targeted Instruction & Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$701,236.00	
1	**1.2**	Targeted Expanded Educational Resources and Digital Learning for UPP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,000.00	
1	**1.5**	Provision of Instructional Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$423,200.00	
1	**1.10**	Maintaining and Implementing Comprehensive Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,000.00	
2	**2.6**	Targeted Professional Development for Supporting Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,000.00	
3	**3.2**	Comprehensive Counseling and Mental Health Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Steindorf, Price	$175,676.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Targeted Support for Foster and Homeless Youth	Yes	LEA-wide	Foster Youth Low Income	All Schools	$10,000.00	
3	3.9	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Price Middle School 6-8	$3,000.00	
3	3.10	Provision for the Coordinator of Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$257,000.00	
4	4.3	Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education	Yes	LEA-wide	English Learners	All Schools	$81,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,362,970.00	$5,357,970.00

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**	Supplemental Targeted Instruction & Intervention	Yes	$670,120.00	$670,120.00
1	**1.2**	Targeted Expanded Educational Resources and Digital Learning for UPP	Yes	$140,000.00	$140,000.00
1	**1.3**	Sustaining Core Curriculum and Supplemental Materials	No	$268,560.00	$268,560.00
1	**1.4**	Integration of Expanded Learning Opportunities Program (ELO-P)	No	$933,930.00	$933,930.00
1	**1.5**	Provision of Instructional Specialists	Yes	$751,350.00	$751,350.00
1	**1.6**	Advancing Technology Priorities	No	$0.00	0
1	**1.7**	Addition of Assistant Principal Position at Price Middle School	No	$0.00	0
1	**1.8**	Expansion of the Visual Art Program	No	$365,287.00	$365,287.00
1	**1.9**	Enhanced Support for Elementary PE Program	No	$41,805.00	$41,805.00
1	**1.10**	Maintaining and Implementing Comprehensive Assessment System	Yes	$100,000.00	$100,000.00

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	1.11	Expansion of Transitional Kindergarten Program	No	$168,967.00	$168,967.00
1	1.12	Addressing Disproportionality for Students with Disabilities, English Learners, and Hispanic Students	No	$108,575.00	$108,575.00
1	1.13	Maintain Support of Master Scheduling for Targeted Intervention at Price Middle School	Yes	$120,000.00	$120,000.00
2	2.1	Maintain Staff Training and Professional Development	No	$169,093.00	$169,093.00
2	2.2	Enhancing Staff Collaboration and Professional Learning Communities	No	$30,000.00	$30,000.00
2	2.3	New Teacher, Administrator, and Staff Support	No	$30,000.00	$30,000.00
2	2.4	Leveraging Online and In-House Professional Development	No	$33,050.00	$33,050.00
2	2.5	Equitable Services Under ESSA for Private School Participation	No	$5,000.00	0
2	2.6	Targeted Professional Development for Supporting Unduplicated Students	Yes	$81,500.00	$81,500.00
3	3.1	Maintain Program Specialist for Student Services	No	$0.00	0
3	3.2	Comprehensive Counseling and Mental Health Support	Yes	$422,000.00	$422,000.00
3	3.3	Enhance SEL Support, School Climate, and Extended Day Programs at Price Middle School	No	$0.00	0
3	3.4	Targeted Support for Foster and Homeless Youth	Yes	$20,000.00	$20,000.00

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)
3	3.5	Enhanced Health Services through El Camino Grant	No	$155,059.00	$155,059.00
3	3.6	Enhancing General Education Behavior Support & Sustaining PBIS	No	$98,000.00	$98,000.00
3	3.7	Enhancing Student Attendance through A2A Implementation	No	$0.00	0
3	3.8	Enrollment/Engagement & Support Specialist for Improving Attendance	No	$59,087.00	$59,087.00
3	3.9	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	Yes	$30,000.00	$30,000.00
3	3.10	Provision for the Coordinator of Student Support Services	Yes	$240,000.00	$240,000.00
4	4.1	Parent and Community Education and Engagement	No	$28,500.00	$28,500.00
4	4.2	Family Engagement & Support Specialist	No	$59,087.00	$59,087.00
4	4.3	Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education	Yes	$110,000.00	$110,000.00
4	4.4	Enhancing Engagement Through Thought Exchange	No	$0.00	0
4	4.5	Enhancing Parent and Community Engagement through the Coordinator of Marketing, Communications, and Community Engagement	No	$124,000.00	$124,000.00

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)
$1,490,347.00	$2,028,981.00	$2,028,981.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental Targeted Instruction & Intervention	Yes	$553,481.00	$553,481.00		
1	1.2	Targeted Expanded Educational Resources and Digital Learning for UPP	Yes	$74,000.00	$74,000.00		
1	1.5	Provision of Instructional Specialists	Yes	$381,000.00	$381,000.00		
1	1.10	Maintaining and Implementing Comprehensive Assessment System	Yes	$90,000.00	$90,000.00		
1	1.13	Maintain Support of Master Scheduling for Targeted Intervention at Price Middle School	Yes	$120,000.00	$120,000.00		
2	2.6	Targeted Professional Development for Supporting Unduplicated Students	Yes	$8,500.00	$8,500.00		
3	3.2	Comprehensive Counseling and Mental Health Support	Yes	$422,000.00	$422,000.00		
3	3.4	Targeted Support for Foster and Homeless Youth	Yes	$10,000.00	$10,000.00		
3	3.9	Enhancing Social-Emotional Learning Through Structured Recess and Lunchtime Activities	Yes	$30,000.00	$30,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.10	Provision for the Coordinator of Student Support Services	Yes	$240,000.00	$240,000.00		
4	4.3	Supporting English Learners with Language Line Interpreting and Translation Services & Parent Education	Yes	$100,000.00	$100,000.00		

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)
$31,586,533.00	$1,490,347.00	0	4.718%	$2,028,981.00	0.000%	6.424%	$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 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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