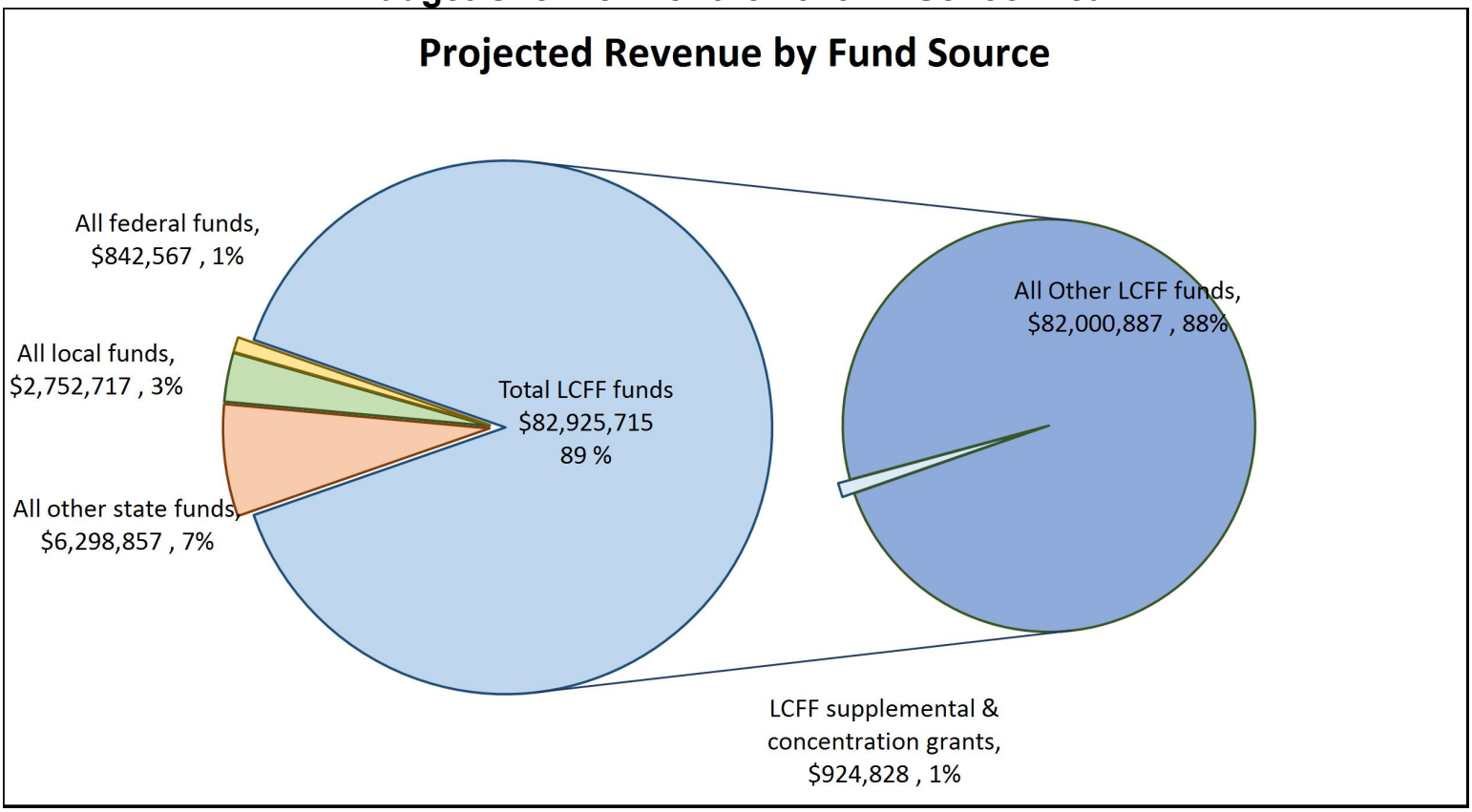
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Carmel Unified School District
CDS Code: 27 65987
School Year: 2026-27
LEA contact information:
Mary Petty, Ed.D.
Deputy Superintendent
mpetty@carmelunified.org
831-624-1546

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

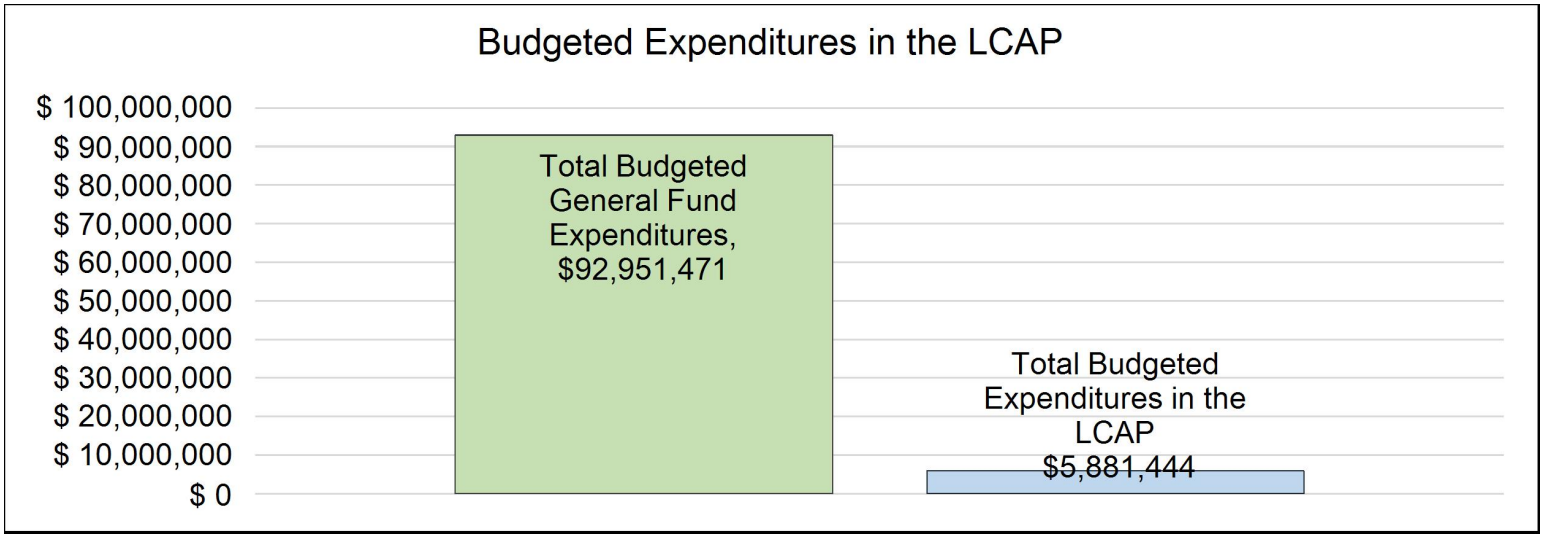


This chart shows the total general purpose revenue Carmel Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Carmel Unified School District is $92,819,856, of which $82,925,715 is Local Control Funding Formula (LCFF), $6,298,857 is other state funds, $2,752,717 is local funds, and $842,567 is federal funds. Of the $82,925,715 in LCFF Funds, $924,828 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 Carmel Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Carmel Unified School District plans to spend $92,951,471 for the 2026-27 school year. Of that amount, $5,881,444 is tied to actions/services in the LCAP and $87,070,027 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

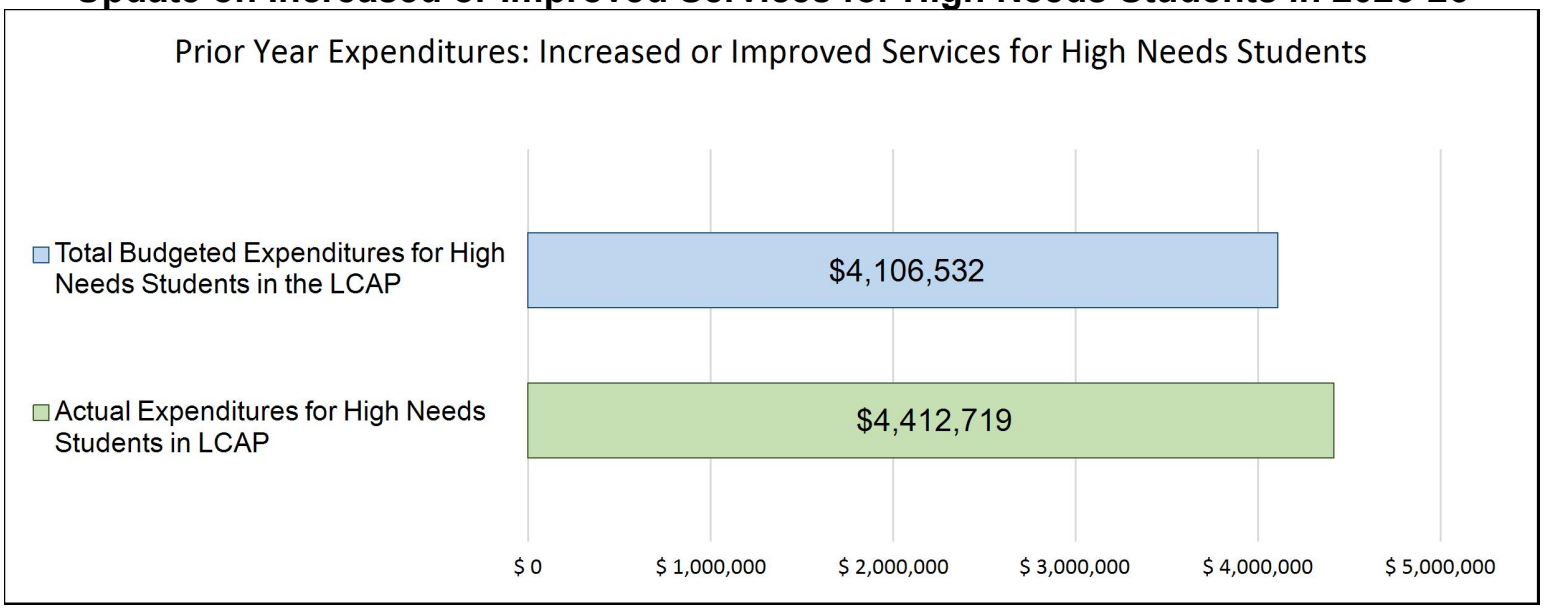
CUSD allocates the majority of its general fund budget to educational services for students. As a service-oriented organization, more than 80% of general fund expenditures are dedicated to salaries and benefits. The remaining funds support essential daily operations, including student transportation, maintenance of buildings and grounds, special education services, and business and human resources functions. The budgeted expenditures not included in the LCAP will support the district's base instructional program and general operations, including salaries and benefits, maintenance and operations, transportation, special education services, business services, human resources, insurance, utilities, and other expenditures necessary to operate the district that are not identified as specific LCAP actions or services.

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

In 2026-27, Carmel Unified School District is projecting it will receive $924,828 based on the enrollment of Foster Youth, English learner, and low-income students. Carmel Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Carmel Unified School District plans to spend $4,323,548 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 Carmel Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Carmel Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Carmel Unified School District's LCAP budgeted $4,106,532.22 for planned actions to increase or improve services for high needs students. Carmel Unified School District actually spent $4,412,719.20 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
Carmel Unified School District	Mary Petty, Ed.D. Deputy Superintendent	mpetty@carmelunified.org 831-624-1546

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.

Carmel Unified School District (CUSD) is a small school district that services a very large geographic area stretching from Big Sur to Carmel-by-the-Sea on the Pacific Coast to the outer reaches of Carmel Valley to the East. The District serves a diverse student population from across 600 square miles. CUSD has three elementary schools: Carmel River Elementary School in Carmel, Tularcitos Elementary School in Carmel Valley, and Captain Cooper Elementary School in Big Sur. The district has one middle school and one comprehensive high school, Carmel Middle School and Carmel High School respectively. Additionally, CUSD has a continuation high school, Carmel Valley High School, and the Carmelo Child Development Center which provides preschool and before/after school programs. The District serves roughly 2300 students across all of its programs.

CUSD remains dedicated to fostering the academic, behavioral, and social-emotional well-being of all students. Through a commitment to inclusive support systems and continuous improvement, we strive to ensure that every student thrives in a safe, engaging, and supportive learning environment.

California uses a Local Control Funding Formula (LCFF) to allocate money to its school districts, and the LCAP is a requirement to both gather educational partner input and articulate a district's plan to use the allotted money. Since Carmel Unified School District is a Basic Aid District, the largest portion of our revenue is generated through local property taxes. Consequently, the Minimum Proportionality Percentage, which identifies LCFF for our identified groups-English Learners, students from low-income families, and Foster Youth-is 3.40%. The percentage of the district population for these identified groups is:

- Students from low-income families: 18.5%

- Students with Disabilities: 13.1%
- English Learners: 3.0 %
- Homeless Youth: .7%
- Foster Youth: 0.1%

The Carmel Unified School District community's mission is to produce lifelong learners who are prepared for the challenges of higher education, the workplace, and their role as citizens of an ever-changing global community.

Reflections: Annual Performance

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

Carmel Unified School District is proud to maintain its history of excellence and commitment to cultivating learning such that every student positively impacts society. Students continue to be taught by highly qualified teachers, provided standards-aligned instructional materials, and facilities that are in relatively good condition despite their age. As the District continues to explore ways to address learning loss post-pandemic, staff are mindful of the potential long-term effects on students academically and social-emotional wellbeing. Careful review of local and state student data indicate areas of growth.

Overall, the CUSD California Dashboard data indicates the District continues to perform at "high" or "very high" levels in English Language Arts (ELA), Mathematics, Graduation Rate, and College/Career Readiness indicators. A deeper dive into the data comparing student outcomes from spring 2023 to spring 2024, reflected on the 2025 California Dashboard, indicates an increase in the percent of students meeting or exceeding standards, as shown below:

ELA __2023-2024 = 72.18% ELA __2024-2025 = 73.21% ELA Difference = +1.03

Math __2023-2024 = 64.80% Math __2024-2025 = 65.77% Math Difference = +0.97

The student groups identified with the greatest growth and academic need, as indicated by the growth from the orange to yellow performance level on the CA School Dashboard, are Students with Disabilities and English Learners who met or exceeded standards in ELA and Math.
--> English Learner Progress maintained a green indicator, with an increase of 1.5% in growth on the CA School Dashboard. The English Learner Progress Indicator (ELPI) shows that 60% of English Learner (EL) students advanced at least one ELPI level, maintained ELPI level 4, or sustained their proficiency at lower ELPI levels (1, 2L, 2H, 3L, or 3H). English language acquisition varies based on the services students receive and their initial proficiency levels.
-> Site based interventions vary from site to site; however, every site reported very high rates of success for the students receiving targeted supports.
--> The College/Career Indicator on the CA dashboard details the percentage of high school graduates who are placed in the "prepared" level is 79%, moving the indicator from orange to blue. This is an overall increase of 10.4% from the previous year. Specifically, the Hispanic and Students With Disabilities student groups moved from the orange to green indicator.
-->Students with Disabilities increased by 21.7 points in Math and 37.2 points in ELA at Carmel Middle School.
--> Students continue to make use of support and resources available to them through the Wellness Centers.

Chronic Absenteeism (CHRO): Accountability and Ongoing Focus

The 2025 California Dashboard shows a 1.1% decline in chronic absenteeism, with the District maintaining an overall Yellow indicator. While this reflects progress, chronic absenteeism remains a priority area. Under the state accountability system, 2023 Dashboard data serves as the baseline for a required three-year focus period include:

CHRO:
Tularcitos (All Students, Hispanic, Socioeconomically Disadvantaged, White),
Districtwide (English Learner, Socioeconomically Disadvantaged, White),
Carmel River (Socioeconomically Disadvantaged, Students with Disabilities)

MATH:
Carmel Middle (Students with Disabilities)

Despite these gains, the District will continue to prioritize chronic absenteeism through 2026 to meet state requirements and ensure sustained progress across all student groups.

Carmel Unified School District received an allocation of $43,551.00 in Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–2026 school year. These funds will be aligned to Action 3.1 to support professional learning focused on instructional strategies and student supports designed to address student learning needs and promote continued academic progress.

Reflections: Technical Assistance

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

Carmel Unified School District does not qualify for technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

There are no schools in the district 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.

There are no schools in the district identified for CSI.

Monitoring and Evaluating Effectiveness

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

There are no schools in the district identified for CSI.

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
General Public, students, teachers, staff, families, parents	Jan 28, 2026 February 5, 2026 February 11, 2026 March 5, 2026 March 12, 2026 April 1, 2026 April 29, 2026 May 13, 2026 May 14, 2026 June 3, 2026 Attendees at meetings were provided with an overview of how CUSD is funded and the annual Local Control and Accountability Plan. They were also given an opportunity to complete a paper/pen/pencil version of the online survey to capture their identified areas of importance for consideration in the LCAP, including Parent Committee, including English learner families.

Educational Partner(s)	Process for Engagement
Student Feedback Session	February 13, 2026
Classified and Certificated teachers and staff members or bargaining unit members	April 1, 2026
District and Site Administrators	December 2025 January 2026 April 2026
County Office of Education and SELPA	September 2025 October 2025 December 2025 February 2026 April 2026 May 2026 MCOE review May 2026 SELPA review
LCAP Survey-students, teachers, staff, parents	March 12, 2026-April 12, 2026

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

Carmel Unified School District engaged educational partners in the development of the LCAP. This year, LCAP engagement meetings were held in person at school sites in order to provide the best opportunity for families that the LCAP specifically targets to get to the meetings. Meetings provided attendees with an overview of how CUSD is funded, the annual Local Control and Accountability Plan process, a review the data, and, an opportunity to share their opinions and provide comments. In addition to the annual process for soliciting feedback and consultation with educational partners, the 2026 LCAP survey was shared with the community in Parent Square messages, offered in both English and Spanish.

During the educational partner engagement process, we asked for input related to evaluating the 2025-26 LCAP as well as input to help guide future planning. Feedback received was reviewed in the context of the goals and used to help determine whether they were adequately addressing the needs, should be carried over into the new plan, or removed from the plan altogether. The following is a summary of feedback gathered throughout the engagement process related to critical programs and services:

Goal 1: “All students will engage in challenging, innovative and relevant learning experiences to prepare them for college, career and global citizenship.”
Feedback reflected strong support for the district’s academically rigorous instruction and engaging, hands-on, and real-world learning experiences, along with appreciation for the part-time academic counselor supporting first-generation and AVID students at the high school. Stakeholders also identified several priorities for continued growth related to academic rigor, intervention, and enrichment opportunities. Key themes included strengthening supports for English Learners, improving intervention systems so students can receive timely academic assistance without missing core instruction or enrichment experiences, and expanding inclusive practices and services for students with special needs. Respondents additionally expressed interest in increasing accelerated and enrichment opportunities at the elementary and middle school levels, broadening access to financial literacy and other elective learning experiences, enhancing project-based learning opportunities, and expanding academic counseling supports to further strengthen college and career readiness pathways for all students.

Goal 2: “All students will achieve personal wellness through district, school and classroom environments that foster health and happiness.”
Feedback emphasized the importance of maintaining safe, supportive, and inclusive school environments that promote both student wellness and positive school culture. Respondents highlighted the value of mental health systems that include prevention, early intervention, and expanded social-emotional supports for students and staff. Additional feedback focused on maintaining accessible and confidential counseling spaces, strengthening positive student behavior supports, and continuing efforts to prevent bullying and promote respectful interactions across campuses. Stakeholders also expressed interest in sustaining strong accountability practices, fostering inclusive school cultures, and ensuring all students feel safe, connected, and supported at school.

Goal 3: “All staff will engage in professional learning to meet the district and site academic and social-emotional goals."
Input from educational partners informed the professional development priorities outlined in the LCAP and highlighted several key areas of focus. A consistent theme was the need to strengthen systems for identifying and providing tiered levels of academic and behavioral support to meet diverse student needs. Partners also emphasized the importance of ongoing training to better serve English Learners and students with disabilities. In addition, continued professional learning in core instructional areas, particularly mathematics and literacy, was identified as essential to supporting effective instruction and improving student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal reflects CUSD's commitment to providing all students with challenging, engaging, and relevant learning experiences that prepare them for college, career, and life. Educational partner feedback supported the continuation of rigorous, high-quality academic programs, along with targeted support for students who need additional help to succeed. Educational partners also highlighted the need for more real-world and innovative learning opportunities. The related actions and metrics-focused on academic instruction, assessment and progress monitoring, interventions, and expanded learning-are designed to support student growth and ensure high expectations are maintained for all learners.

Student Grouping Key:

Hispanic (HIS)
Socio-Economically Disadvantaged (SES)
English Learners (EL)
Students with Disabilities (SWD)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students with scores of “Meets” or “Exceeds” on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP). Priority 4	2022-2023 CAASPP ELA Results: CUSD Overall: 73.42% Hispanic 57.08% Socio-Economically Disadvantaged 55.62% Students with Disabilities 33.97% English Learners 4.0%	2023-24 CAASPP ELA Results: CUSD Overall: 72.18% HIS: 58.26% SED: 62.50% SWD: 32.43% EL:18.19%	2024-25 CAASPP ELA Results: CUSD Overall: 73.21% Hispanic 60.35% Socio-Economically Disadvantaged 59.05% Students with Disabilities 38.96% English Learners 20.83%	2026-2027 CAASPP ELA Results: CUSD Overall: Maintain or improve	CUSD Overall: -0.21% HIS: +3.27% SED: +3.43% SWD: +4.99% EL: +16.83%
1.2	% of students with scores of “Meets” or “Exceeds” on the Mathematics portion of the California Assessment of Student Performance and Progress (CAASPP). Priority 4	2022-23 CAASPP Mathematics Results: CUSD Overall: 62.63% SWD: 30.26% EL: 20% SocioEconomically Disadvantaged: 39.45% Hispanic: 45.07% Carmel Middle School: All: 59.8% SWD: 16.4%	2023-24 CAASPP Math Results: CUSD Overall: 64.80% HIS: 59.73% SED: 39.45% SWD: 30.20% EL: 31.82% Carmel Middle School: All: 59.4% SWD: 21.54%	2024-25 CAASPP Mathematics Results: CUSD Overall: 65.77% SWD: 29.22% EL: 34.62% SocioEconomically Disadvantaged: 49.15% Hispanic: 54.82% Carmel Middle School: All: 64.8% SWD: 43.24%	2026-2027 CAASPP Mathematics Results: CUSD Overall: Maintain or improve	CUSD Overall: +3.14% SWD: -1.04% EL: +14.62% Socio-Economically Disadvantaged: +9.70% Hispanic: +9.75% Carmel Middle School (All): +5.0% Carmel Middle School (SWD): +26.84%
1.3	% of students with scores of “Meets” or “Exceeds” on the	2022-23 CAST Results: CUSD Overall: 58.08%	2023-24 CAST Results:	2024-25 CAST Results:	2026-2027 CAST Results:	+1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Science Test (CAST). Priority 4		CUSD Overall: 30.7% (Met or exceeded)	CUSD Overall: 59.88% (Met or exceeded)	CUSD Overall: Maintain or improve	
1.4	% of current English Learner students moving one level or maintaining their current level for only a second year, based on the Summative ELPAC. Priority 4	Per the 2023 California Dashboard ELPI, the percent of English Learners who progressed in English proficiency (ELPAC) for 2022-23 is 53.1%	Per the 2024 California Dashboard ELPI, the percent of English Learners who progressed in English proficiency (ELPAC) for 2024-2025 is 58.5%	Per the 2025 California Dashboard ELPI, the percent of English Learners who progressed in English proficiency (ELPAC) for 2024-25 is 60%	2026-27 ELPI: Maintain or improve	+6.9%
1.5	% of students successfully meeting UC/CSU (a-g) requirements Priority 4	2022-23 A-G Completion Results: 66% SED: 22% SWD: 36.4%	2023-2024 A-G Completion Results: CUSD Overall: 56.4% SED: 46.8% SWD: 27.8%	2024-25 A-G Completion Results: CUSD Overall: 67.9% SED: 42.9% SWD: 27.3%	2026-2027 A-G Completion Results: 75%	CUSD Overall: +1.9% SED: +20.9% SWD: -9.1%
1.6	% of students successfully meeting UC/CSU (a-g) requirements AND completed at least one CTE Pathway. Priority 4	Of the 66% of students who successfully met UC/CSU (a-g) requirements, 31.1% completed a CTE Pathway.	Of the 56.4% of students who successfully met UC/CSU (a-g) requirements,17.1 % completed a CTE Pathway.	Of the 67.9% of students who successfully met UC/CSU (a-g) requirements,33.5 % completed a CTE Pathway.	2026-2027 Met UC/CSU (a-g) and completed at least one CTE Pathway: Maintain or improve	+2.4%
1.7	% of students completing at least one CTE pathway Priority 4	2022-23 CTE Pathway Completion: 42.6%	2023-24 CTE Pathway Completion: 29.9%	2024-25 CTE Pathway Completion: 41.9%	2026-2027 CTE Pathway Completion: Maintain or improve	-0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	% of English Learners Reclassified as English Proficient. (RFEP) Priority 4	2022-23 RFEP Results: District Overall: 55.2%	2023-24 RFEP Results: District Overall: 49.15%	2024-2025 RFEP Results: District Overall: 39.3%	2026-2027 RFEP Results: Maintain or improve	-15.9%
1.9	% of students demonstrating college preparedness (College and Career Readiness Indicator from the CA Dashboard) Priority 4	2022-23 CCI Data Results: 75.7% "Prepared" SWD: 30.3% SED: 39% No color was assigned/reported for CCI Data on the 2023 California Dashboard. 78% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program (EAP) or subsequent assessment of college preparedness, in English Language Arts. 47% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program (EAP) or subsequent assessment of college preparedness, in Mathematics.	2023-24 CCI Data Results: 65.2% "Prepared" SWD: 16.7% SED: 54.1% 74.5% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program (EAP) or subsequent assessment of college preparedness, in English Language Arts. 48.1% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program (EAP) or subsequent assessment of	2024-25 CCI Data Results: 79% "Prepared" SWD: 39.4% SED: 61.8% 74.5% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program (EAP) or subsequent assessment of college preparedness, in English Language Arts. 48.1% of CHS 11th graders demonstrated college preparedness pursuant to the Early Assessment Program (EAP) or subsequent assessment of	2026-2027 CCI Data Results: Maintain or improve	Prepared (CCI Overall): +3.3% SWD: +9.1% SED: +22.8% EAP English Language Arts: -3.5% EAP Mathematics: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			college preparedness, in Mathematics.	college preparedness, in Mathematics		
1.10	% of students passing Advanced Placement (AP) exams (3+) Priority 4	2022-23 AP Results: 75% (435 AP students taking 810 tests with 71% scoring 3+)	2023-2024 AP Results: 76% (404 AP students taking 811 tests with 76% scoring 3+)	2024-2025 AP Results: 83% (412 AP students taking 854 tests with 80% scoring 3+)	2026-27 AP Results: Maintain or improve	AP 3+ Score Rate: +12 percentage points AP Students: -5.3% AP Tests Taken: +5.4 %
1.11	Implementation of the academic content and performance standards adopted by the state board Priority 2	2024: The district fully implements all California state adopted standards: Common Core ELA and Math, English Language Development, Next Generation Science Standards, History-Social Science, as well as World Language, Visual and Performing Arts, Physical Education, Health Education, and Career Technical Education.	2025: The district fully implements all California state adopted standards: Common Core ELA and Math, English Language Development, Next Generation Science Standards, History-Social Science, as well as World Language, Visual and Performing Arts, Physical Education, Health Education, and Career Technical Education.	2026: The district fully implements all California state adopted standards: Common Core ELA and Math, English Language Development, Next Generation Science Standards, History-Social Science, as well as World Language, Visual and Performing Arts, Physical Education, Health Education, and Career Technical Education.	Maintain	Maintained
1.12	How the programs and services will enable English learners to access the CCSS and the ELD standards for	2024: The district provides both integrated and designated ELD instruction as well as additional supports as	2025: The district provides both integrated and designated ELD instruction as well	2026: The district provides both integrated and designated ELD instruction as well	Maintain	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	purposes of gaining academic content knowledge and English language proficiency Priority 2	needed to assist English Learners gain academic knowledge and English language proficiency.	as additional supports as needed to assist English Learners gain academic knowledge and English language proficiency.	as additional supports as needed to assist English Learners gain academic knowledge and English language proficiency.		
1.13	Student access and enrollment in all required areas of study Priority 7	2024: Students have access and are enrolled in all required areas of study as monitored through CALPADS & and Aeries (SIS).	2025: Students have access and are enrolled in all required areas of study as monitored through CALPADS & and Aeries (SIS).	2026: Students have access and are enrolled in all required areas of study as monitored through CALPADS & and Aeries (SIS).	Maintain	Maintained
1.14	A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable Priority 7	2024: Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CALPADS and Aeries (SIS).	2025: Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CALPADS and Aeries (SIS).	2026: Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CALPADS and Aeries (SIS).	Maintain	Maintained
1.15	Programs and services developed and provided to unduplicated pupils Priority 7	2024: The district provides open access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a	2025: The district provides open access to Advanced Placement, Dual Enrollment, and	2026: The district provides open access to Advanced Placement, Dual Enrollment, and	Maintain	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		robust set of elective offerings across the district. The district also provides English Language Development instruction and operates an inclusion model (Co-teaching) for Students with Disabilities as monitored through CALPADS and Aeries (SIS). EL, SED; Foster: 100%	CTE pathways, as well as a robust set of elective offerings across the district. The district also provides English Language Development instruction and operates an inclusion model (Co-teaching) for Students with Disabilities as monitored through CALPADS and Aeries (SIS). EL, SED; Foster: 100%	CTE pathways, as well as a robust set of elective offerings across the district. The district also provides English Language Development instruction and operates an inclusion model (Co-teaching) for Students with Disabilities as monitored through CALPADS and Aeries (SIS). EL, SED; Foster: 100%		
1.16	% Teachers are appropriately assigned and credentials in subject areas Priority 1	2021-22 Rate: 96.7% Teaching FTEs who are clear and authorized.	2023-24 Rate: 95.4% Teaching FTEs who are clear and authorized.	2024-25 Rates: 95.02% Teaching FTEs who are clear and authorized.	2026-2027 Rates: 100%	-1.68%
1.17	% Students have sufficient access to standards-aligned instructional materials Priority 1	2023-24 Rates: 100%	2024-2025 100%	2025-26 Rates: 100%	2026-2027 Rates: 100%	Maintained
1.18	School facilities are maintained in good repair Priority 1	2022-23 FIT Report Data: Met Standard	2023-24 FIT Report Data: Met standard	2024-2025 FIT Report Data: Met standard	2026-2027 FIT Report Data: Met Standard	Maintained

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 2025–2026 school year, the District successfully implemented the majority of actions under Goal 1. Actions 1.1 through 1.6 were executed as planned and demonstrated positive impact on student outcomes, particularly in advancing academic achievement, providing targeted support, and strengthening family engagement. These actions were closely aligned to District priorities and supported by timely data, appropriate staffing, and strong site-level implementation. Key successes included continued English Learner reclassification, improved communication with families through the community liaison, and the effective use of Response to Intervention (RTI) structures and summer programming to address learning gaps.

A portion of Action 1.7-the high school after-school academic support program-was not implemented as planned due to staffing challenges. While the program was offered beginning at the start of the school year, limited staff availability to support after-school sessions resulted in lower student participation than anticipated. Students who did attend benefited from the support; however, overall utilization did not meet expectations. This marks the second year of limited success with this model at the high school, providing the District with important insights to inform future planning. Moving forward, the District is exploring a shift toward dedicated staffing to provide targeted intervention during the school day, with the goal of increasing access and impact for students.

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

Action 1.4 - This action experienced a material overspending of more than 10%, primarily due to higher-than-anticipated personnel salary costs. The action was fully implemented and supported effective data use across sites. The District will adjust future budget projections to better reflect actual costs.

Action 1.5 - This action experienced a material overspending of more than 10%, driven by higher-than-anticipated personnel salary costs, including expenses associated with a staffing change. The action was fully implemented and continued to support students and families in CUSD. The District will adjust future budget projections accordingly.

Action 1.6 - This action experienced a material overspending of more than 10% due to higher-than-anticipated material costs. The action was fully implemented and contributed to improved math outcomes for Students with Disabilities performing at the Red indicator level.

Action 1.7 - This action experienced a material underspending of more than 10%. The high school after-school academic support program was not implemented as planned due to staffing challenges. Although offered at the start of the school year, limited staff availability reduced student participation. Students who did participate benefited from the support.

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

Goal 1 focuses on ensuring all students engage in challenging, innovative, and relevant learning experiences that prepare them for college, career, and global citizenship. The following summarizes the effectiveness of each action using the metrics assigned, with specific attention to unduplicated student groups:

Action 1.1 – Common Assessments, Screeners, and Benchmark Tools

Metrics: 1.1 – CAASPP ELA; 1.2 – CAASPP Math; 1.3 – CAST Science
This action was effective. The implementation of common assessments and benchmark tools allowed teachers to gather timely student performance data and identify students in need of intervention. The CAASPP results for English Learners showed significant gains (ELA: +16.83%, Math: +14.62%). Students from socioeconomically disadvantaged backgrounds also improved (ELA: +3.43%, Math: +9.70%), and Hispanic students demonstrated growth (ELA: +3.27%, Math: +9.75%). Students with disabilities showed growth in ELA (+4.99%) and a slight decline in Math (-1.04%) at the district level, while Carmel Middle School Students with Disabilities showed strong growth in Math (+26.84%). Overall CUSD performance remained relatively stable in ELA (-0.21%) and improved in Math (+3.14%). CAST scores also showed overall improvement in CUSD (+1.8%), with English Learners and Socioeconomically Disadvantaged students demonstrating moderate gains and Students with Disabilities showing improvement.

Action 1.2 – Response to Intervention (RTI) Staffing
Metrics: 1.1 – CAASPP ELA; 1.2 – CAASPP Math
This action was effective. RTI staffing enabled schools to implement tiered interventions aligned with assessment data. Student achievement showed measurable growth across key groups, including a +16.83% increase in ELA scores for English Learners and a +3.43% increase for socioeconomically disadvantaged students in ELA. Socio-economically disadvantaged students also saw a substantial increase in Math (+9.70%). Targeted supports contributed to closing learning gaps and improved overall instructional responsiveness.

Action 1.3 – Summer Program for Low-Income Students
Metrics: 1.1 – CAASPP ELA; 1.2 – CAASPP Math
This action was effective. The summer program helped mitigate learning loss and improve readiness for the next school year, with a specific focus on low-income students. CAASPP data revealed ELA gains among socioeconomically disadvantaged students (+3.43%), with Math performance showing strong improvement (+9.70%). The program directly addressed achievement disparities and provided enrichment opportunities not otherwise accessible to these students. Staff observations indicated that students were engaged in learning activities and benefited from targeted, small-group instruction and additional opportunities to practice academic skills.

Action 1.4 – English Learner Support Personnel
Metrics: 1.1 – CAASPP ELA; 1.2 – CAASPP Math; 1.4 - English Learner Progress Indicator; 1.8 – Reclassification Rate
This action was effective. Staff supported both designated and integrated ELD instruction, resulting in a +6.9% rise in ELPI and a significant increase in English learner performance on CAASPP, including +16.83% in ELA and +14.62% in Math. Reclassification rates declined -9.8%, indicating there may be some challenge in students achieving fluency; additionally, the District is reviewing reporting practices and working to

ensure accurate and stable reclassification data moving forward. The program also provided outreach to families, improving communication and engagement.

Action 1.5 – Part-Time Community Liaison
Metrics: 1.1 – CAASPP ELA; 1.2 – CAASPP Math; Community Engagement (Qualitative); Family Feedback
This action was effective. As previously mentioned, English Learners showed strong growth in English Language Arts and Mathematics. The liaison improved family-school communication, particularly for Spanish-speaking families. Feedback showed increased parent understanding of academic expectations and how to support student learning at home. Monitoring the percentage of programs and services developed and provided to English Learners and Low-Income Students will further demonstrate whether the action is effectively connecting these student groups with targeted supports and resources.

Action 1.6 – Instructional Materials for Intervention (Carmel Middle School)
Metrics: 1.2 – CAASPP Math (Middle School Focus)
This action was effective. Carmel Middle School demonstrated an overall increase of +5.0% in Math, with a significant gain of +26.84% for Students with Disabilities. These results indicate that targeted supports and instructional materials are contributing to improved outcomes for students with the greatest needs. While this action is focused on Math, additional positive trends were observed in ELA, including a +4.99% increase for Students with Disabilities, and movement of the Socioeconomically Disadvantaged student group from Yellow to Blue on the Dashboard, suggesting broader academic impact.

Action 1.7 – After-School Academic Support (High School Focus)Metrics: 1.1 – CAASPP ELA; 1.2 – CAASPP Math
This action was somewhat effective overall across school sites. At the high school level, implementation was limited due to staffing challenges, as the District struggled to secure staff willing to remain after school, resulting in reduced student access and participation. However, there were measurable increases in CAASPP performance for both Hispanic students (ELA: +3.27%, Math: +9.75%) and Socioeconomically Disadvantaged students (ELA: +3.43%, Math: +9.70%). Students who did attend benefited from individualized academic support; however, the limited scale constrained overall impact. At the elementary level, one site that implemented after-school intervention demonstrated positive gains in student assessment outcomes; however, due to the small size of the school, detailed student group data is not reported in order to maintain confidentiality.

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

Based on reflection of 2025-26 implementation, targeted adjustments have been made to Goal 1 to improve clarity, consistency, and impact. The goal and metrics remain unchanged, while specific actions and strategies have been refined using implementation data and educational partner feedback. For Action 1.3, the CUSD will expand elementary summer enrichment opportunities for low-income students at Captain Cooper and Tularcitos, based on educational partner feedback. For Action 1.6, to strengthen instructional practices, additional professional development and coaching will be integrated throughout the year, with a particular focus on differentiation to meet the needs of diverse student subgroups, ensuring full implementation of the middle school math materials. Action 1.7, will be redefined by the possibility of hiring staff to provide intervention during the school day to students who need it most. Based on feedback, after-school academic support will also

continue at the additional elementary school sites, broadening access to targeted interventions afterschool. Metrics for this action will be refined to include not only participation rates but also progress monitoring and academic outcomes for students served.

Priority 4 measures student achievement outcomes, including the percentage of English Learners reclassified as English proficient (RFEP), which reflects progress toward full language proficiency. The 2022-23 RFEP rate of 55.2% is being used as the corrected baseline, as the metric was not clearly defined when the LCAP was originally developed. The current RFEP rate is 39.3%, reflecting the District's implementation of updated training and processes to ensure reclassification practices are fully aligned with state requirements. This shift supports more accurate and consistent reporting moving forward.

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	Identify and utilize common assessments, screeners, and/or benchmark assessments for instruction and intervention	Identify and utilize common assessments, screeners and/or benchmark assessments for instruction and intervention in order to inform instruction, monitor student progress, and to identify students needing further assessment or interventions. Improved student outcomes will be measured specifically for the following student groups which are are "orange or yellow" in the 2025-2026 California Dashboard: Hispanic, socioeconomically disadvantaged, students with disabilities, and English learners. To support this long-term goal, the District will make data dashboards with local data accessible for staff to use for analysis and planning of instructional next steps.	$46,614.00	Yes
1.2	Response to Intervention Staffing	Provide all students identified for intervention with targeted strategies for support by response to intervention staffing.	$2,354,754.00	Yes
1.3	Summer Programming for Low-Income Students	Implement a summer academic and enrichment program for K-8 students focusing on the District's low-income student population.	$76,632.00	No
1.4	English Learner Supports	Provide personnel directly supporting English learner students to provide support, integrated and designated, with academic language acquisition.	$695,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Part-time Community Liaison	Continue the part time position to promote greater access, outreach, and inclusion to our Spanish Speaking families in support of student success.	$87,200.00	Yes
1.6	Instructional Materials for Intervention	Provide after-school academic support and explore alternative math intervention materials at Carmel Middle School to support all upper-grade students, with a targeted focus on Students with Disabilities.	$3,346.00	No
1.7	After School Academic Support	Provide access to academic/instructional support beyond the school day (tutoring/intervention, homework, clarification, etc.).	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will achieve personal wellness through supportive and engaging school environments that fosters health, happiness, and collaboration between our schools and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal aligns with CUSD's focus on student support, wellness, and engagement. Educational partners emphasized the importance of promoting mental health, social-emotional learning, and safe, inclusive school environments. The related actions and metrics are designed to provide meaningful support systems that foster student well-being and contribute to overall academic and personal success.

Student Grouping Key:

Hispanic (HIS)
Socio-Economically Disadvantaged (SES)
English Learners (EL)
Students with Disabilities (SWD)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CUSD Chronic Absenteeism % Priority 5	2022-23 Chronic Absenteeism Rates: Districtwide: Chronically Absent: 19.1% Hispanic 21.1% Student with disabilities 24.7%	2023-24 Chronic Absenteeism Rates: Districtwide: Chronically Absent: 12.4% Hispanic:15.5%	2024-25 Chronic Absenteeism Rates: Districtwide: Chronically Absent: 11.4% Hispanic: 11%	2026-27 Chronic Absenteeism Rates: Reduce by half of baseline. Chronically Absent - 10%	Districtwide Chronically Absent: -7.7% Hispanic: -10.1% Students with Disabilities: -5.7% English Learners: -18.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 27.1% Socioeconomically Disadvantaged 29.5 White 20.1 Carmel River Elementary: Socioeconomically Disadvantaged 33.3 Students with Disabilities 43.5 Tularcitos Elementary: All Students 23.4 Hispanic 31.2 Socioeconomically Disadvantaged 42.9 White 21.9	Student with disabilities: 16.5% English Learners: 3.8% Socioeconomically Disadvantaged: 18.6% White: 11.1% Carmel River Elementary: Socioeconomically Disadvantaged: 8.9% Students with Disabilities: 15.2% Tularcitos Elementary: All Students:23.4% Hispanic:17.7% Socioeconomically Disadvantaged: 21.2% White:14.5%	Student with disabilities: 19% English Learners: 8.3% Socioeconomically Disadvantaged: 15.4% White: 11.1% Carmel River Elementary: Socioeconomically Disadvantaged: 14.8% Students with Disabilities: 16.3% Tularcitos Elementary: All Students: 12.6% Hispanic: 11.8% Socioeconomically Disadvantaged:15.7% White: 11.9	Socio-economically Disadvantaged - 15% Hispanic - 11% Student with disabilities - 12% English Learners - 14%	Socioeconomically Disadvantaged: -14.1% White: -9.0% Carmel River Elementary Socioeconomically Disadvantaged: -18.5% Students with Disabilities: -27.2% Tularcitos Elementary All Students: -10.8% Hispanic: -19.4% Socioeconomically Disadvantaged: -27.2% White: -10.0%
2.2	% of Student reports of caring relationships and school connectedness on the California Healthy Kids Survey. Priority 6	The California Healthy Kids Survey is administered every other year. The data reflected for CUSD survey outcomes are from the 2022-23 administration of the survey. Compilation of State averages for Grade 5 are from the	The California Healthy Kids Survey is administered every other year. The data reflected for CUSD survey outcomes are from the 2024-25 administration of the survey.	The California Healthy Kids Survey is administered every other year. The data reflected for CUSD survey outcomes are from the 2024-25 administration of the survey.	CUSD students reports of caring relationships and school connectedness on the California Healthy Kids School Survey will be at or above the state average.	Caring adults in school (High/Moderate); CUSD. Gr. 5 - 0% Gr. 7 - -6% Gr. 9 - -3% Gr. 11 - -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2019-2021. State averages for Grades 7, 9, and 11 referenced below are from the 2017-19 administrations of CHKS across the state. Caring adults in school (High/Moderate); CUSD/State Avg. Gr. 5 - 77%/74% Gr. 7 - 71%/61% Gr. 9 - 73%/56% Gr. 11 - 78%/60% School connectedness (High/Moderate); CUSD/State Avg. Gr. 5 - 81%/74% Gr. 7 - 67%/62% Gr. 9 - 70%/57% Gr. 11 - 61%/53%	Compilation of State averages for Grade 5 are from the 2019-2021. State averages for Grades 7, 9, and 11 referenced below are from the 2017-19 administrations of CHKS across the state. *Updated compilation of state averages is not available at this time. Caring adults in school (High/Moderate); CUSD/State Avg. Gr. 5 - 77%/74% Gr. 7 - 65%/61% Gr. 9 - 70%/56% Gr. 11 - 76%/60% School connectedness (High/Moderate); CUSD/State Avg. Gr. 5 - 84%/74% Gr. 7 - 71%/62% Gr. 9 - 69%/57% Gr. 11 - 74%/53%	Compilation of State averages for Grade 5 are from the 2019-2021. State averages for Grades 7, 9, and 11 referenced below are from the 2017-19 administrations of CHKS across the state. Caring adults in school (High/Moderate); CUSD/State Avg. Gr. 5 - 77%/74% Gr. 7 - 65%/61% Gr. 9 - 70%/56% Gr. 11 - 76%/60% School connectedness (High/Moderate); CUSD/State Avg. Gr. 5 - 84%/74% Gr. 7 - 71%/62% Gr. 9 - 69%/57% Gr. 11 - 74%/53%		School connectedness (High/Moderate); CUSD Gr. 5 - +3% Gr. 7 - +4% Gr. 9 - -1% Gr. 11 - +13%
2.3	% of student reports of drug or alcohol abuse, feelings of sadness or	The California Healthy Kids Survey is administered every	The California Healthy Kids Survey is	The California Healthy Kids Survey is	CUSD students reports of drug or alcohol abuse,	Drug & Alcohol Usage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	hopelessness, and harassment or bullying on the California Healthy Kids Survey and local measures. Priority 6	other year. The data reflected for CUSD survey outcomes are from the 2022-23 administration of the survey. State averages referenced below are from the 2017-19 administrations of CHKS across the state. Drug and Alcohol Usage: CUSD Average/State Average - Gr. 7 - Alcohol: 0%/7%; Other Drug (Marijuana): 0%/4% - met Gr. 9 - Alcohol: 16%/15%; Other Drug (Marijuana): 12%/10% - met Gr. 11 - Alcohol: 13%/23%; Other Drug (Marijuana): 8%/16%- met Binge Drinking: CUSD Average/State Average - Gr. 11 – 0%/8% - met Chronic feelings of sadness or hopelessness, past 12 months:	administered every other year. The data reflected for CUSD survey outcomes are from the 2024-25 administration of the survey. State averages referenced below are from the 2017-19 administrations of CHKS across the state. Updated state averages are not available at this time. Drug and Alcohol Usage: CUSD Average/State Average - Gr. 7 - Alcohol: 6%/0%; Other Drug (Marijuana): 0%/4% - met Gr. 9 - Alcohol: 11%/15%; Other Drug (Marijuana): 4%/10% - met Gr. 11 - Alcohol: 25%/23%; Other Drug (Marijuana): 18%/16%- met Binge Drinking:	administered every other year. The data reflected for CUSD survey outcomes are from the 2024-25 administration of the survey. State averages referenced below are from the 2017-19 administrations of CHKS across the state. . Drug and Alcohol Usage: CUSD Average/State Average - Gr. 7 - Alcohol: 0%/7%; Other Drug (Marijuana): 0%/4% - met Gr. 9 - Alcohol: 16%/15%; Other Drug (Marijuana): 12%/10% - met Gr. 11 - Alcohol: 13%/23%; Other Drug (Marijuana): 8%/16%- met Gr. 7-Alcohol: 6%; Other Drug (Marijuana): 0%	feelings of sadness or hopelessness, and harassment or bullying on the California Healthy Kids School Survey are at, below, or above the state average.	Grade 7 Alcohol: +6% Grade 7 Marijuana: 0% Grade 9 Alcohol: -5% Grade 9 Marijuana: -8% Grade 11 Alcohol: +12% Grade 11 Marijuana: +10% Binge Drinking Grade 11: +12% Chronic Sadness or Hopelessness Grade 7: +1% Grade 9: -5% Grade 11: -6% Harassed or Bullied on School Property Grade 7: -4% Grade 9: -4% Grade 11: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CUSD Average/State Average - Gr. 7 - 21%/30% - met Gr. 9 - 34%/33% - met Gr. 11 - 38%/37% - met Harassed or bullied on school property, past 12 months: CUSD Average/State Average - Gr. 7 - 26%/37% - met Gr. 9 - 33%/30% - met Gr. 11 - 35%/27% - met	CUSD Average/State Average - Gr. 7 -1%/8% - met Gr. 9 -1% Grade 11 - 12%/8% Chronic feelings of sadness or hopelessness, past 12 months: CUSD Average/State Average - Gr. 7 - 22%/30% - met Gr. 9 - 29%/33% - met Gr. 11 - 32%/37% - met Harassed or bullied on school property, past 12 months: CUSD Average/State Average - Gr. 7 - 22%/37% - met Gr. 9 - 29%/30% - met Gr. 11 - 32%/27% - met	Gr. 9-Alcohol: 11%; Other Drug (Marijuana): 4% Gr. 11-Alcohol: 25%; Other Drug (Marijuana): 18% Binge Drinking: CUSD Average/State Average - Gr. 11 – 0%/8% - met Gr. 7: 1% Gr. 9: 1% Gr. 11:12% Chronic feelings of sadness or hopelessness, past 12 months: CUSD Average/State Average - Gr. 7 - 21%/30% - met Gr. 9 - 34%/33% - met Gr. 11 - 38%/37% - met Gr. 7: 22% Gr. 9: 29% Gr. 11:32% Harassed or bullied on school		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				property, past 12 months: CUSD Average/State Average - Gr. 7 - 26%/37% - met Gr. 9 - 33%/30% - met Gr. 11 - 35%/27% - met Gr. 7: 22% Gr. 9: 29% Gr. 11: 32%		
2.4	CUSD Secondary Dropout % Priority 5	2022-2023 Dropout Rates: Middle School: 0.23% High School: 0.18%	2023-2024 Dropout Rates: Middle School: .85% High School: 4.3%	Middle School: 0% High School: 2.3%	2026-2027 Dropout Rates: maintain or reduce	Middle School: -0.23% High School: +2.12%
2.5	CUSD Graduation % Priority 5	2022-2023 Graduation Rates: 98.3%	2023-2024 Graduation Rates: 95.3%	2024-25 Graduation Rate: 97.7%	2026-2027 Graduation Rates: maintain or improve	-0.6%
2.6	CUSD School Attendance % Priority 5	2023-2024 Attendance Rates: 94.92%	2024-25 Fall Attendance Rate: 94.99%	2025-26 Fall Attendance: 95.3%	2026-2027 Attendance Rates: Improve to minimum of 95%	+0.38%
2.7	CUSD Suspension % Priority 6	2022-23 Suspension Rates: 3.0%	2023-24 Suspension Rate: All Students: 1.9%	2024-25 Suspension Rate:1.4%	2026-2027 Suspension Rates: reduce by 1% overall	All Students: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long Term English Learners (LTELS): 12.5%			
2.8	CUSD Expulsion % Priority 6	2022-23 Expulsion Rates: 0.1%	2023-24 Expulsion Rate: 0%	2024-25 Expulsion Rate: 0.1%	2026-2027 Expulsion Rates: maintain or reduce	Maintained
2.9	How the school district will promote parental participation in programs for individuals with exceptional needs Priority 3	2023: All parents, including parents of students with exceptional needs, are annually informed of school and district practices, and are invited to participate in various Educational Partner committees including the following: School Site Councils, English Learner Advisory Committee, and Parent Teacher Associations/Organizations. The district seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.	2024: All parents, including parents of students with exceptional needs, are annually informed of school and district practices, and are invited to participate in various Educational Partner committees including the following: School Site Councils, English Learner Advisory Committee, and Parent Teacher Associations/Organizations. The district seeks communication, input, and parental participation in programs for individuals with	2025: All parents, including parents of students with exceptional needs, are annually informed of school and district practices, and are invited to participate in various Educational Partner committees including the following: School Site Councils, English Learner Advisory Committee, and Parent Teacher Associations/Organizations. The district seeks communication, input, and parental participation in programs for individuals with	maintain	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			exceptional needs through its IEP and 504 processes.	exceptional needs through its IEP and 504 processes.		
2.10	Percentage of Students Reporting High Levels of Engagement, Support, and Belonging (Challenge Success Survey) Priority 6	Baseline will be established in 2025-26 using the Challenge Success Student Survey.	N/A	The Challenge Success Survey was administered in the 25-26 school year. Engagement Outcome: 65% of students in grades 6-8 and 66% of students in grades 9-12 reported high levels of behavioral and cognitive engagement. Support Outcome: 73% of students in grades 6–8 and 82% of students in grades 9–12 reported high levels of teacher support. Belonging Outcome: 74% of students in grades 6-8 and 89% of students in grades 9-12 reported having a “go-to” adult on campus.	maintain	The 2025-26 administration of the Challenge Success Student Survey will serve as the baseline year for this metric, as no comparable prior data exists.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				In addition, 56% of students in grades 6-8 and 69% of students in grades 9-12 reported a high sense of belonging.		

Goal Analysis [2025-26]

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

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

Goal 2 was successfully implemented in the 2025–26 school year, with improvements in chronic absenteeism rates as reflected in the California Dashboard data. Actions 2.1 (Wellness and Social Emotional Programs and Supports), 2.2 (Mental Health and Wellness Staffing), 2.3 (Healthy School Attendance Culture), and 2.4 (First-Generation College Counselor) were key contributors to this success. The coordinated implementation of these actions fostered supportive and engaging school environments that promoted student wellness, health, and overall well-being.

Each action was implemented as planned, with staffing and program offerings aligned to student needs. A key outcome was the improvement in chronic absenteeism rates, indicating that the programs and supports in place were effective in increasing student engagement and addressing barriers to attendance.

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.

Action 2.4-This action experienced a material overspending of more than 10%, driven by higher-than-anticipated personnel salary costs, including expenses associated with a staffing change. The action was fully implemented and continued to support students and families in CUSD. The District will adjust future budget projections accordingly.

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

Goal 2 aims to ensure that all students achieve personal wellness through supportive and engaging school environments that foster health, happiness, and collaboration between schools and families. The actions below were implemented LEA-wide and monitored using metrics related to chronic absenteeism, school connectedness, student wellness, and dropout rates. These actions also represent increased or improved services for English learners, low-income students, foster youth, and students with disabilities.

Action 2.1 - Coordinated Counseling, Social-Emotional Learning, and Mental Health Services (and the previous Action 2.2)

Metrics: 2.1 - Chronic Absenteeism; 2.2, 2.10 - School Connectedness (CHKS, Challenge Success); 2.3. 2.10 - CHKS/Challenge Success Mental Wellbeing; 2.7 - Suspensions
This action was effective. A coordinated system of counseling and wellness staff provided tiered services supporting students' mental health, engagement, and emotional growth. Chronic absenteeism improved significantly (-7.7% districtwide), with notable reductions among socioeconomically disadvantaged students (-14.1%) and Hispanic students (-10.1%). Suspension rates also decreased (-1.6% districtwide), reflecting improved behavioral supports and school climate. School connectedness on the 2024-25 CHKS improved, with Grade 11 students reporting a +13% gain compared to baseline. The 2025-26 Challenge Success Survey further supports these trends, with 65% of students in grades 6-8 and 66% of students in grades 9-12 reporting high levels of behavioral and cognitive engagement. In addition, 73% (grades 6-8) and 82% (grades 9-12) reported high levels of teacher support, 74% (grades 6-8) and 89% (grades 9-12) reported having a trusted "go-to" adult on campus, and 56% (grades 6-8) and 69% (grades 9-12) reported a strong sense of school belonging.

Action 2.2 - Long-Term English Learner (LTEL) Supports

Metrics: 2.7 - Suspension Rate;
This action was effective in providing increased support for Long-Term English Learners (LTELs) to stay engaged in school. The overall suspension rate decreased significantly (-1.6% districtwide), indicating improved behavior supports and school climate. In the 2025 California Dashboard, the LTEL student group did not receive a performance indicator, likely due to not meeting minimum student group size or data reporting thresholds. As a result, while prior data identified LTELs as an area of need (red performance indicator in 2024), the District will continue to monitor this group using local data to ensure continued progress and sustained student support.

Action 2.3 - Healthy School Attendance Culture

Metrics: 2.1 - Chronic Absenteeism; 2.3 - CHKS Harassment/Bullying & Emotional Well-being; 2.10 - Challenge Success Survey Positive/Well-Being; 2.6 Attendance
This action was effective. School Attendance Review Teams (SART) and parent education efforts resulted in lower absenteeism at multiple sites. Districtwide chronic absenteeism dropped significantly (-7.7%, from 19.1% to 11.4%), with steep reductions among Hispanic students (-10.1%), white students (-9.0%), and socioeconomically disadvantaged students (-14.1%). At the site level, Carmel River Elementary saw a -18.5% decrease in socioeconomically disadvantaged student absenteeism, while Tularcitos demonstrated a -10.8% decrease in overall chronic absenteeism and a -27.2% decrease for socioeconomically disadvantaged students. The 2024 CHKS results showed improved student well-being, including reduced feelings of chronic sadness and hopelessness, particularly in Grade 9 (-5%) and Grade 11 (-6%). Additionally, the Challenge Success Survey showed that 74% of students in grades 6-8 and 89% of students in grades 9-12 reported having a "go-to" adult on campus. In addition, 56% of students in grades 6-8 and 69% of students in grades 9-12 reported a high sense of belonging.

Action 2.4 - First-Generation College Counselor

Metrics: 1.5 -Students Meeting A-G; 1.9 -College/Career Indicator (CCI)

This action was effective. The 2025 Dashboard data reflects improvement in college and career readiness outcomes, including a +1.9% increase in A-G completion rates and a +3.3% increase in the College/Career Indicator (CCI) "Prepared" rate. Additional gains were seen

among socioeconomically disadvantaged students (+20.9% in A–G completion; +22.8% in CCI Prepared) and students with disabilities (+9.1% increase in CCI Prepared). These gains indicate improved student access to rigorous coursework, increased postsecondary readiness, and stronger alignment of counseling supports, including AVID, application workshops, and family outreach.

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 a result of prior implementation, outcome data, and LCAP educational partner feedback, the changes made under Goal 2 have strengthened the District's overall system of supports for student wellness, engagement, and college and career readiness. The integration of wellness and mental health supports, along with refined college and career counseling services, has contributed to improved outcomes across key indicators, including reductions in chronic absenteeism and gains in A-G completion and the College/Career Indicator (CCI).

Moving forward, the District will focus on sustaining and deepening these improvements. Priority will be given to continued reduction of chronic absenteeism, particularly for English Learners and Socioeconomically Disadvantaged student groups, through strengthened attendance supports and wellness interventions. Ongoing work with support staff will continue to focus on improving student well-being, consistent with findings from Challenge Success data. In addition, the First-Generation College Counselor role will continue to be leveraged to further increase A-G completion and CCI readiness, with a targeted focus on improving outcomes for Socioeconomically Disadvantaged and Students with Disabilities through expanded access, advising, and postsecondary planning supports.

Metric 2.10-The Challenge Success Survey was added to augment the California Healthy Kids Survey to provide more current and comprehensive data on student engagement, well-being, and belonging. The 2025-26 school year marked the initial administration of the Challenge Success Student Survey, establishing a baseline for these measures. Future LCAP updates will include biennial comparisons to monitor changes and measure growth over time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coordinated Counseling, Social-Emotional Learning, and Mental Health Services	Provide comprehensive, tiered student wellness and mental health services, including counseling, behavioral support, and social-emotional learning (SEL) programs. These services will focus on developing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, and will be delivered through a coordinated team of school-based personnel.	$2,423,053.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Long Term English Learner (LTELS) Supports	Provide increased support for Long Term English Learners (LTELS) to stay engaged in school.	$5,000.00	Yes
2.3	Healthy School Attendance Culture	Develop individualized attendance improvement plans for students who are chronically absent through the implementation of School Attendance Review Teams (SART) at each school site. In addition, parent education opportunities on the importance of attendance will be offered.	$60,529.00	Yes
2.4	First Generation Counselor	First-generation students, those who are the first in their families to potentially attend college, benefit from increased, specialized support to navigate the college-going process. This includes guidance on expectations, application procedures, financial aid, and access to AVID classes that help build the skills and confidence needed for postsecondary success.	$43,602.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All staff will engage in valuable, high-quality professional learning that assists them in meeting the district's academic and social-emotional goals.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Continuous professional learning has consistently been a district priority. This goal was developed in conjunction with the academic achievement and support goals as well as the district priority. Staff need to access training and professional development in support of our efforts on the behalf of our different student groups. The actions below focus on professional learning designed to improve our academic programs for all students, with a focus on students with disabilities and English Learners. The related metrics will help us evaluate the effectiveness and implementation status of our efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of certificated and classified employees will "Agree" or "Strongly Agree" that professional learning is useful in their work as measured through the CUSD Professional Learning Feedback Survey.	2023-24 Data: 87.07% Strongly Agreed or Agreed	2024-2025 Data: 92.93% Strongly Agreed or Agreed	2025-26 Data: 89.7% Strongly Agreed or Agreed	Maintain or improve	+2.63%
3.2	% of relevant TK-5th grade staff trained on an evidence-based, multisensory, structured literacy approach and model	2023-24 Data: 76.8% TK-5th grade staff will be trained (43 out of 56) by the end of the academic year.	2024-25 Data: 76.8% TK-5th grade staff will be trained (43 out of	2025-26 Data: 82% TK-5th grade staff will be trained (46 out of 56) by	100%	+ 5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			56) by the end of the academic year.	the end of the academic year.		

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.

All three actions under Goal 3 were successfully implemented and supported both site and districtwide professional learning in instructional strategies, structured literacy, and grade-level readiness. These efforts were aligned with the District's goal of strengthening educators' capacity to meet the academic and social-emotional needs of all students. Under Action 3.3, lower-than-anticipated teacher participation in scheduled professional learning sessions resulted in underspending. Despite this, the professional learning that was delivered was positively received, and the District plans to expand participation opportunities in the coming year.

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 was a material difference (more than 10%) in Action 3.1 and 3.2, as fewer teachers participated in professional development than originally projected, resulting in lower actual expenditures.

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

Goal 3 aims to ensure all staff engage in valuable, high-quality professional learning that assists them in meeting the district's academic and social-emotional goals. The following actions support instructional strategies, structured literacy, and differentiated instruction. Metrics to monitor effectiveness include survey data and academic performance, particularly for unduplicated student groups. All three actions are implemented LEA-wide and contribute to increased or improved services.

Action 3.1 - Professional Learning: Instructional Strategies and Student Supports

Metrics: 3.1 - Professional Learning Feedback Survey; 1.2-CAASPP Math; CAASPP ELA; English Learner Progress Indicator (ELPI); Local Assessment/Progress Monitoring Data

This action was effective. Professional learning was provided across school sites with a focus on instructional strategies for English learners, students with disabilities, and socioeconomically disadvantaged students. Staff feedback indicated strong satisfaction, with 89.7% of

respondents agreeing that the professional learning was useful and supported instructional strategies for these student groups. 2025 California Dashboard data reflected improvements in student outcomes, including an overall 5.4% increase in middle school math performance and a significant gain of 21.7% for Students with Disabilities. Additional evidence of progress was reflected in English Language Arts performance, English Learner Progress Indicator (ELPI) results, and local assessment and progress-monitoring data. Together, these measures indicate positive progress across multiple academic and student-support indicators and suggest that sustained, targeted professional learning is contributing to improved instructional practices and student outcomes.

Action 3.2 – Multi-Sensory Structured Literacy Training

Metrics: 3.1 - Professional Learning Feedback Survey; 3.2 - Percent of relevant TK-5 staff trained
This action was effective. The district provided structured literacy training aligned to best practices in early reading instruction and intervention, targeting TK–5 staff who support English learners, students with disabilities, and struggling readers. Participation increased from 76.8% (43 of 56 staff) in the 2023–24 baseline year to 82% (46 of 56 staff) in the most recent year, reflecting steady growth in staff completion despite the five-day training model and associated time constraints. Participants reported positive outcomes in their ability to apply evidence-based early literacy strategies in the classroom. The training will continue into the 2026–27 school year to support newly hired staff and provide additional opportunities for participation, as well as refresher training for staff seeking to deepen their implementation.

Action 3.3 – Differentiated Mathematics Instruction

Metrics: 1.2 CAASPP Math; 3.1 - Professional Learning Feedback Survey
This action was effective. Professional development focused on improving math instruction to close achievement gaps in middle and high school. Teachers reported positive outcomes in strengthening instructional practices and supporting student learning. CA Dashboard data reflects significant gains across student groups. At Carmel High School, socioeconomically disadvantaged students increased by 28.7 points, and Hispanic students increased by 63 points. At Carmel Middle School, socioeconomically disadvantaged students also increased by 28.7 points, and students with disabilities gained 21.7 points. In addition, middle school math performance showed an overall 5.4% increase, further indicating improvement in instructional effectiveness. Based on these outcomes and to strengthen alignment and coherence of professional learning efforts, this action will be consolidated into Action 3.1 next year. Funding from both actions will be combined to expand and streamline implementation of professional development supporting instructional strategies in math and other priority areas.

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 implementation data and educator partner feedback, Action 3.2 will be revised for the 2026–27 school year to adjust funding in order to ensure all remaining targeted staff, including newly hired staff, have access to multi-sensory structured literacy training. In addition, as the district enters the implementation year for the new ELA curriculum, additional targeted training may be required to support effective rollout and instructional consistency.

To improve alignment and coherence of professional learning, funding for Action 3.3 will be consolidated into Action 3.1 to support a unified professional learning structure. The action description will also be updated to reflect this broader scope and to support flexible use of funds to meet district priorities, including targeted support for English learners, foster youth, Students with disabilities, and socioeconomically disadvantaged students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Learning - Instructional Strategies and Student Supports	This LREBG action will meet student needs by improving how curriculum is implemented with student supports designed to address student learning needs and promote continued academic progress. $43,551 dollars of the 2025/26 LREBG allocation will be used. Metrics 1.1 and 1.2 CAASPP ELA and Math. Provide teachers & site leaders access to professional learning focused on instructional strategies supporting all students with particular attention to English Learners, Special Education, and Socio-Economically Disadvantaged students.	$50,000.00	Yes
3.2	Multi-sensory Structured Literacy Training	The district will provide multi-sensory structured literacy training to untrained elementary and middle school staff. Staff prioritized for training will include Special Education teachers, speech therapists, instructional coaches, intervention teachers, English Learner Specialists,TK-8th grade teachers, and Special Education instructional aides.	$5,000.00	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
$924,828	$0.00

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
3.559%	0.000%	$0.00	3.559%

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:** Identify and utilize common assessments, screeners, and/or benchmark assessments for instruction and intervention **Need:** Improved student outcomes will be measured specifically for the following student groups which are are "orange or yellow" in the 2025 California Dashboard: Hispanic,	This action addresses the identified need by providing staff with user-friendly data dashboards that allow for timely analysis of student assessment results, progress monitoring, and instructional planning. Access to disaggregated data will help teachers and administrators identify learning gaps and plan targeted instructional responses for unduplicated students, including English learners, low-income students, and foster youth. This action is provided on an LEA-wide basis because all students participate in local and	California Dashboard Data (progress over time) CAASPP data for ELA, Mathematics, and Science

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
	socioeconomically disadvantaged, students with disabilities, and English learners. **Scope:** LEA-wide	state assessments, and all teachers need access to data to inform instruction and intervention. Although all students may benefit from improved data analysis and instructional planning, the action is principally directed toward improving outcomes for unduplicated students who demonstrate academic performance gaps and need more targeted support to access grade-level standards.	
1.2	**Action:** Response to Intervention Staffing **Need:** English learners, socioeconomically disadvantaged, and students with disabilities are the identified student groups performing two performance levels below "all students" on the California Dashboard as measured by CAASPP results for ELA and Mathematics on the 2025 California Dashboard. Based on data analysis of both state and district indicators, students identified as performing below grade level warrant targeted interventions and support to improve their academic achievement. **Scope:** LEA-wide	Allocating highly trained staff at school sites to support tiers of intervention is a best practice that results in overall academic achievement of students. The use of targeted instruction in identified areas of need on a student-by-student basis allows for progress monitoring and adjustments to instructional approaches that result in improved student outcomes on assessments. Implementing a Response to Intervention (RTI) strategy is designed to address identified students, but is also beneficial to all students.	California Dashboard Data (progress over time) CAASPP data for ELA and Mathematics
1.5	**Action:** Part-time Community Liaison **Need:** CAASPP ELA and Math data and community feedback show that English Learner and low-income students benefit most when their	The continued funding of a part-time Community Liaison position addresses this need by bridging the gap between school and home. The liaison facilitates effective, two-way communication, ensuring that Spanish-speaking parents understand and can access programs, services, and supports available to their children. This	CAASPP ELA and Math Percent of Programs and services developed and provided to EL and Low-Income Students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	families are informed, engaged, and supported in navigating the school system. However, language barriers and unfamiliarity with available programs and services often limit family engagement, particularly for Spanish-speaking families. These challenges can lead to missed opportunities for school programs, reduced attendance, and lower academic achievement in key areas such as math and English Language Arts (ELA). **Scope:** LEA-wide	outreach increases family engagement, builds trust, and fosters a collaborative learning environment where students feel supported both academically and emotionally. As a result, the action is expected to contribute to improved academic outcomes for English Learners and low-income students, particularly in math and ELA, and may support other students as needed.	
1.7	**Action:** After School Academic Support **Need:** Academic performance data and site-level assessments indicate that many upper-grade students-particularly English Learners and socioeconomically disadvantaged students-require additional academic support outside of regular instructional hours to succeed in core subjects. These students often face barriers to completing homework or fully understanding assignments without direct support from school staff. **Scope:** Schoolwide	During District English Learner Advisory Committee (DELAC) meetings, parents specifically expressed a need for after-school academic assistance to help their children complete homework and clarify assignments. In response, this action provides access to academic support beyond the school day, ensuring students have a structured opportunity to receive help in a timely manner. While the action is designed to prioritize English Learners and low-income students, it remains open and accessible to all students who need extra support.	CASSPP MATH and ELA
2.1	**Action:** Coordinated Counseling, Social-Emotional Learning, and Mental Health Services	Providing access to support for student wellness - mental health, social, and emotional - is essential in reducing chronic absenteeism rates. By offering	California Dashboard Chronic Absenteeism

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
	Need: Chronic absenteeism rates on the CA Dashboard data demonstrated the need for EL and SED students to be present at school. Current baseline data: Chronic Absenteeism English Learner 26.5% Chronic Absenteeism Socioeconomically Disadvantaged 29.5% 2024 data: Chronic Absenteeism English Learner 3.8% Chronic Absenteeism Socioeconomically Disadvantaged 18.6% 2025 data: Chronic Absenteeism English Learner 8.3% Chronic Absenteeism Socioeconomically Disadvantaged 15.4% **Scope:** LEA-wide	wellness resources and staff, schools can help students manage stress, anxiety, and other emotional challenges. As a result, students, especially English learner and low income students, are more likely to attend school consistently, improving their overall academic performance and well-being. All students will receive access to these services because it benefits all students and the overall culture of the school sites.	
2.3	**Action:** Healthy School Attendance Culture **Need:** Chronic absenteeism rates on the 2023 CA Dashboard data demonstrated the need for EL and SED students to be present at school.	School attendance review teams combined with parent education will contribute to improved chronic absenteeism rates because there will be individualized attention focused on supporting students and their families.	Supports Red Indicators in Chronic Absenteeism for student groups listed in Metrics 2.1

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
	2024 CA Dashboard data shows improvement in reducing the chronic absenteeism rates: 2023 Districtwide Data: All Students: 19.1% Hispanic 21.1% Student with Disabilities 24.7% English Learners 27.1% Socioeconomically Disadvantaged 29.5 White 20.1 2024 Districtwide Data: All Students: 12.4% Hispanic:15.5% Student with Disabilities: 16.5% English Learners: 3.8% Socioeconomically Disadvantaged: 18.6% White: 11.1% 2025 Districtwide Data: All Students: 11.4% Hispanic: 11% Student with disabilities: 19% English Learners: 8.3% Socioeconomically Disadvantaged: 15.4% White: 11.1% **Scope:** LEA-wide	All students will receive access to these services because it benefits all students and the overall culture of the school sites.	
2.4	**Action:** First Generation Counselor **Need:**	This action addresses the needs of unduplicated pupils-specifically low-income students and English learners-by providing targeted support for first-generation college-bound students, many of	California Dashboard College and Career Indicator and a-g Completion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Parent requests for support with the college application process, ranging from learning about how to select a college to the application process including scholarship and FAFSA application support. Students and parents requests for more access to 1:1 counseling sessions and post-secondary options with counseling staff. **Scope:** Schoolwide	whom fall within these groups. These students often lack access to college-going guidance (A-G readiness), and resources within their families, making tailored support critical for increasing college readiness and enrollment. This action is provided on a schoolwide basis because the challenges faced by first-generation students are not exclusive to unduplicated pupils. Offering services schoolwide allows for a more inclusive and supportive college-going culture, avoids stigmatization, and ensures that all first-generation students benefit, including foster youth and other at-risk students who may not be identified through traditional categories but still face similar barriers.	
3.1	**Action:** Professional Learning - Instructional Strategies and Student Supports **Need:** Feedback from English Learner families and students. Feedback from Special Education families. **Scope:** LEA-wide	California School Dashboard data show that the district has strong overall performance in English Language Arts and Mathematics, with most student groups performing in the Green or Blue levels. However, English Learners and Students with Disabilities are in the Yellow performance level, indicating they are not achieving at the same level as their peers. This demonstrates a clear achievement gap within a high-performing system and highlights the need to strengthen core instruction and targeted student supports for these student groups. These results support the need for systemwide professional learning focused on differentiation, language development, and inclusive instructional strategies to better meet the needs of unduplicated pupils. To support this identified need, Carmel Unified School District received $43,551 in Learning Recovery Emergency Block Grant (LREBG) funds,	Effectiveness of this action will be measured using two key metrics: (1) CA Dashboard indicators, including English Language Arts, Mathematics, and English Learner Progress, to monitor outcomes for unduplicated pupils; and (2) local assessment and progress monitoring data to track student growth and evaluate the impact of instructional strategies on closing achievement gaps.

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
		which are categorized as Other State Funds and are separate from Local Control Funding Formula (LCFF) funds. These funds will be aligned to Action 3.1 to support professional learning focused on instructional strategies and student supports. The use of LREBG funds will provide additional resources to build staff capacity, strengthen instructional practices, and address identified achievement gaps, particularly for English Learners, Students with Disabilities, and other students requiring additional academic support.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Learner Supports **Need:** Dashboard performance indicators are yellow in both ELA and Mathematics. This means that English Learner students are two performance levels below all students in ELA and one performance level below all students in Mathematics. **Scope:** Limited to Unduplicated Student Group(s)	State guidance requires that English Learners receive both designated and integrated English Language Development (ELD) instruction to support language acquisition and access to grade-level content. CUSD will provide support for English Learner students with academic language acquisition, comprehension of core content, and successful completion of school work. This targeted support accelerates language development, helping English learners achieve fluency more quickly and effectively.	California Dashboard Data (progress over time) CAASPP data for ELA and Mathematics ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Long Term English Learner (LTELS) Supports **Need:** Suspension rates on the 2024 CA Dashboard data demonstrate the need for Long Term English Learners to be positively engaged at school. Current baseline data: Suspension Rate Long Term English Learners 12.5% **Scope:** Limited to Unduplicated Student Group(s)	To support Long-Term English Learners and reduce suspension rates, CUSD will increase student engagement through culturally relevant instruction, expanded enrichment opportunities, and stronger adult-student connections. Staff will be trained in integrated language development, restorative practices, and strategies to build inclusive classrooms. Targeted counseling and mental health supports, Social-emotional Learning, and increased student voice will also help to create a more engaging school environment.	CA Dashboard suspension rate data

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.

Carmel USD has NO 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.

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.

N/A

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

Staff-to-student 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	N/A	N/A

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	25,984,102	924,828	3.559%	0.000%	3.559%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,288,343.00	$1,346,857.00	$0.00	$246,244.00	$5,881,444.00	$5,755,484.00	$125,960.00

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	Identify and utilize common assessments, screeners, and/or benchmark assessments for instruction and intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$46,614.00	$46,614.00				$46,614.00	
1	1.2	Response to Intervention Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,354,754.00	$0.00	$1,678,093.00	$503,251.00		$173,410.00	$2,354,754.00	
1	1.3	Summer Programming for Low-Income Students	All UPP	No			Specific Schools: Captain Cooper, Cachagua,	ongoing	$70,632.00	$6,000.00		$76,632.00			$76,632.00	
1	1.4	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$695,714.00	$0.00	$622,880.00			$72,834.00	$695,714.00	
1	1.5	Part-time Community Liaison	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$87,200.00	$0.00	$87,200.00				$87,200.00	
1	1.6	Instructional Materials for Intervention	All Students with Disabilities	No			Specific Schools: Carmel Middle School Grades 6-8	ongoing	$0.00	$3,346.00	$3,346.00				$3,346.00	
1	1.7	After School Academic Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Captain Cooper Elementary School, Tularcitos, and Carmel High	ongoing	$20,000.00	$10,000.00	$30,000.00				$30,000.00	

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
							School.									
2	2.1	Coordinated Counseling, Social-Emotional Learning, and Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,423,053.00	$0.00	$1,699,630.00	$723,423.00			$2,423,053.00	
2	2.2	Long Term English Learner (LTELS) Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	6-12	ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.3	Healthy School Attendance Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$60,529.00	$0.00	$60,529.00				$60,529.00	
2	2.4	First Generation Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Carmel High School 9-12	Ongoing	$43,602.00	$0.00	$43,602.00				$43,602.00	
3	3.1	Professional Learning - Instructional Strategies and Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$50,000.00	$6,449.00	$43,551.00			$50,000.00	
3	3.2	Multi-sensory Structured Literacy Training	All	No			All Schools Specific Schools: Elementary and Middle School staff (teachers and aides) K-8	ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

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
25,984,102	924,828	3.559%	0.000%	3.559%	$4,279,997.00	0.000%	16.472 %	**Total:**	$4,279,997.00
								LEA-wide Total:	$3,578,515.00
								Limited Total:	$627,880.00
								Schoolwide Total:	$73,602.00

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**	Identify and utilize common assessments, screeners, and/or benchmark assessments for instruction and intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,614.00	
1	**1.2**	Response to Intervention Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,678,093.00	
1	**1.4**	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$622,880.00	
1	**1.5**	Part-time Community Liaison	Yes	LEA-wide	English Learners Low Income	All Schools	$87,200.00	
1	**1.7**	After School Academic Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Captain Cooper Elementary School, Tularcitos, and Carmel High School.	$30,000.00	

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 (%)
2	2.1	Coordinated Counseling, Social-Emotional Learning, and Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,699,630.00	
2	2.2	Long Term English Learner (LTELS) Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	6-12	$5,000.00	
2	2.3	Healthy School Attendance Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,529.00	
2	2.4	First Generation Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Carmel High School 9-12	$43,602.00	
3	3.1	Professional Learning - Instructional Strategies and Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,449.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,479,648.90	$5,928,049.11

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**	Identify and utilize common assessments, screeners, and/or benchmark assessments for instruction and intervention	Yes	$45,614.00	44,871.00
1	**1.2**	Response to Intervention Staffing	Yes	$2,408,910.70	2,461,316.58
1	**1.3**	Summer Program for Low-Income Students	Yes	$50,000.00	85,607.00
1	**1.4**	English Learner Supports	Yes	$553,865.03	676,333.00
1	**1.5**	Part-time Community Liaison	Yes	$79,195.72	123,566.00
1	**1.6**	Instructional Materials for Intervention	No	$3,000.00	3,346.00
1	**1.7**	After School Academic Support	Yes	$30,000.00	14,404.45
2	**2.1**	Coordinated Counseling, Social-Emotional Learning, and Mental Health Services	Yes	$2,145,985.76	2,348,813.08
2	**2.2**	Long Term English Learner (LTELS) Supports	Yes	$5,000.00	5,000.00
2	**2.3**	Healthy School Attendance Culture	Yes	$57,479.76	59,141.00
2	**2.4**	First Generation Counselor	Yes	$39,597.93	61,784.00

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	**3.1**	Professional Learning - Instructional Strategies and Student Supports	Yes	$25,000.00	14,367.00
3	**3.2**	Multi-sensory Structured Literacy Training	No	$11,000.00	4,500.00
3	**3.3**	Differentiated Mathematics Instruction	Yes	$25,000.00	25,000.00

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)
884,722.00	$4,106,532.22	$4,412,719.21	($306,186.99)	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	Identify and utilize common assessments, screeners, and/or benchmark assessments for instruction and intervention	Yes	$45,614.00	44,871.00		
1	1.2	Response to Intervention Staffing	Yes	$1,687,856.54	1,755,876.68		
1	1.3	Summer Program for Low-Income Students	Yes	$50,000.00	0.00		
1	1.4	English Learner Supports	Yes	$483,085.14	603,451.00		
1	1.5	Part-time Community Liaison	Yes	$79,195.72	123,566.00		
1	1.7	After School Academic Support	Yes	$30,000.00	14,404.45		
2	2.1	Coordinated Counseling, Social-Emotional Learning, and Mental Health Services	Yes	$1,597,453.13	1,724,008.08		
2	2.2	Long Term English Learner (LTELS) Supports	Yes	$5,000.00	5,000.00		
2	2.3	Healthy School Attendance Culture	Yes	$57,479.76	59,141.00		
2	2.4	First Generation Counselor	Yes	$39,597.93	61,784.00		
3	3.1	Professional Learning - Instructional Strategies and Student Supports	Yes	$25,000.00	14,367.00		

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	**3.3**	Differentiated Mathematics Instruction	Yes	$6,250.00	6,250.00		

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)
$25,969,932	884,722.00	0	3.407%	$4,412,719.21	0.000%	16.992%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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