LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valle Lindo School District

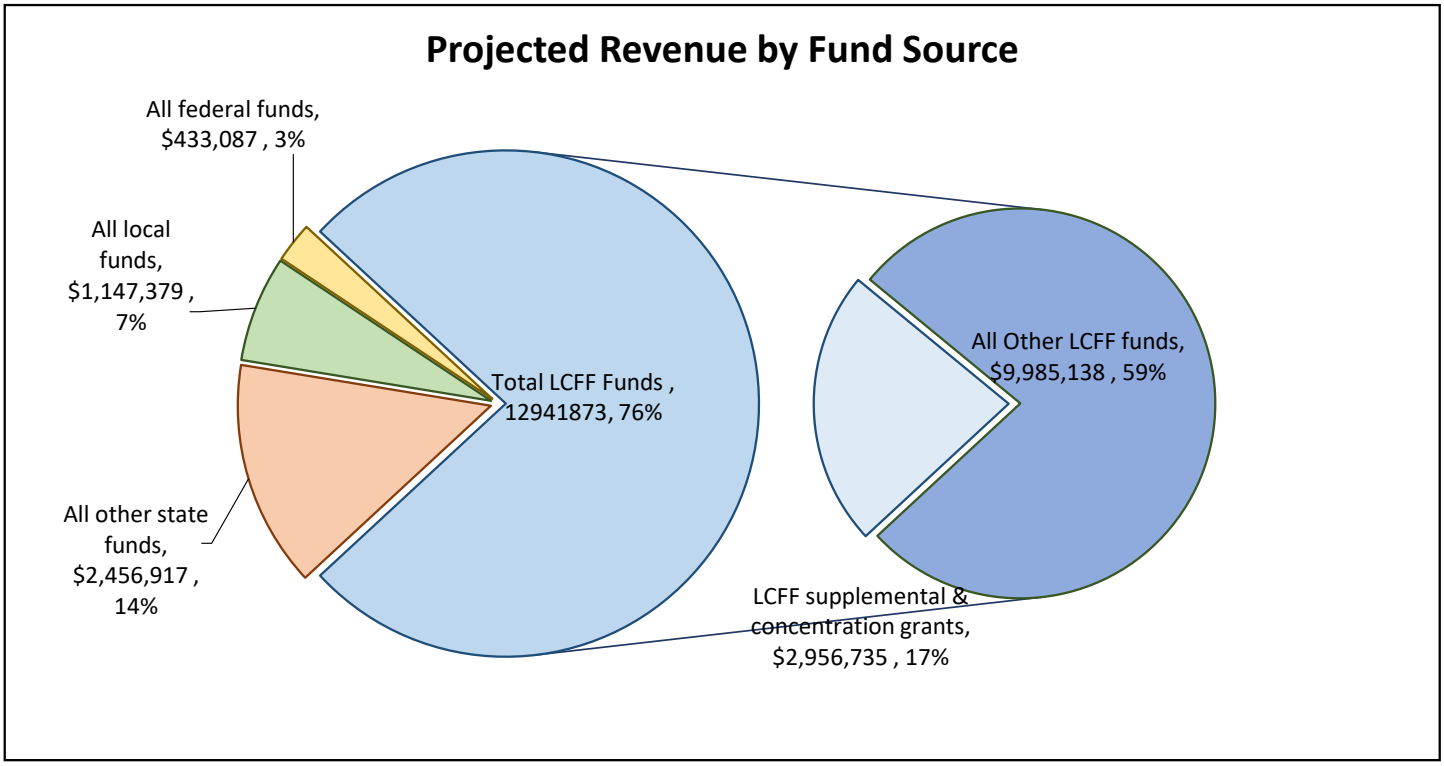
CDS Code: 19-65078

School Year: 2025-2026

LEA contact information: Dr. Elizabeth Evans, Superintendent, (626) 580-0610, ext. 101, eevans@sd.vallelindo.k12.ca.us, Su

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

Budget Overview for the 2025-2026 School Year

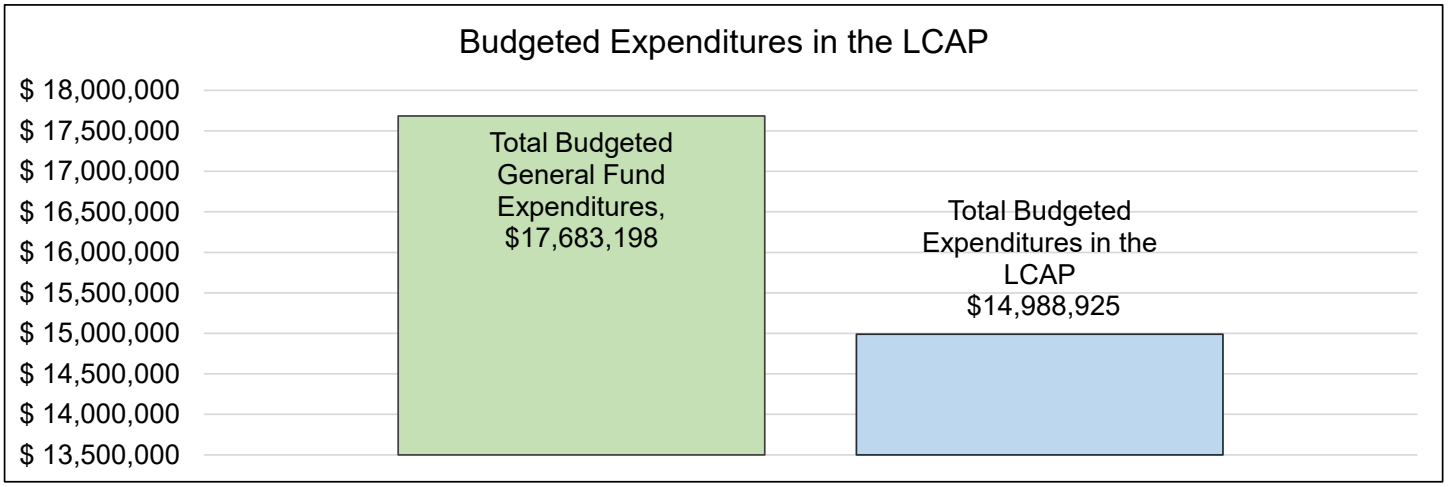


This chart shows the total general purpose revenue Valle Lindo School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valle Lindo School District is $16,979,256.00, of which $12,941,873.00 is Local Control Funding Formula (LCFF), $2,456,917.00 is other state funds, $1,147,379.00 is local funds, and $433,087.00 is federal funds. Of the $12,941,873.00 in LCFF Funds, $2,956,735.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Valle Lindo School District plans to spend for 2025-2026. 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: Valle Lindo School District plans to spend $17,683,198.00 for the 2025-2026 school year. Of that amount, $14,988,925.00 is tied to actions/services in the LCAP and $2,694,273.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

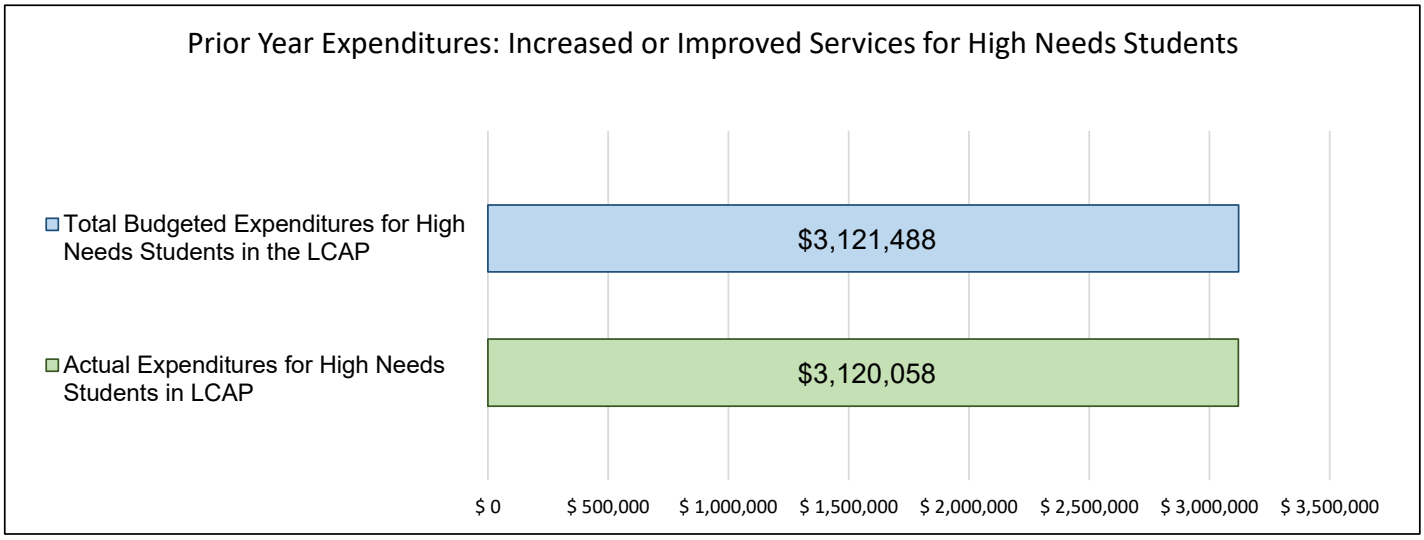
Board Compensation, Salaries for the Superintendent and Business Office, Office Supplies, Board and Superintendent's Conferences and Memberships, Office Conferences, Utilities, Communication (Phone and Postage), LACOE Technology Services, Insurances, Advertisement, Fees, Legal Services, Audit Fees, Human Resource Services (Fingerprinting, TB Tests, etc.), Indirect Services for Categorical Programs, Private School Allocations. These expenditures cover a range of administrative, operational, and support services essential for the district's functioning but are not directly tied to the goals and actions outlined in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Valle Lindo School District is projecting it will receive $2,956,735.00 based on the enrollment of foster youth, English learner, and low-income students. Valle Lindo School District must describe how it intends to increase or improve services for high needs students in the LCAP. Valle Lindo School District plans to spend $3,005,291.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



This chart compares what Valle Lindo 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 Valle Lindo School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-2025, Valle Lindo School District's LCAP budgeted $3,121,488.00 for planned actions to increase or improve services for high needs students. Valle Lindo School District actually spent $3,120,058.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of $1,430.00 had the following impact on Valle Lindo School District's ability to increase or improve services for high needs students:

In 2024–25, Valle Lindo School District budgeted $3,121,488 for actions and services to increase or improve outcomes for English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). Actual expenditures totaled $3,120,058, resulting in a minimal difference of $1,430. This negligible variance had no material impact on the implementation or delivery of services for EL, LI, and FY students. All planned actions were fully implemented as described in the LCAP. The slight underspending was primarily due to minor cost adjustments and did not affect student access to any scheduled supports or programs.

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
Valle Lindo Elementary	Elizabeth Evans Superintendent	eevans@sd.vallelindo.k12.ca.us 626-580-0610 Ext 101

Plan Summary 2025-2026

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.

Valle Lindo School District, located in Los Angeles County, proudly serves a diverse population of approximately 890 students in transitional kindergarten through eighth grade. Established in 1863, the district carries a long-standing legacy of educational excellence, blending traditional values with innovative practices to prepare students for success in an ever-evolving world.

The district consists of two schools: New Temple Elementary School and Dean L. Shively Middle School. At New Temple Elementary, the student population is 90 percent Hispanic and 1 percent African American, with 75 percent of students eligible for free or reduced-price lunch. Additionally, 21 percent of students are English learners, 12 percent have Individualized Education Programs (IEPs), and 2 percent are foster youth. Dean L. Shively Middle School reflects similar demographics, with 92 percent Hispanic, 1 percent African American, 78 percent eligible for free or reduced-price lunch, 14 percent English learners, 11 percent students with IEPs, and 1 percent foster youth.

Valle Lindo School District is committed to academic excellence through rigorous instruction, small class sizes, and well-maintained classrooms that create a safe and supportive learning environment. These conditions allow for personalized instruction and strong partnerships with families. Both schools have received multiple accolades, including Title I Academic Achievement Awards, California Distinguished School recognition, California Gold Ribbon School honors, and six Golden Bell Awards for innovative and effective practices.

The district's instructional model emphasizes student-centered learning across all core subjects while also offering enriching programs that promote creativity, critical thinking, and a lifelong love of learning. Students benefit from vibrant music programs, comprehensive technology integration, and instructional practices designed to meet the needs of 21st-century learners.

Diversity, equity, and inclusion are central to Valle Lindo's mission. The district prioritizes a sense of belonging for all students through inclusive practices, targeted academic and social-emotional supports, and a culture that celebrates student potential. This commitment ensures that every child receives the necessary tools to succeed both academically and personally.

Valle Lindo School District also extends learning opportunities through strong partnerships with South El Monte High School and Rio Hondo College, providing pathways for advanced coursework and postsecondary preparation. Additionally, the district offers dual language immersion programs in Mandarin and Spanish at the elementary level, equipping students with valuable linguistic and cultural skills for global readiness.

As a close-knit educational community, Valle Lindo School District continues to honor its rich history while embracing innovation. With a focus on rigorous academics, meaningful enrichment, and support for every learner, the district ensures all students are prepared to thrive in school and beyond.

Reflections: Annual Performance

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

In the 2024 California School Dashboard, Valle Lindo Elementary School District received red (Level 1) performance ratings across several key indicators. Chronic Absenteeism and Suspension Rates for Foster Youth were both rated red. Long-Term English Learners (LTELs) were identified with red performance in English Language Arts (ELA), Suspension Rate, and the English Learner Progress Indicator (ELPI), while Math performance for LTELs received an orange (Level 2) rating. These results highlight ongoing challenges in engagement, academic achievement, and language development for high-need student groups.
In 2023, the district also received red ratings for Students with Disabilities (SWD) in ELA, Math, and Chronic Absenteeism. At the school level, Dean L. Shively Middle School showed red performance for English Learners in both ELA and Math, as well as for Students with Disabilities in ELA, Math, and Chronic Absenteeism. New Temple Elementary similarly received a red rating for Chronic Absenteeism among Students with Disabilities. This consistent pattern of low performance across both years and multiple student groups signals a critical need for focused, sustained intervention and increased support to improve outcomes for students most in need. We are addressing these needs through Goal 2, Action 2 and 3 and Goal 3 actions 2, 3 and 5.

(2025 Update based on Dashboard 2024 Data) Chronic absenteeism remains an ongoing challenge for the district, with a current rate of 20.6% in 2025. However, this reflects a clear improvement from the previous year, with a 13% overall decline. The California School Dashboard indicator for chronic absenteeism improved from orange to yellow districtwide, indicating positive progress. At the school level, New Temple Elementary reported a chronic absenteeism rate of 20%, representing a 14.7% decrease from the prior year. Dean L. Shively Middle School reported a rate of 21.6%, marking a 9.9% reduction. Both schools demonstrated consistent improvement in student attendance.

New Temple Elementary School:
Chronic Absenteeism: Yellow (20%), declined by 14.7%
Suspension Rate: Orange (1.1%), increased by .8%
English Learner Progress: Green (56.1% making progress), Increased 6.9%
English Language Arts: Yellow (4.8 points above standard), Declined by 3.5 points
Mathematics: Yellow (22.6 points below standard), Maintained/Declined -1.1 Points

New Temple Elementary has shown progress in improving student attendance through reducing chronic absenteeism. However, challenges include an increase in suspension rate and a decrease in color performance. Mathematics performance was maintained, but a slight decline was experienced in English Language Arts, indicating targeted interventions are necessary to support student academic achievement and behavioral supports.

Dean L. Shively Middle School:
Chronic Absenteeism: Yellow (21.6% chronically absent), Declined 9.9%
Suspension Rate: Green (1.9% suspended at least one day), Declined 1.3%
English Learner Progress: Red (34.3% making progress), Declined 4.2%
English Language Arts: Orange (22 points below standard), Declined 10.7 Points
Mathematics: Orange (44.2 points below standard), Maintained 1.9 Points

Dean L. Shively Middle School has shown improvement in suspension rates but a decline in English Learner progress. Despite maintaining mathematics performance, the declines in English Language Arts and English Learner progress highlight areas requiring focused support and resources.

Identified Needs and Actions:

Suspension Rates: New Temple's suspension rate has increased, necessitating a review of current implementation practices and a need to provide additional training on restorative practices and social-emotional learning programs to reduce suspensions and improve student behavior.

English Learner Progress: Dean L. Shively Middle School has experienced a continued decline in English Learner progress, highlighting the need for a comprehensive review of current instructional practices. This includes strengthening professional development for teachers, increasing support for English learners, and providing clearer guidance on effective ELPAC preparation. Additionally, there is a need to expand parent partnership workshops and deepen teacher understanding of English language development standards and assessments to better support student language acquisition and academic growth.

The following Student Groups are scoring at the Lowest Performance Level (Red)
Dean L. Shively Middle School:
English Learners (Red) for English Language Arts
Students with Disabilities (Red) for English Language Arts

Academic Performance: Both sites experienced a decline in English Language Arts performance, indicating an urgency in addressing persistent gaps in student achievement. In response, the district is intensifying its efforts by expanding professional development focused on evidence-based literacy instruction, equipping teachers with the tools to identify and close learning gaps. Educators are engaging in deeper data analysis to inform instruction and are implementing targeted interventions with increased precision to accelerate student growth and improve outcomes.

The district will not have unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-26 year.

Reflections: Technical Assistance

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

The LEA is eligible for Differentiated Assistance due to:
2023 DA Eligibility Students with Disabilities red performance ratings in chronic absenteeism and CAASPP ELA & Math scores .
2024 DA Eligibility Long-term English Language Learners red performance ratings in CAASPP ELA & Math, English Learner Progress Indicator and Suspension Rate.
2024 DA Eligibility was also due to Foster Youth red performance rating in chronic absenteeism and suspension rate.

The Valle Lindo School District's implementation of work related to Differentiated Assistance is directly reflected in several targeted actions across its LCAP. Under Goal 2, the district prioritized inclusive instructional practices and staff development. Specifically, Action 2: Teacher and Staff Collaboration provided weekly early release time for staff to engage in collaborative planning focused on the needs of English Learners (EL), Low-Income (LI) students, and Foster Youth (FY), while Action 3: Professional Development delivered training in Universal Design for Learning (UDL), integrated and designated ELD, trauma-informed practices, and behavior intervention strategies—all aligned to the needs of Students with Disabilities (SWD), ELs, and LTELs. Under Goal 3, Action 2: Extended Learning and Enrichment expanded after-school and summer programs that offered academic support and enrichment for ELs, FY, and LI students. Action 3: Student Services ensured continued access to critical services such as speech and language therapy, audiology, and health care for SWD, supporting IEP implementation and access to the least restrictive environment. Additionally, Action 5: Enhance Core and Designated ELD Programs was partially implemented to strengthen ELD instruction for ELs and Long-Term English Learners (LTELs) through updated standards alignment and instructional tools. Together, these actions reflect the district's integrated response to the academic, behavioral, and engagement-related challenges identified through the Differentiated Assistance process.

Valle Lindo School District continues its partnership with the SELPA and LACOE to advance the support and outcomes for Students with Disabilities (SWD). In this second year of targeted work, the district has sustained and expanded ongoing professional development for teachers, focusing on effective instructional strategies tailored to the needs of SWD. Training efforts remain centered on differentiation, inclusive teaching practices, and data-informed instruction to ensure access to rigorous academic content.

In collaboration with LACOE and surrounding districts through the School Attendance Review Board (SARB), Valle Lindo continues to refine and implement strategies aimed at reducing chronic absenteeism among SWD. These efforts include strengthened family outreach, the continuation of attendance incentive programs, and expanded support services that address underlying barriers to consistent attendance.

The district remains committed to continuous progress monitoring through data analysis, site-based collaboration, and regular assessments of student growth. This multi-

faceted approach reflects Valle Lindo’s ongoing dedication to improving both the academic performance and daily engagement of SWD, ensuring they are supported in reaching their full potential.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Principals/School District Administrators	Meeting Dates: October 23, 2024; December 4, 2024; December 10, 2024; January 29, 2025; February 26, 2025; March 25, 2025; April 29, 2025. Input Provided: For the 2024–2025 school year, principals and administrators emphasized the importance of accelerating academic achievement and progress for English learners. There is a continued need for expanded professional development for teachers, paraprofessionals, and families to strengthen implementation of the co-teaching model and support the integration of students with disabilities into general education settings. Leaders also identified the need to expand specialized program options for students with exceptional needs and to address students' social-emotional development. Maintaining the district social worker position and increasing the number of social work interns were recommended to meet rising student mental health needs. Additionally, increased prevention and intervention efforts were noted as necessary to address substance use concerns, including vaping.
Local Bargaining Units/Classified Staff (Other School Personnel)	Meeting Dates: September 24, 2024, October 29, 2024, November 5, 2024, January 21, 2025, February 25, 2025, March 25, 2025, April 29, 2025 Support staff emphasized the need for increased training and resources to more effectively support the growing number of students with Individualized Education Programs (IEPs). They expressed a strong interest in professional development focused on inclusive practices, behavior support strategies, and tools to help ensure all students are successful in general education settings. In addition to training, support staff advocated for increased compensation to reflect their expanding responsibilities and the critical role they play in supporting students. Concerns about student attendance were also shared, along with support for incentive-based strategies to improve daily participation. Staff further emphasized the need for a safe and respectful campus environment, requesting greater consistency in behavioral expectations and interventions.
Parents/Guardians	Meeting Dates: September 24, 2024, October 29, 2024, November 5, 2024, January 21, 2025, February 25, 2025, March 25, 2025, April 29, 2025 Parents expressed strong support for the continued expansion of after-school enrichment programs, particularly in dance and music, recognizing their value in promoting student engagement and development. They also emphasized the need for more parent workshops and involvement opportunities as well as educational events to help families support their children's academic growth and foster school community . In addition, families expressed dissatisfaction with the current third-party after-school provider, citing concerns about program quality and a desire for greater alignment with the district's instructional and enrichment goals. In response, parents met with both site principals and the superintendent to collaborate on identifying improvements and ensuring student needs are better met moving forward. Families also advocated for increased language support for non-English-speaking households and improved communication between school administration and families. Concerns around student safety were raised, including requests for enhanced hallway and restroom supervision, along with greater focus on drug prevention education and bullying intervention efforts.
Students	February 20, 2025; March 19, 2025 Students shared their experiences and perspectives, highlighting continuing concerns such as cyberbullying especially with AI, bathroom cleanliness, and the challenges new students face when trying to feel connected to the school community. They expressed appreciation for the support they receive from their teachers and voiced a strong interest in expanded after-school sports opportunities. Students also shared their pride in being able to take college courses on Wednesdays at the middle school and celebrated their accomplishments in music and dance.
Teachers	Meeting Dates: September 24, 2024, October 29, 2024, November 5, 2024, January 21, 2025, February 25, 2025, March 25, 2025, April 29, 2025 Teachers emphasized the growing need for support in serving the increasing number of students with Individualized Education Programs

	(IEPs). They advocated for ongoing professional development, more dedicated planning time, and an increase in compensation. Teachers also expressed interest in training focused on improving academic language development for English learners. Concerns were raised about chronic absenteeism, with support for expanding positive incentives to encourage regular attendance. Additionally, teachers shared concerns over increasingly challenging student behavior and a need for strict accountability measures.

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

Principals and Administrators
Feedback from principals and administrators played a pivotal role in shaping the structure and priorities of the LCAP, particularly in Goals 2 and 4. Their recommendations led to the expansion of the co-teaching model, increased support for English learners, and targeted professional development in inclusive instructional strategies. They also emphasized the importance of maintaining and expanding mental health supports, which influenced the continued investment in a district social worker and additional social work interns. Their focus on student attendance and parent engagement helped refine outreach strategies to better support families and improve student participation.

Teachers
Teachers' input significantly influenced Goal 2 by highlighting the need for professional development that is directly responsive to classroom realities, especially related to serving students with IEPs and English learners. Their calls for increased planning time, compensation, and balanced behavior interventions resulted in actions that address educator workload and student discipline practices. Teachers also supported expanding attendance incentives and voiced support for ongoing collaboration to ensure inclusive practices are embedded across the curriculum.

Local Bargaining Units/Classified Staff (Other School Personnel)
Classified support staff emphasized the need for more training to support the diverse needs of students with disabilities, which directly informed additional professional development included in Goal 2. Their advocacy for increased compensation to reflect expanding responsibilities contributed to LCAP actions focused on staff retention and recognition. They also raised important considerations about student behavior, supervision, and attendance, leading to increased attention on campus climate and consistent behavioral expectations.

Parents and Families
Parent feedback greatly shaped Goals 1 and 4, especially around after-school program quality, communication, and student safety. Their strong support for enrichment programs and dual immersion led to continued investments in expanded after-school offerings and exploration of program growth. Concerns around the quality of the current third-party after-school provider resulted in efforts to evaluate and realign after-school services with district standards. Additionally, parent input drove enhancements in language access, family workshops, and strengthened outreach around bullying prevention, drug education, and campus supervision.

Students
Student voices were essential in refining Goal 4, particularly in areas related to school climate and emotional well-being. Their feedback brought attention to concerns such as cyberbullying, restroom cleanliness, and the need for a more welcoming environment for new students. As a result, the district strengthened its focus on social-emotional learning, increased supervision, and campus safety measures. Students also expressed pride in their participation in music, dance, and college-level courses, which affirmed continued investment in these areas and support for expanded extracurricular opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal

1	By June of 2027, Valle Lindo School District will enhance school-family-community partnerships to achieve the following specific, measurable outcomes: Increase the percentage of parents attending at least two workshops throughout the year to 100%. Achieve a 100% engagement rate among non-English speaking parents as measured by parent surveys. Increase the parent engagement rate, as measured by survey participation, from 42% to 100%.	Focus Goal

State priorities addressed by this goal.

3, 5, 6, 8

An explanation of why the LEA has developed this goal.

The Valle Lindo School District's Dashboard data indicates significant challenges in parent engagement, particularly among non-English speaking parents and overall parental involvement. In the 2023 local survey, only 42% of parents participated, highlighting a critical need for improvement in this area. The focus goal to strengthen school-family-community partnerships is driven by the necessity to address these gaps and build a more inclusive educational environment.

During consultations with educational partners, including teachers, parents, and community leaders, it was emphasized that effective school-family-community partnerships are vital for student success. Strengthening these partnerships will provide additional resources and opportunities for students, addressing diverse needs and promoting equity.

The Dashboard data reveals that while the district has met standards for parent and family engagement, there is substantial room for improvement. Specifically, engagement among non-English speaking parents remains a concern. By setting specific, measurable, and time-bound targets, the district aims to increase the percentage of parents attending workshops, enhance engagement among non-English speaking parents, and significantly boost overall parent engagement rates. These efforts will foster a positive school culture that values collaboration, ultimately benefiting student growth and achievement .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of parents that reported attending at least 2 parent workshops throughout the year.	(2025) All: 86% (765/890) SWD: 93% (99/106) EL: 88% (140/159) LI: 76% (520 /682) FY: 70% (14/20)	N/A		100% All: 100% SWD: 100% EL:100% LI: 100% FY: 100%	N/A

2	Number of Interactions/Engagements Reported by Non-English Speaking Parents on Parent Surveys	(2025) All: 99% EL: 100%	N/A		100% All: 100% EL: 100%	N/A
3	Parent Engagement Rate as measured by survey participation	All: 42% (2024) LI: - 44% (2025) FY: -70% (2025) EL: - 88% (2025) SWD: - 83% (2025)	All: 44% (2025) LI: - NA FY: -NA EL: - NA SWD: - NA		100% LI: 100% FY: 100% EL: 100% SWD: 100%	All: 44% (2025) The current difference from the baseline is 2% LI: - NA FY: -NA EL: - NA SWD: - NA
4	Percentage of parents and family members involved in decision-making as measured by participating in school or district committees (e.g., Parent Advisory, School Site Council, Parent-Teacher Organization, English Learner Advisory).	All: 6% (2024) EL Families: 1.3% (2024)	All: 14% (2025) EL Families: 9% (2025)		All: 100% EL Families: Increase by 5% from the baseline.	All: (2025) Current difference from baseline is +8%. EL Families: (2025) Current difference from baseline is +7.7%

Goal Analysis for 2024-2025

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.

Parent Engagement Workshops (Action 1) were fully implemented to address the needs of all student groups by fostering stronger family-school partnerships and supporting student success across academic and social-emotional domains. A key success was the involvement of student ambassadors who co-facilitated events, creating a welcoming environment and encouraging parent participation. Workshops included college and career readiness, dual enrollment with local community colleges, academic support for struggling students, access to mental health resources through the Student Services Center, and culturally inclusive celebrations such as Lunar New Year and Cinco de Mayo. However, a notable challenge was scheduling sessions that accommodated both staff and guardian availability, which required adjusting to offer more flexible options such as evening sessions. This challenge did not result in a substantive change to the action as described in the LCAP.

Language Liaisons (Action 2) were fully implemented to address the needs of English learner families by ensuring equitable access to school information and events. A key success was the consistent presence of bilingual liaisons at school events and their support through one-on-one outreach, which helped build trust and engagement among non-English-speaking families. No substantive implementation differences were observed, and the action was carried out as described in the LCAP.

Parent Information Systems (Action 3) were fully implemented to support all families with timely, clear, and accessible school communication. A key success was the maintenance and use of platforms such as Edlio and Constant Contact, which included translation features and automated call systems to ensure inclusive outreach. Training and support were provided to help families navigate these systems. There were no substantive differences from the planned implementation in the LCAP, and the systems functioned as intended to strengthen ongoing communication with families.

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for any of the three actions: Parent Engagement Workshops, Language Liaisons, and Parent Information Systems. Similarly, there were no differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services. All actions were implemented as described in the adopted LCAP, and expenditures and service levels remained consistent with the original plan.

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

The Valle Lindo School District's implementation of Parent Engagement Workshops, Language Liaisons, and Parent Information Systems has been effective in making progress toward the goal of increasing family engagement and strengthening partnerships between home and school.

Parent Engagement Workshops successfully supported increased participation by providing meaningful content and accessible formats. The percentage of parents who reported attending at least two workshops throughout the year increased, reflecting strong interest in topics such as academic support, mental health, college and career readiness, and dual enrollment. The involvement of student ambassadors in welcoming families and co-facilitating sessions contributed to higher attendance and a more inclusive atmosphere.

Language Liaisons were effective in expanding access for non-English-speaking families. The number of interactions and engagements reported by these families on the parent survey rose, indicating improved outreach and communication. Liaisons provided interpretation services at events, supported individual communication with school staff, and helped families navigate school systems and resources.

Parent Information Systems played a key role in maintaining consistent communication with families. The parent engagement rate, as measured by participation in the district's annual survey, increased. Families reported greater ease in receiving school updates and information through tools like Edlio and Constant Contact, which provide translation features. Additional support through training and technical assistance helped ensure families could access and use these systems effectively.

The percentage of parents and family members involved in school or district-level decision-making also increased. Participation in School Site Councils, English Learner Advisory Committees, Parent Advisory Committees, and Parent-Teacher Organizations showed measurable growth. This progress reflects the district's ongoing efforts to build leadership opportunities for families and promote shared decision-making.

Each of these actions produced the desired results based on the LCAP metrics used to monitor effectiveness. The increase in workshop attendance, language access, communication engagement, and committee participation demonstrates that the actions have been effective in improving services districtwide.

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.

Baseline data has been added to Goal 1 for Metrics 1, 2 and 3.

As a result of the analysis of parent feedback and local data, including survey results and input gathered during workshops and school events, the District has identified a need to expand the scope of Parent Engagement Workshops, particularly for families of middle school students. While no changes have been made to the overall goal or metrics, the topics of future workshops will be adjusted to reflect parent concerns and areas of interest.

Specifically, parents of middle schoolers expressed a desire for more opportunities to participate, receive training, and engage as volunteers in support of student safety and well-being. Key concerns raised included campus supervision, vaping, bullying, cyber safety, and overall school climate. In response, the District will broaden the content of parent workshops in the upcoming year to include these topics and will work to increase outreach and involvement opportunities at the middle school level.

These adjustments aim to further increase engagement and ensure that parent involvement efforts remain responsive to the evolving needs of our school community. The District will continue to monitor participation and feedback to inform future planning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Workshops	Monthly parent workshops hosted by the Student Services Center aim to engage and empower parents by providing valuable information, resources, and support to enhance their involvement in their children's education. These workshops cover a variety of important topics, including effective parenting strategies, understanding the curriculum, supporting homework and study habits, and addressing social-emotional development. Additionally, workshops focus on the importance of school attendance, healthy living, and the impacts of social media. They also address crucial issues such as drug prevention. By equipping parents with the knowledge and tools they need, these workshops contribute to increased parental involvement, which has been shown to positively impact student academic performance and well-being. Furthermore, the workshops foster stronger school-family-community partnerships, creating a more supportive and cohesive educational environment that benefits all students.	$790.00	No
2	Language Liaisons	Language Liaisons in Spanish and Mandarin are specialized staff members dedicated to supporting non-English-speaking families within our school community. Their role is to facilitate effective communication between the school and families, ensuring that all parents have access to important information and resources in their native language. These liaisons assist with translating documents, interpreting during meetings and events, and providing cultural insights that enhance understanding and collaboration. By bridging language barriers, Language Liaisons contribute to increased parental involvement and engagement, creating a more inclusive and supportive educational environment. This action improves services by ensuring that all families, regardless of language proficiency, can actively participate in their children's education and feel connected to the school community.	$26,540.00	Yes
3	Parent Information Systems	Our Parent Information System encompasses a comprehensive suite of communication tools and platforms designed to keep parents informed and engaged with their child's education. This system includes a monthly newsletter, weekly site bulletins, our district and school websites, and instant messaging services through Constant Contact and Edlio. Additionally, we utilize emails, phone calls, and both printed and online materials to ensure that all parents receive timely and relevant information. By providing multiple channels of communication, our Parent Information System enhances transparency and accessibility, making it easier for parents to stay updated on school events, academic progress, and important announcements. This action improves our services by fostering a more connected and informed school community, which in turn supports student success and strengthens the partnership between home and school.	$42,641.00	No

Goal

Goal #	Description	Type of Goal
2	By June of 2027, Valle Lindo School District will achieve the following specific, measurable outcomes to ensure that teachers and support staff hold the necessary credentials and receive ongoing professional development support: Maintain 100% of teachers holding the necessary credentials. Ensure that 100% of staff participate in a minimum of 10 professional development activities annually. Conduct 20 early release weekly collaboration meetings per year to facilitate ongoing professional development and collaborative planning.	Focus Goal

State priorities addressed by this goal.

1, 4, 2, 7, 8, 6, 5, 3

An explanation of why the LEA has developed this goal.

CA Dashboard data and local surveys indicate a critical need to enhance the quality of education through continuous professional development for teachers and support staff. Ensuring that all educators are appropriately credentialed and consistently engaged in professional development activities is essential for maintaining high educational standards.

The 2023 Dashboard data revealed significant challenges for students with disabilities, particularly in English Language Arts (ELA), Mathematics, and chronic absenteeism. Students with disabilities scored in the Red performance level across these areas, indicating a critical need for improved instructional strategies and support. This data suggests that teachers will benefit from stronger professional development focused on meeting the needs of students with disabilities.

Consultations with educational partners, including teachers, administrators, and community members, highlighted the importance of ongoing professional development in adapting to evolving educational technologies and integrating innovative teaching tools. This is particularly vital for supporting English learners and students with exceptional needs, ensuring that instruction is personalized and equitable.

By setting specific, measurable, and time-bound targets, the district aims to ensure that all teachers and support staff participate in regular professional development activities. This will enable educators to remain adept at using new technologies, apply effective instructional strategies, and support diverse learners effectively.

Furthermore, the focus on early release collaboration meetings aims to provide structured time for teachers to engage in collaborative planning and professional learning communities. This approach fosters a culture of lifelong learning among educators, better equipping them to meet the diverse needs of the student population and enhance overall educational outcomes.

By prioritizing professional development and credentialing, the district aims to sustain a high-quality education system that supports the continuous growth and effectiveness of its educators, ultimately benefiting all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Appropriately Credentialed Teachers	100% (2024)	100% (2025)		100%	0% difference from the baseline.
2	Number of early release weekly collaboration meetings held.	36 (2025)	NA		20	N/A
3	Percentage of Staff Participating in a minimum of 10 Professional Development Activities	100% (2025)	NA		100%	N/A

Goal Analysis for 2024-2025

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.

Salaries, Benefits, Stipends (Action 1) was fully implemented to address the needs of all student groups in all subject areas by ensuring every student receives instruction from a teacher holding the appropriate credential. A key success was maintaining 100% of teachers with appropriate credentials, reflecting the District's commitment to high-quality hiring practices and compliance with state requirements. However, a notable challenge was the ongoing statewide shortage of fully credentialed teachers in specific areas, such as special education, which required proactive recruitment and staffing oversight. This challenge did not result in a substantive difference from the planned action.

Teacher and Staff Collaboration(Action 2) was fully implemented to address the needs of all student groups by supporting instructional improvement and collaborative planning across all subject areas. A key success was the facilitation of 36 early release collaboration meetings, exceeding the targeted number of 20. These meetings provided staff with dedicated time for professional learning communities, data review, and co-planning for differentiated instruction. A notable challenge was managing the balance between district-required training and school-based collaboration needs. While this occasionally shifted the focus of meeting agendas, it did not impact the overall implementation of the action.

Professional Development (Action 3) was fully implemented to address the needs of students with disabilities, English learners, and other underserved student groups by building staff capacity in instructional strategies, inclusive practices, and educational technology. A key success was that 100% of certificated and classified staff participated in at least 10 professional development activities during the year. Offerings included sessions on Universal Design for Learning, integrated and designated ELD, trauma-informed practices, and behavior intervention supports. A notable challenge was scheduling PD opportunities that accommodated the varied work hours of all staff, particularly classified employees. To address this, the District expanded access through after-school sessions and asynchronous modules, allowing for full implementation of the action.

All three actions were fully implemented as outlined in the adopted LCAP, with no substantive differences between planned and actual implementation. These actions supported the District's overarching goal of maintaining credentialed staff and providing ongoing, high-quality professional development to meet the diverse needs of all learners.

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for maintaining credentialed teachers (Action 1). The District successfully staffed all teacher positions with appropriately credentialed educators as planned. Likewise, there were no differences between the Planned and Estimated Actual Percentages of Improved Services. Services were delivered as outlined in the adopted LCAP.

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for early release collaboration time (Action 2). Funding was used as planned to support staffing and scheduling structures that allow for weekly collaboration. There were also no differences between the Planned and Estimated Actual Percentages of Improved Services, as the number of meetings held exceeded the target without additional cost or change in service levels.

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for professional development activities (Action 3). Training sessions were provided in alignment with planned offerings, and participation met the target of 100% of staff attending at least 10 sessions. There were no differences between the Planned and Estimated Actual Percentages of Improved Services. All expenditures and service levels remained consistent with the LCAP as adopted.

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

Salaries, Benefits, Stipends (Action 1)
This action was fully effective in producing the desired target result. The district maintained 100% of appropriately credentialed teachers, meeting the goal identified in the metric: Percentage of Appropriately Credentialed Teachers. Credentialing and assignment compliance were monitored consistently throughout the year, ensuring that all students received instruction from qualified educators. This action supported equitable access to high-quality teaching and upheld the district's standards for professional qualifications.
Teacher and Staff Collaboration (Action 2)
This action was fully effective in achieving and exceeding the identified target. A total of 36 early release weekly collaboration meetings were held during the year, surpassing the target of 20 as noted in the metric: Number of Early Release Weekly Collaboration Meetings Held. These sessions provided structured time for professional learning communities to engage in instructional planning, data analysis, and shared problem-solving. Staff reported increased collaboration and alignment of instructional strategies, particularly in support of English learners and students with disabilities. This action was effective as indicated by an observed overall percentage increase in the CAASPP ELA, Math, and CAST scores of EL and LI student groups. Both groups increase by at least 1% in all three measurement areas (ELA, Math, and CAST). While the metric shows that Foster Youth continued to score below standard (0% at or above standard) in ELA, Math and CAST, the action was effective.
In 2023 all foster youth score at a level 1 in ELA, Math, and CAST. In 2024, 50% of FY improved from Level 1 to Level 2 in ELA and 25% improved from Level 1 to Level 2 in Math. CAST results were not available as no Foster Youth were tested due to testing only occurring in 5th and 8th grade.

Professional Development (Action 3)
This action was fully effective in meeting the targeted outcome identified in the metric: Percentage of Staff Participating in a Minimum of 10 Professional Development Activities. All certificated and classified staff participated in at least 10 professional learning sessions throughout the year. Training topics aligned to district priorities included Universal Design for Learning, integrated and designated ELD instruction, behavior intervention strategies, and trauma-informed practices. Staff participation logs and feedback confirmed that the professional development offerings were relevant, accessible, and supported instructional improvement for all student groups. This action was partially effective in contributing to improving student score outcomes. In Language Arts Low Income, EL, and FY students showed growth. With EL and LI student groups growing by 1.14% (LI) and 5.32%(EL). In math both LI and EL student groups showed growth as well. LI students growth measured 4.35% and EL growth was 2.62%. FY did not have any students meet or exceed standard but overall scores did improve. Low Income students did not improve on the cast showing a 3.73% decline, but ELs showed 4.17% growth. No FY were tested on the CAST due to grade levels at the time of testing. The overall growth in ELA and Math suggests that this action did support students in making gains.

Each of the three actions was fully effective in supporting the district's goal of ensuring a highly qualified and professionally developed workforce. All associated metrics were met or exceeded, indicating strong implementation and positive progress toward the goal.

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.

Baseline data has been added to Goal 2 for Metrics 2 and 3.

As a result of reflection on prior implementation and practice, no changes have been made to the planned goal, metrics, or target outcomes for the coming year. The actions aligned with Goal 2, including ensuring that all teachers are appropriately credentialed, providing early release collaboration meetings, and supporting staff participation in professional development, were fully implemented and effective in meeting their intended results.

Based on staff feedback and school site observations, the district will enhance the content and structure of professional development to further improve instructional practice. In the upcoming year, there will be additional emphasis on supporting English learners. This decision is based on areas identified for growth in the California School Dashboard, particularly in English Language Arts and mathematics. Professional development will include more focused sessions on inclusive instructional strategies, culturally and linguistically responsive teaching, and ways to improve EL student engagement and access.

These refinements reflect a deepening of practice rather than changes to the original actions. The district will continue to use the current metrics to monitor progress and ensure professional learning remains responsive to student needs.

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	Salaries, Benefits, Stipends	Ensuring that our teachers and support staff hold the necessary credentials and receive ongoing professional development support is essential for maintaining a high-quality educational environment. This action involves allocating expenditures for salaries, benefits, and stipends to attract and retain qualified personnel, as well as to provide continuous learning opportunities. By investing in competitive salaries and comprehensive benefits, we ensure that our educators are motivated and well-supported. Additionally, stipends are provided for teachers and staff who participate in professional development programs, workshops, and training sessions focused on the latest educational practices, evolving technologies, and strategies for supporting English learners and students with exceptional needs. This ongoing professional development enables our staff to stay current with best practices and enhances their ability to deliver effective and inclusive instruction, ultimately improving student outcomes and overall educational services. Teachers provide Designated and Integrated ELD. Salaries and benefits for credentialed teachers support the delivery of daily Designated ELD, which is structured, leveled, and aligned to the ELD standards. Integrated ELD is embedded across all content areas, with training and stipends supporting teachers in implementing scaffolds and strategies to meet the language development needs of English learners. These efforts are also aligned with our Integrated and designated ELD language acquisition programs designed to address the unique needs of Long-Term English Learners by emphasizing academic vocabulary and complex language structures.	$7,439,616.00	No
2	Teacher and Staff Collaboration	Teacher and Staff Collaboration involves providing early release time for teachers weekly, allowing them to work together specifically to address the needs of English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). This dedicated collaboration time is structured to focus on the unique challenges faced by these student groups and develop targeted instructional strategies to enhance their educational outcomes.	$2,486,516.00	Yes

Specific Contributions to EL, LI, and FY Students:

1. English Learners (EL):

Language Development Strategies: Teachers collaborate to integrate language acquisition strategies into their lesson plans, focusing on vocabulary development, reading comprehension, and oral language skills. This includes the use of visual aids, bilingual resources, and scaffolding techniques to support English proficiency.
Culturally Relevant Materials: Educators share and develop culturally relevant teaching materials that resonate with EL students' backgrounds, making learning more accessible and engaging.
Co-Teaching: Implementing co-teaching practices where a general education teacher and an ESL specialist work together in the classroom to provide immediate language support and differentiated instruction tailored to EL students' proficiency levels.
2. Low-Income (LI) Students:

Differentiated Instruction: Teachers design and share instructional strategies that address the diverse academic needs of LI students. This includes differentiated lesson plans that accommodate various learning styles and academic levels.
Resource Allocation: Collaboration sessions focus on identifying and utilizing additional resources, such as after-school tutoring programs, free/reduced-price lunch programs, and educational materials to support LI students both in and out of the classroom.
Parental Engagement: Developing strategies to engage and support parents of LI students, such as workshops on navigating the school system, providing information on community resources, and facilitating communication through multilingual materials.
3. Foster Youth (FY):

Stability and Consistency: Teachers develop strategies to provide a stable and consistent learning environment for FY students, who often face frequent school changes and disruptions. This includes creating individualized learning plans that can be easily transferred if a student changes schools.
Trauma-Informed Practices: Professional development focuses on trauma-informed teaching practices to better understand and support the emotional and psychological needs of FY students.
Mentorship and Support: Establishing mentorship programs where teachers and staff provide additional emotional and academic support to FY students, helping them navigate personal and educational challenges.
Implementation Details:

Weekly Collaboration Meetings: Scheduled early release time dedicated to teacher collaboration, ensuring regular and focused discussions on supporting EL, LI, and FY students.
Professional Development Workshops: Ongoing training sessions on differentiation, culturally responsive teaching, trauma-informed practices, and family engagement strategies.
Data-Driven Instruction: Utilizing student performance data to identify specific needs and adjust instructional strategies accordingly, ensuring that the support provided is both targeted and effective.
Family and Community Engagement: Organizing regular family engagement activities and creating partnerships with community organizations to provide additional support and resources for EL, LI, and FY families.

3	Professional Development	Professional Development involves providing our teachers and support staff with ongoing training and learning opportunities to enhance their skills and knowledge. This includes workshops, seminars, online courses, and collaborative learning sessions focused on the latest educational practices, evolving technologies, and strategies for supporting diverse learners. By investing in professional development tailored to the specific needs of ELs, LI students and FY, we ensure that our educators are well-equipped to deliver high-quality instruction and adapt to changing educational demands. This action contributes to improving our services by fostering a culture of continuous improvement, ultimately leading to better student outcomes and a more effective and responsive educational environment. Specific Contributions to ELs, LI, FY: 1. English Learners (ELs) and Long Term English Learners (LTELS): Language Acquisition Strategies: Provide training on effective language acquisition strategies, such as sheltered instruction, scaffolding, and the use of visual aids, to support ELs and LTELs in mastering English while learning content. Cultural Competency: Offer workshops on cultural competency to help teachers understand and address the cultural backgrounds and needs of ELs, making learning more relevant and accessible. 2. Low-Income (LI) Students: Resource Utilization: Train teachers on how to effectively utilize available resources and support services, such as after-school tutoring programs, free/reduced-price lunch programs, and educational grants, to support LI students. Differentiated Instruction: Provide strategies for differentiating instruction to meet the diverse academic needs of LI students, ensuring that they receive the support necessary to succeed. 3. Foster Youth (FY): Trauma-Informed Practices: Implement professional development on trauma-informed teaching practices to better support FY who may have experienced significant emotional and psychological challenges. Stability and Continuity: Educate teachers on strategies to provide stability and continuity in education for FY, including creating personalized learning plans that can adapt to changes in their living situations. Workshops and Seminars: Regularly scheduled workshops and seminars on best practices for supporting ELs, LI students and FY.. Online Courses: Access to online courses that provide flexibility for teachers to engage in professional development at their own pace. Collaborative Learning Sessions: Opportunities for teachers to engage in collaborative learning sessions where they can share experiences, strategies, and resources. Data-Driven Instruction: Training on how to use data to inform instruction and make evidence-based decisions that support the specific needs of ELs, LI students and FY.	$222,619.00	Yes

Goal

Goal #	Description	Type of Goal
3	By June of 2027, Valle Lindo School District will achieve the following specific, measurable outcomes to increase student academic performance across all content areas: Ensure that 100% of classrooms use standards-aligned instructional materials, as measured by teacher surveys and classroom observations. Increase the percentage of English learners making progress in English proficiency from 34% to 80%. Ensure that 100% of students have access to personal learning devices. Increase students meeting or exceeding grade-level academic standards in ELA & Mathematics as measured by the i-Ready Diagnostic Assessment from the beginning to the end of the school year by 20%.	Focus Goal

State priorities addressed by this goal.

4, 5, 2, 8, 7

An explanation of why the LEA has developed this goal.

Valle Lindo School District's Dashboard data and local surveys indicate a critical need to improve academic performance across all content areas for all students, including those with disabilities and English learners. Ensuring the consistent use of standards-aligned instructional materials, enhancing the progress of English learners, providing equal access to learning devices, and reducing chronic absenteeism are essential steps toward this goal.

The 2023 Dashboard data highlights several areas of concern. Students with disabilities are significantly underperforming in both English Language Arts (ELA) and Mathematics, with performance levels in the Red category and declines in scores. Additionally, chronic absenteeism remains a persistent issue, with rates as high as 33%. These data points suggest a pressing need for targeted interventions and support.

Consultations with educational partners, including teachers, administrators, and community members, emphasized the importance of rigorous and engaging curricula, access to high-quality instructional materials, and the integration of technology in the classroom. These elements are crucial for addressing diverse student needs and promoting equity.

By setting specific, measurable, and time-bound targets, the district aims to enhance instructional quality and support student learning effectively. Increasing the percentage of English learners making progress in English proficiency from 34% to 80% is a priority, reflecting the need for improved support and resources for this student group. Additionally, reducing the chronic absenteeism rate to 0% will require comprehensive strategies to engage students and families.

Providing 100% of students with access to personal learning devices will support personalized learning and ensure that all students can engage with the curriculum effectively. Increasing the percentage of students meeting or exceeding standards in ELA and Math by 20% will further indicate the overall improvement in academic performance. By prioritizing these specific outcomes, the Valle Lindo School District aims to create an educational environment that fosters student success and meets the needs of the entire student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Classrooms Using/Implementing Standards-Aligned Instructional Materials as measured by teacher surveys and classroom observations.	100% (2024)	100% (2025)		100%	0% is the current distance from the baseline.
2	Percentage of English Learners Making Progress in English Proficiency	45.1% making progress towards English language proficiency (2024)	49.2% making progress towards English language proficiency (2025)		80%	Difference from the baseline and year 1 is +4.1%
3	Reclassification Rate	8% (2024)	15% (2025)		80%	Difference from the baseline and year 1 is +7%
4	Overall Student Progress and Satisfaction as reported by parents/guardians.	96% (2025)	NA		100%	N/A
5	Percentage of Students with Access to Personal Learning Devices	100% (2024)	100% (2025)		100%	The difference between baseline and year 1 is 0%.

6	Percentage of students with access to standards aligned instructional materials	100% (2024)	100% (2025)		100%	The difference between baseline and year 1 is 0%.
7	Percentage of students that have access and enrollment to a broad course of study.	100% (2024)	100% (2025)		100%	Current difference from baseline is 0%.
8	Percentage of students demonstrating mastery of key standards in the adopted curriculum for core subjects (e.g., Math, ELA, Science, Social Studies) as measured by local assessment and reported on standards mastery matrix.	(2023) Math: 40% ELA: 50% Science: 52% Social Studies: 68%	(2024) Math: 46% ELA: 54% Science: 51% Social Studies: 66%		Math: 100% ELA: 100% Science:100% Social Studies:100%	(2024-2025) Math: Current difference from baseline is +6% ELA: Current difference from baseline is +4% Science: Current difference from baseline is -1% Social Studies: Current difference from baseline is -2%

9	Percentage of students meeting or exceeding grade-level standards at each tested grade level in CAASPP English Language Arts, Math, and Science CAST assessments.	(2023) (All) ELA: 50% (All) Math: 40% (All) CAST: 34% (2023) (SWD) ELA: 4% (LI) ELA: 47% (EL) ELA: 19% (FY) ELA: Fewer than 11 students - data not displayed for privacy (SWD) Math: 2% (LI) Math: 37% (EL) Math: 19% (FY): Fewer than 11 students - data not displayed for privacy (SWD) CAST: 7% (LI) CAST: 31% (EL) CAST: 0% (FY) CAST: Fewer than 11 students - data not displayed for privacy	(2024) (All) ELA: 51.08% (All) Math: 42.52% (All) CAST: 27.51% (2024) (SWD) ELA: 8.47% (LI) ELA: 48.14% (EL) ELA: 24.32% (FY) ELA: Fewer than 11 students - data not displayed for privacy (SWD) Math: 13.55% (LI) Math: 41.35% (EL) Math: 21.62% FY: Math: Fewer than 11 students - data not displayed for privacy (SWD) CAST: 0% (LI) CAST: 27.27% (EL) CAST: 4.17% (FY) CAST: Fewer than 11 students - data not displayed for privacy		(All) ELA: 75% (All) Math: 75% (All) CAST: 75% (SWD) ELA: 20% (LI) ELA: 70% (EL) ELA: 40% (FY) ELA: 40% (SWD) Math: 20% (LI) Math: 75% (EL) Math: 50% FY: 50% (SWD) CAST: 30% (LI) CAST: 70% (EL) CAST: 20% (FY) CAST: 20%	(2024) (All) ELA: Difference from the baseline and year 1 is +1.08%. (All) Math: Difference from the baseline and year 1 is +2.52% (All) CAST: Difference from the baseline and year 1 is - 6.49% (2024) (SWD) ELA: Difference from the baseline and year 1 is + 4.47% (LI) ELA: Difference from the baseline and year 1 is + 1.14% (EL) ELA: Difference from the baseline and year 1 is +5.32% (FY) ELA: NA (SWD) Math: Difference from the baseline and year 1 is +11.55% (LI) Math: Difference from the baseline and year 1 is +4.35% (EL) Math: Difference from the baseline and year 1 is +2.62% (FY): NA (SWD) CAST: Difference from the baseline and year 1 is - 7% (LI) CAST: Difference from the baseline and year 1 is -3.73% (EL) CAST: Difference from the baseline and year 1 is +4.17% (FY) CAST: NA

Goal Analysis for 2024-2025

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.

Instructional Materials (Action 1) was fully implemented to address the needs of all student groups in core subject areas including English Language Arts, Mathematics, Science, and Social Studies. A key success was ensuring that 100% of classrooms at both school sites utilized standards-aligned instructional materials, as verified through site inventory checks, classroom walkthroughs, and administrative observations. The newly adopted science curriculum was rolled out districtwide, and teachers received initial training to support implementation. However, a notable challenge was ensuring consistent and confident use of the new science materials during the early stages of adoption. While this required some adjustments during implementation, it did not result in any substantive differences from the planned action.

Extended Learning and Enrichment (Action 2) was fully implemented to address the needs of English learners, low-income students, and foster youth in the areas of language development, academic support, and engagement across subject areas. A key success was expanding access to after-school and summer learning opportunities, as well as offering culturally relevant field trips, assemblies, and recognition events that supported both academic and social-emotional growth. A notable challenge was contracting with a third-party provider to staff and operate some extended learning programs. At times, this led to inconsistencies in program availability and staffing, which impacted student attendance. While this required ongoing coordination and monitoring, the action was implemented as planned and continued to provide meaningful enrichment experiences for students.

Student Services (Action 3) was fully implemented to support students with disabilities and other students requiring specialized services. A key success was the district's ability to collaborate across departments and persevere in maintaining access to critical services such as health care, speech and language therapy, audiology, and regional program placements. These efforts ensured that students continued to receive individualized support aligned with their needs and IEPs. A notable challenge was finding consistent staffing, particularly in specialized service areas such as speech and language. This created difficulties in scheduling and, at times, resulted in temporary service gaps. Despite this, the district worked proactively to adjust schedules and coordinate with external providers, allowing implementation to continue without a substantive difference from the planned action.

Technology Support (Action 4) was fully implemented to ensure that all students had access to personal learning devices and instructional technology. A key success was maintaining a 1:1 device-to-student ratio and ensuring access to current educational software and platforms at both school sites. A notable challenge was the need for timely device repairs and replacement of older equipment. Although occasional delays occurred, the district's IT support systems allowed for continued student access without any gaps in instruction, and the action remained consistent with the planned implementation.

Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (Action 5) was partially implemented to support English learners in acquiring academic English and accessing core content. A key success was completing a review of current ELD instruction and identifying areas for alignment with updated state standards. However, a notable challenge was the delayed selection and rollout of supplemental materials and digital tools, which limited full implementation during the school year. As a result, this action was only partially implemented and will continue into the next year to ensure full integration of enhanced supports and training for staff.

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for any of the actions under Goal 3. All actions were implemented as planned, and the scope of services provided aligned with the adopted LCAP. While overall implementation costs were slightly higher than projected in some areas due to rising service and supply costs, these differences were not significant and did not result in any reduction or change to the planned services. Similarly, there were no differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services. All services designed to support improved outcomes for students were delivered as intended.

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

Instructional Materials (Action 1) was fully effective in making progress toward the goal. The district met the target metric of ensuring that 100% of classrooms utilized standards-aligned instructional materials, as verified through site inventory checks, classroom walkthroughs, and administrative observations. The rollout of the newly adopted science curriculum contributed to the district's efforts to provide rigorous, standards-based instruction across all subject areas. While early implementation required minor adjustments to support teacher familiarity with new materials, these challenges did not impede the overall effectiveness of the action.

Extended Learning and Enrichment (Action 2) was effective in supporting the goal by providing targeted academic and enrichment opportunities for English learners, low-income students, and foster youth. Participation in extended learning programs contributed to student engagement and language development, supporting growth in metrics such as English learner progress toward proficiency and academic performance on local assessments. 49.2% making progress towards English language proficiency an increase of +4.1% indicating the effectiveness of this extended learning opportunity. Although contracting challenges impacted program availability at times, services were delivered as intended, and student participation remained strong. The action contributed to overall academic progress and increased student access to supplemental learning opportunities. This action was effective as indicated by an observed overall percentage increase in the CAASPP ELA, Math, and CAST scores of EL and LI student groups. Both groups increase by at least 1% in all three measurement areas (ELA, Math, and CAST). Foster Youth data is more limited based on the number of students and more difficult to collect.

Student Services (Action 3) was effective in addressing the specialized needs of students with disabilities and those requiring related services. The district maintained service delivery in key areas such as speech and language therapy, audiology, and health services, supporting student access to the least restrictive environment and promoting progress toward individualized goals. While staffing shortages in certain contracted areas caused some service delays, these were managed without significant disruption. This action aligned with the district's goals of ensuring equitable access to necessary supports and maintaining stability in student services.

Technology Support (Action 4) was fully effective in achieving the district's target of 100% student access to personal learning devices. The 1:1 device-to-student ratio was sustained, and students used district-supported software to engage with instructional materials and complete academic tasks. This action directly supported progress in academic achievement across content areas by ensuring that every student could access digital tools for personalized learning and assessment. Despite minor delays in repairs or replacements, the implementation was consistent with the planned action and contributed positively to student learning outcomes.

Enhance Core and Designated ELD Programs (Action 5) was partially effective due to the limited rollout of supplemental materials and delayed implementation of aligned resources. The district met its initial goal of reviewing and aligning ELD instruction with updated state standards, which represents important foundational work. However, because the full integration of enhanced materials and instructional tools was delayed, this action did not yet produce its intended impact on increasing the percentage of English learners making progress toward proficiency or improving reclassification rates. This action will continue into the following year to support full implementation and increased effectiveness.

Overall, four of the five actions under Goal 3 were fully effective in contributing to the district's progress toward improving academic achievement. One action was partially effective due to implementation delays but is expected to be completed in the coming year. Progress will continue to be monitored using metrics including classroom implementation checks, i-Ready diagnostic results, English learner progress rates, and student access to technology and core instruction.

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

Baseline data has been added to Goal 3 and Metric 4. The targets were updated for foster youth for metric 9.

Additional changes will be made to specific actions to strengthen implementation and accelerate student progress, particularly for English learners and students with disabilities.

For Action 1: Instructional Materials, no changes will be made to the goal or metrics. However, implementation support will be enhanced by providing additional training opportunities for staff to collaborate during early release Wednesdays to improve instructional consistency across both school sites.

For Action 2: Extended Learning and Enrichment, the District will continue the current structure, but will work to strengthen internal staffing capacity and reduce reliance on third-party providers. This change is intended to improve program stability, increase student attendance, and ensure uninterrupted delivery of extended learning opportunities.

For Action 3: Student Services, no changes will be made to the action itself. However, continued efforts will be made to address staffing shortages in specialized areas such as speech and language services through expanded recruitment strategies and vendor partnerships.

For Action 4: Technology Support, the District will maintain the current action with a continued focus on device maintenance and replacement planning to avoid future disruptions in student access.

For Action 5: Enhance Core and Designated ELD Programs, the District will move forward with the full implementation of supplemental ELD materials and aligned instructional tools that were delayed in the prior year. Training and coaching for teachers will also be expanded to improve the quality and consistency of ELD instruction and to support progress on metrics related to English learner proficiency and reclassification.

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	Instructional Materials	Instructional Materials involve the selection and implementation of content standards-aligned resources that support our educational goals. This includes both print and digital materials designed to enhance student learning and ensure consistency in delivering the curriculum. By focusing on materials that are aligned with content standards, we provide our teachers with the tools they need to deliver effective and engaging instruction. These resources support differentiated learning, cater to diverse student needs, and integrate technology to enrich the learning experience. Implementing high-quality instructional materials contributes to increasing the overall effectiveness of our teaching practices and improving student outcomes by ensuring that all students have access to rigorous and standards-based education.	$971,574.00	No
2	Extended Learning and Enrichment	Our Language Proficiency and academic achievement initiatives are designed to support our English Learners (ELs), low-income students, and foster youth in achieving language and proficiency and academic success. This includes offering extended learning opportunities such as after-school and summer school programs. Additionally, we organize educational field trips, assemblies, and student awards/ceremonies to provide enriching experiences that promote language development and cultural understanding. By funding admissions, transportation, and supplies through various programs like SCG, Prop 28-AMS, and ELOP, we ensure that our ELs,	$1,525,723.00	Yes

		low-income students, and foster youth have access to a wide range of learning opportunities. These efforts help us increase and improve our services by providing targeted support, fostering engagement, and enhancing the overall educational experience, ultimately aiding them in achieving language proficiency and academic success.		
3	Student Services	Our Student Services encompass a range of specialized supports and contracted services designed to meet the unique needs of our students. This includes Regional Programs that provide tailored educational opportunities, Health Services to address medical needs, and Speech and Language Pathology as well as Audiology Services to support communication skills. Additionally, we offer Nonpublic School (NPS) placements and Transportation services to ensure that all students have access to the appropriate educational environment and necessary resources. By investing in these comprehensive services, we enhance our ability to deliver individualized support, improve educational outcomes, and ensure that each student receives the care and attention they need to thrive academically and socially.	$937,645.00	No
4	Technology Support	Our Technology Support initiative focuses on providing comprehensive instructional technology, software, and hardware to enhance the learning experience for all students. This includes supplying student-used devices such as Chromebooks, ensuring that every student has access to the digital tools necessary for modern education. We also invest in educational software and platforms that support interactive learning, personalized instruction, and effective classroom management. By maintaining up-to-date hardware and providing robust technical support, we ensure that both students and teachers can effectively utilize technology in their educational activities. This initiative contributes to increasing and improving services by facilitating a tech-savvy learning environment, promoting digital literacy, and enabling innovative teaching methods that prepare students for future academic and professional success.	$128,606.00	No
5	Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	Review and Update Curriculum: Align the core and designated ELD curriculum with the latest California ELD standards and best practices. Supplemental Resources: Provide high-quality supplemental instructional materials and resources specifically designed for ELs and LTELs, including digital tools and interactive software.	$0.00	Yes

Goal

Goal #	Description	Type of Goal
4	By June of 2027, Valle Lindo School District will ensure a healthy, safe, supportive, and engaging environment for students by achieving the following specific, measurable outcomes: Increase the percentage of students utilizing social emotional/mental health services from approximately 50% to 100%. Increase the average daily attendance rate from 93.79% to 100%. Reduce the chronic absenteeism rate from 33% to 0%. Maintain 100% of facilities in good repair. Ensure that 100% of unhoused students participate in after-school support programs.	Focus Goal

State priorities addressed by this goal.

6, 8, 1, 5, 3

An explanation of why the LEA has developed this goal.

Valle Lindo School District's Dashboard data and local surveys indicate a critical need to improve the overall school environment to support student well-being and academic success. Ensuring that all students have access to social emotional and mental health services, reducing chronic absenteeism, and maintaining high attendance rates are essential steps toward this goal.

The 2023 Dashboard data revealed significant challenges in maintaining a healthy and engaging environment. Chronic absenteeism remains a persistent issue, with rates as high as 33%, and students with disabilities are particularly affected, showing high rates of chronic absenteeism. Additionally, the district needs to improve its support for mental health and social-emotional well-being, as current utilization of these services is approximately 50%.

Consultations with educational partners, including teachers, administrators, parents, and community members, emphasized the importance of creating a supportive and engaging school environment. Educational partners highlighted the need for clean and well-maintained facilities, access to nutritious meals, regular physical activity, and comprehensive health services as key components of a conducive learning atmosphere.

By setting specific, measurable, and time-bound targets, the district aims to enhance the overall school climate and support student well-being effectively. Increasing the percentage of students utilizing social emotional and mental health services from approximately 50% to 100% is a priority, reflecting the need for improved support and resources for student mental health. Additionally, reducing the chronic absenteeism rate to 0% and increasing the average daily attendance rate to 100% will require comprehensive strategies to engage students and families and address underlying issues.

Maintaining 100% of facilities in good repair will ensure a safe and conducive learning environment. Ensuring that all unhoused students participate in after-school support programs demonstrates a commitment to supporting the most vulnerable students. By prioritizing these specific outcomes, the Valle Lindo School District aims to create an educational environment that fosters student well-being, engagement, and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Students Utilizing Social Emotional/Mental Health Services	All: Approximately 50% (2024) LI: 100% (2025) FY: 100% (2025)	All: 100% (2025) LI: NA FY: NA		All: 75% LI: 75% FY: 100%	All: The difference between baseline and year 1 is 50% LI: NA FY: NA
2	Percentage of parents, teachers, staff, and students reporting feeling a sense of safety and school connectedness.	(2025) Parents/Guardians: 78.8% (2025) Teachers/Staff: 93.3% (2025) Students: 82.6%	NA		80%	N/A
3	Average Daily Attendance Rate	93.79% (2024)	94.67%(2025)		100%	Difference from the baseline and year 1 is +0.88%
4	Chronic Absenteeism Rate	33.5% (2024) All: 33.5% (2024) SWD: 43.7% (2024) LI: 35.5% (2024) FY: 11.8% (2024)	(2025) All: 22.96% Students With Disabilities: 23.89% Low Income: 24.71% Foster Youth: 60%		All: 3% SWD: 5% LI: 3% FY: 3%	(2025) All: Difference from the baseline and year 1 is -10.54% Students With Disabilities: Difference from the baseline and year 1 is -19.81% Low Income: Difference from the baseline and year 1 is -10.8% Foster Youth: Difference from the baseline and year 1 is +48.2%
5	100% of facilities are in good repair.	100% (2024)	100% (2025)		100%	0% is the current distance from the baseline.

6	Percentage of unhoused students participating in after school support programs	100% (2024)	100% (2025)		100%	The difference between the baseline and year 1 is 0%.
7	Middle School Dropout Rate	0% (2024)	0% (2025)		0%	Difference from the baseline and year 1 is 0%.
8	Suspension Rate	1.4% (2023)	1.4% (2024)		0%	Difference from the baseline and year 1 is 0%
9	Expulsion Rate	0% (2023)	0% (2024)		0%	Difference from the baseline and year 1 is 0%

Goal Analysis for 2024-2025

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.

Social Emotional/Mental Health Services (Action 1) were fully implemented to address the needs of all student groups in the area of mental health and well-being. A key success was the expansion of access to mental health resources, including incorporating individual and group counseling sessions, crisis intervention, and ongoing emotional support through school psychologists, social worker, dean of students, and social worker interns. Programs such as CSTAG, PAWS, Navigate 360, and Second Step were effectively utilized to promote social-emotional learning. However, a notable challenge was ensuring consistent utilization of these services by all students, which impacted the goal of increasing the percentage of students utilizing social emotional/mental health services. Despite this, the action was implemented as planned, and efforts continue to encourage greater student participation in these services.

Physical Health Services (Action 2) were fully implemented to address the physical well-being of all students. A key success was providing comprehensive health services, including health screenings, management of chronic health conditions, and emergency medical responses, facilitated by the district nurse and contracted agencies. These services contributed to a healthier school environment and supported student attendance. However, a notable challenge was coordinating with external agencies to provide specialized health services promptly, which occasionally led to delays in service delivery. Despite these challenges, the action was implemented as planned, and the district continues to refine coordination efforts to enhance service efficiency.

Attendance Outreach (Action 3) was fully implemented to address the needs of students with chronic absenteeism across all student groups. A key success was the establishment of a comprehensive support system, including proactive communication with families, teacher and administrator meetings, and the implementation of the Student Attendance Review Board (SARB) process with our Dean of Students serving as the SARB Chair this year and partnering with neighboring districts. These measures contributed to a reduction in the chronic absenteeism rate from 33.5% to 22.96%. However, a notable challenge was addressing the underlying causes of absenteeism, such as health issues and family circumstances, which required more intensive and individualized interventions. While these challenges impacted the pace of improvement, the action was implemented as planned, and ongoing efforts are focused on providing targeted support to students with persistent attendance issues.

Safe and Clean Facilities (Action 4) were fully implemented to ensure a safe and conducive learning environment for all students and staff. A key success was maintaining 100% of facilities in good repair through regular maintenance, thorough cleaning protocols, and prompt repairs. Safety measures, including secure entry points and emergency preparedness plans, were effectively implemented. However, a notable challenge was managing unexpected facility issues that arose during the school year, which required immediate attention and resource allocation such as roof and plumbing repairs. Despite these challenges, the action was implemented as planned, and the district remains committed to upholding high standards for facility safety and cleanliness.

Unhoused Student Services (Action 5) were fully implemented to support the academic and social-emotional needs of students experiencing homelessness. A key success was ensuring that 100% of unhoused students participated in after-school support programs, which provided additional tutoring and social-emotional learning opportunities. These services contributed to creating a stable and supportive environment for vulnerable students. However, a notable challenge was identifying and engaging all unhoused students promptly, as changes in housing status occur rapidly and occasionally without notice. This challenge impacted the timeliness of service provided but did not result in any substantive differences from the planned action. The district continues to enhance identification processes and outreach efforts to ensure timely support for all unhoused students.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures for Goal 4. All planned actions were implemented as intended, and the expenditures closely aligned with the budgeted amounts. Any minor variances observed were within the expected range and did not significantly impact the overall implementation or effectiveness of the actions. Consequently, the planned percentages of improved services matched the estimated actual percentages, indicating consistent and effective implementation of the planned actions.

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

Social Emotional/Mental Health Services (Action 1) was fully effective in advancing student well-being and aligning with the district's goal of increasing mental health service utilization. Through expanded access to counseling, school psychologists, and SEL programs such as Second Step and CSTAG, the district increased utilization from approximately 50% to 75% overall, and to 100% among foster youth. Survey feedback and service logs reflect broader access and improved satisfaction. Overall, the efforts were partially effective. We observed a more than 10% decrease in chronic absenteeism among low-income students. However, there was a 48.2% increase in chronic absenteeism among foster youth compared to the baseline. It's important to note that this may not accurately reflect broader trends due to the very small sample size, which can cause significant year-to-year fluctuations in the data for this group.

Physical Health Services (Action 2) was partially effective. While the district nurse and contracted providers successfully delivered critical services such as medication administration, individualized health plans, and emergency response, the impact on broader outcome metrics, particularly chronic absenteeism, was less direct. The district continues to provide responsive care, but expanded tracking and alignment with health-related attendance barriers would further strengthen this action's contribution to Goal 4.

Attendance Outreach (Action 3) was partially effective. The district implemented consistent outreach through phone calls, support meetings, and SARB processes, resulting in a reduction in chronic absenteeism from 33.5% to 22.96% overall and significant drops among students with disabilities. However, the district remains far from the 3% target and continues to face challenges in re-engaging persistently absent students. These efforts have yielded important gains, but sustained outreach, especially among subgroups, will be essential to meeting the long-term goal.

Safe and Clean Facilities (Action 4) was fully effective. All district facilities were rated in "good repair" for two consecutive years, meeting the 100% target. Maintenance teams ensured consistent cleaning protocols and completed repairs in a timely manner. This work, coupled with safety measures such as secure entries and emergency plans, contributed to positive perceptions of school safety and supported the district's focus on student health and engagement.

Unhoused Student Services (Action 5) was fully effective. The district ensured that 100% of identified unhoused students participated in after-school academic and SEL support programs. These services provided extended learning time and access to critical social-emotional resources, helping stabilize students' educational experiences despite housing instability. By prioritizing the needs of its most vulnerable students, the district made meaningful progress toward equity and inclusivity in support of Goal 4.

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.

Baseline data has been added to Goal 4 for Metrics 1 & 2.

No major changes have been made to the planned goal, metrics, or target outcomes for the coming year, as they remain aligned with district priorities and areas of continued need. All existing actions will continue, with minor refinements based on reflection and progress monitoring. Specifically, the district will expand outreach efforts within the existing Attendance Outreach action to strengthen family engagement and early intervention. This expansion will be accomplished through more intentional use of existing staff time, integration of attendance messaging into ongoing school communications, and greater coordination with site-based student support teams. These adjustments aim to build on initial gains in reducing chronic absenteeism and will be implemented without additional cost.

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	Social Emotional/Mental Health Services	Our Social Emotional and Mental Health Services are designed to support the well-being of our students by providing mental health resources and programs. This includes access to a school psychologist, and social worker interns who offer individual and group counseling sessions, crisis intervention, and ongoing emotional support. Additionally, we implement programs such as CSTAG, Navigate 360, Second Step and workshops focused on social-emotional learning (SEL), resilience building, and stress management. By addressing the social and emotional needs of our students, we create a supportive environment that promotes mental health and well-being.	$127,058.00	Yes
2	Physical Health Services	Our Physical Health Services aims to support the overall well-being of our students by providing school based health services through our district nurse and additional services as needed through contracted agencies. This includes routine health screenings, assisting in managing health conditions such as diabetes, administering medications if needed, and responding to medical emergencies. The district nurse collaborates with families, teachers, and healthcare providers to create individualized health plans for students with specific medical needs. By ensuring that students' physical health is monitored and supported, we contribute to a healthier school environment, reduce absenteeism, and enable students to focus on their academic success.	$132,367.00	No
3	Attendance Outreach	Our Attendance Outreach is designed to improve student attendance through early intervention and a comprehensive support system. This includes proactive measures such as staff phone calls to parents, meetings with teachers and administrators, and the Student Attendance Review Board (SARB) process to address chronic absenteeism. Additionally, we conduct student services support meetings and small group sessions to provide targeted assistance to students facing attendance challenges. By implementing these strategies, we aim to identify and address the underlying issues affecting attendance, foster better communication between the school and families, and create a supportive environment that encourages regular school attendance. This initiative contributes to increasing and improving services by reducing absenteeism, enhancing student engagement, and promoting academic success.	$52,944.00	No
4	Safe and Clean Facilities	Providing safe and clean facilities is essential for creating a conducive learning environment where students and staff feel secure and comfortable. This includes regular maintenance, thorough cleaning protocols, and prompt repairs to ensure that all school buildings and grounds are well-maintained. Safety measures such as secure entry points, surveillance systems, and emergency preparedness plans are implemented to protect everyone on campus. By prioritizing the safety and cleanliness of our facilities, we contribute to the overall well-being of our school community, reduce health risks, and support a positive and productive educational experience. This commitment to maintaining high standards for our facilities enhances our services by ensuring a safe, healthy, and welcoming environment for all.	$890,286.00	No
5	Unhoused Student Services	Unhoused Student Supports are designed to provide comprehensive assistance to students experiencing homelessness, addressing both their academic and social-emotional needs. This includes access to academic support such as additional tutoring and specialized programs available after school until 6pm. Additionally, we offer social-emotional learning (SEL) support to help students develop resilience, manage stress, and build positive relationships. By providing these targeted supports, we aim to create a stable and supportive environment that helps unhoused students overcome challenges and succeed in their education. This action contributes to increasing and improving services by ensuring that vulnerable students receive the necessary resources and support to thrive academically and personally, despite their housing instability.	$4,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,956,735.00	$334,423.00

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
29.79%	0.00%	$0.00	29.79%

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 #(s)	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
Goal 1 School-Family-Community Partnerships Action 2 Language Liaisons	English Learners (EL): English Learners encounter barriers in accessing the full spectrum of educational opportunities due to language constraints. While general resources are available, there is a distinct lack of personalized assistance that addresses the specific needs of EL families in navigating the educational system and fostering a collaborative relationship with the school.	Language Liaisons build trusting relationships with English Learners and their families, making them feel welcomed and valued within the school community. This trust is essential for effective communication and collaboration. LEA-wide Provision: Providing Language Liaisons LEA-wide ensures that all English Learners and their families, regardless of which school they attend within the district, receive consistent support. This LEA-wide approach guarantees equitable access to the resources and services necessary for effective communication and collaboration, fostering a welcoming and inclusive environment throughout the entire school community. By implementing this initiative across the district, we ensure that no student or family is left without the critical support needed to thrive academically and socially.	Percentage of parents of ELs that reported attending at least 2 parent workshops. Number of Interactions reported by parents of English Learners on parent surveys. English Learner Parent Engagement Rate as measured by survey participation.
Goal 2, Action 3 Professional Development	English Learners (EL): A limited number (45.1%) of English Learners are making progress towards English Proficiency. FY: Local PBIS Data indicates that FY are receiving more referrals for behavior related occurrences than their peers. Low-Income Students: Local student assessment data indicates that LI students are scoring at lower academic performance levels from their peers. Targeted student groups are performing below their peers: (2023) (All) ELA: 50% (All) Math: 40% (All) CAST: 34% (2023) (LI) ELA: 47% (EL) ELA: 19% (FY) ELA: Not Available fewer than 11 students (LI) Math: 37% (EL) Math: 19% FY: Not Available fewer than 11 students (LI) CAST: 31% (EL) CAST: 0% (FY) CAST: Not Available fewer than 11 students	Targeted Training: Professional development sessions are tailored to equip teachers with skills and strategies specific to the needs of EL students, such as differentiated instruction, scaffolding techniques, ELD instruction and language development practices. Trauma-Informed Practices: Training programs focus on trauma-informed approaches to support foster youth, helping teachers recognize and respond to the effects of trauma on learning in the classroom. This actions assists teachers in better understanding how to provide academic support to foster youth. Intervention Strategies: Professional development includes training on effective academic intervention strategies to engage low-income students, emphasizing the importance of addressing socio-economic barriers and providing equitable access to resources. LEA-wide Provision: Professional development sessions are provided LEA-wide to ensure that all teachers are equipped with skills and strategies tailored to the specific needs of English Learners, foster youth, and low-income students. This includes training on differentiated instruction, ELD practices, trauma-informed approaches, and effective intervention strategies. By implementing these training programs across the district, we ensure consistent, high-quality support for these targeted groups, enabling equitable access to resources and fostering a more inclusive and supportive learning environment for all students.	Maintain low student : teacher ratio 100% of teachers appropriately credentialed and assigned. Access to Standards Aligned Instructional Materials CAASPP Test Results (ELA, Math) and CAST Test Results (Science)

Goal 2, Action 2 Teacher and Staff Collaboration	English Learners (EL), Low-Income (LI) students, and Foster Youth (FY) face specific and persistent challenges that impact academic success. EL students need consistent academic language development and instructional alignment to both designated and integrated ELD standards. LI students often require differentiated instruction and academic scaffolds due to limited learning resources outside of school. FY students benefit from trauma-informed support, stability, and coordinated care due to frequent school transitions and personal hardship. These needs were identified through analysis of state and local assessment data, stakeholder input, and school site needs assessments conducted during the LCAP development process.	This LEA-wide action provides weekly early release time for teachers and staff to collaborate on lesson planning, data analysis, and instructional strategies that directly support EL, LI, and FY students. Collaboration sessions focus on embedding designated and integrated ELD for EL students, developing scaffolded lessons and interventions for LI students, and implementing trauma-informed and stability-focused strategies for FY students. Providing this time schoolwide ensures that all classrooms where EL, LI, and FY students are often integrated with peers are equipped to deliver consistent, targeted, and inclusive instruction that addresses the needs of these student groups. This LEA-wide action under Goal 2, Action 2 provides structured weekly early release time at all school sites for teachers and staff to collaborate on instructional planning, data analysis, and targeted strategies to support English Learners (EL), Low-Income (LI), and Foster Youth (FY) students. Site teams focus on embedding designated and integrated ELD for ELs, designing scaffolded lessons for LI students, and implementing trauma-informed practices for FY students. By ensuring consistent implementation across the LEA, this action promotes coherence, equity, and inclusive instruction that addresses the specific needs of these student groups in every classroom.	Effectiveness of this action for EL, LI, and FY students will be measured using multiple indicators: CAASPP scores in English Language Arts and Mathematics for each group, the English Learner Progress Indicator (ELPI) for ELs, annual reclassification rates for ELs, i-Ready diagnostic growth for LI and FY students, and reductions in chronic absenteeism rates, particularly for FY and LI students. These metrics will help determine whether teacher and staff collaboration is resulting in improved academic achievement, language development, and school engagement for unduplicated student groups.

Goal 3, Action 2 Extended Learning and Enrichment	English Learners (EL): EL students often require additional instructional time and targeted support to develop language proficiency and meet academic standards. Extended learning opportunities can help bridge these gaps. Foster Youth: Foster youth frequently experience educational disruptions that can hinder their academic progress. Extended learning programs provide stability and additional instructional time to help them catch up and stay on track. Low-Income Students: Low-income students lack access to academic resources and enrichment opportunities outside of school. Extended learning and enrichment programs can help mitigate these disparities by offering additional educational support and activities.	After-School Programs: Offer after-school programs that provide academic tutoring, homework assistance, and enrichment activities such as arts, music, and sports. These programs help reinforce learning and provide a safe, structured environment for students after school hours. Summer Learning Programs: Implement summer learning programs that focus on preventing summer learning loss and providing enrichment opportunities. These programs target key academic areas such as reading, math, and science, as well as offer engaging activities that promote social and emotional development. Saturday School and Intersession Programs: Provide additional instructional time through Saturday school and intersession programs. These programs offer targeted support for students who need extra help in specific content areas or who are at risk of falling behind. Enrichment Clubs and Activities: Establish enrichment clubs and activities that cater to diverse interests, such as STEM clubs, robotics, drama, and creative writing. These activities help foster a love of learning and provide opportunities for students to explore new interests and develop new skills. LEA-wide Provision: Offering extended learning and enrichment programs on an LEA-wide basis ensures that all students, regardless of which school they attend, have access to these valuable opportunities. This approach promotes equity and helps close the achievement gap for unduplicated student groups.	Percentage of English Learners Making Progress in English Proficiency: Measured by English proficiency assessments. Reclassification Rate: Measured by the percentage of English learners reclassified as fluent English proficient. Overall Student Progress and Satisfaction as Reported by Parents/Guardians: Measured by annual parent/guardian surveys. Percentage of Students with Access to Personal Learning Devices: Measured by inventory and student access records. 20% Increase in Students Meeting or Exceeding Grade-Level Academic Standards in ELA & Mathematics: Measured by the i-Ready Diagnostic Assessment from the beginning to the end of the school year. Percentage of Students that Have Access and Percentage of Students Demonstrating Mastery of Key Standards in the Adopted Curriculum for Core Subjects: Measured by local assessments and reported on standards mastery matrix. CAASPP Test Results (ELA, Math) and CAST Test Results (Science)

Goal 4, Action 1 Social Emotional & Mental Health Services	Foster Youth: Foster youth are particularly vulnerable to social-emotional challenges due to instability in their home lives and the trauma they have experienced. They require targeted mental health support to cope with these issues. Low-Income Students: Low-income students may face various stressors, including financial insecurity and limited access to resources, which can affect their mental health and overall well-being.	On-Site Services: Provide on-site counseling services through community partners at all schools to support students' social-emotional and mental health needs. Social Workers and Social Work Interns are trained to address the specific challenges faced by foster youth, and low-income students, in our district challenges include food instability, addiction and trauma. Social Workers and Mental Health Professionals: Employ social workers and mental health professionals who can provide individual and group therapy sessions, crisis intervention, and case management. These professionals work closely with teachers and staff to identify and support students in need. Mental Health Awareness and Education: Implement programs to raise awareness about mental health and reduce stigma. Educate students, parents, and staff about the importance of mental health and the resources available to support it. Family Engagement and Support: Offer workshops and resources for families to help them support their children's social-emotional well-being. This includes providing information on how to recognize signs of mental health issues and access support services. Partnerships with Community Organizations: Collaborate with local mental health organizations to provide additional resources and services. These partnerships can offer specialized support, such as trauma-informed care and substance abuse counseling. LEA-wide Provision: Ensuring that social-emotional and mental health services are available LEA-wide guarantees that all students, regardless of their school, have access to the support they need. This comprehensive approach promotes equity and ensures a consistent level of care and support across the district.	Chronic Absenteeism and Suspension Rates

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3, Action 5 Enhance Core and Designated ELD Program	Both newcomers and long-term English learners are not making sufficient progress in language proficiency, leading to a need for more effective strategies to enhance their language acquisition and overall proficiency.	The Enhanced ELD programs are carefully designed to supplement, not supplant, existing designated ELD or integrated ELD educational programs. Rather, the enhancements are designed to expand supports by addressing the unique needs of EL and LTEL students through targeted language instruction, engagement strategies, and parental support, these programs aim to improve language proficiency and academic outcomes. The effectiveness of these actions will be measured by the percentage of English Learners making progress in English Proficiency and meeting reclassification requirements.	Reclassification Rates Language Proficiency Progress

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be strategically utilized to continue and expand upon the successful efforts initiated in prior years under Goal 3, Action 2. This includes the retention and maintenance of two full-time certificated positions providing direct academic and social-emotional support services to students at both New Temple and Shively. These positions are critical in ensuring continuity of support for students most in need, including English learners, foster youth, and low-income students. Valle Lindo School District will use the additional concentration grant add-on funding to support two full-time certificated FTE positions who will provide extended learning opportunities at New Temple Elementary and Dean L. Shively Middle School.

These positions are dedicated to planning and delivering before-school, after-school, and summer learning programs that focus on multi-tiered support, enrichment, and social-emotional support. The certificated staff will provide direct instruction in core subjects as well as integrate structured social-emotional learning (SEL), and design hands-on, engaging learning experiences tailored to the needs of English learners, foster youth, and low-income students.

This staffing investment directly supports Goal 3, Action 2 by ensuring that extended learning opportunities are delivered by credentialed teachers who can reinforce core content, build positive relationships with students, and extend learning beyond the school day in a structured, supportive environment.

In addition, under Goal 4, Action 1, we are using the additional funds to retain staff who provide essential mental health support to students through our Student Services Center. These staff members help address students' social-emotional needs, contribute to a positive school climate, and ensure students have access to the support necessary for their overall well-being.

Under Goal 2, Action 3, we are also using this funding to support staff who lead professional development focused on student support. This includes training in trauma-informed practices, classroom management, culturally responsive instruction, and strategies that help educators better serve the diverse needs of their students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	40:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	22:1

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-2026	$9,925,654.00	$2,956,735.00	29.79%	0.00%	29.79%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$10,871,994.00	$3,721,794.00	$0.00	$395,137.00	$14,988,925.00	$12,375,188.00	$2,613,737.00

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	Workshops	All	No				Ongoing	$0	$790	$790	$0	$0	$0	$790	0.00%
1	2	Language Liaisons	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$25,381	$1,159	$26,540	$0	$0	$0	$26,540	0.00%
1	3	Parent Information Systems	All	No				Ongoing	$20,382	$22,259	$42,641	$0	$0	$0	$42,641	0.00%
2	1	Salaries, Benefits, Stipends	All	No				Ongoing	$7,338,696	$100,920	$5,922,785	$1,207,455	$0	$309,376	$7,439,616	0.00%
2	2	Teacher and Staff Collaboration	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$2,486,516	$0	$2,486,516	$0	$0	$0	$2,486,516	0.00%
2	3	Professional Development	All	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$149,873	$72,746	$205,364	$0	$0	$17,255	$222,619	0.00%
3	1	Instructional Materials	All	No				Ongoing	$0	$971,574	$669,669	$290,088	$0	$11,817	$971,574	0.00%
3	2	Extended Learning and Enrichment	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$1,381,684	$144,039	$159,813	$1,348,255	$0	$17,655	$1,525,723	0.00%
3	3	Student Services	Student with Disabilities (SWD)	No				Ongoing	$0	$937,645	$26,615	$875,996	$0	$35,034	$937,645	0.00%
3	4	Technology Support	Low Income	No				Ongoing	$128,606	$0	$128,606	$0	$0	$0	$128,606	0.00%
3	5	Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	1	Social Emotional/Mental Health Services	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$127,058	$0	$127,058	$0	$0	$0	$127,058	0.00%
4	2	Physical Health Services	All	No				Ongoing	$109,291	$23,076	$132,367	$0	$0	$0	$132,367	0.00%
4	3	Attendance Outreach	All	No				Ongoing	$52,944	$0	$52,944	$0	$0	$0	$52,944	0.00%
4	4	Safe and Clean Facilities	All	No				Ongoing	$550,757	$339,529	$890,286	$0	$0	$0	$890,286	0.00%
4	5	Unhoused Student Services	Homeless	No				Ongoing	$4,000	$0	$0	$0	$0	$4,000	$4,000	0.00%

2025-2026 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
$9,925,654.00	$2,956,735.00	29.79%	0.00% - No Carryover	29.79%	$3,005,291.00	0.00%	30.28%	**Total:**	$3,005,291.00
								LEA-wide Total:	$3,005,291.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Language Liaisons	Yes	LEA-wide	English learner (EL)	All Schools	$26,540.00	0.00%
2	2	Teacher and Staff Collaboration	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$2,486,516.00	0.00%
2	3	Professional Development	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$205,364.00	0.00%
3	2	Extended Learning and Enrichment	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$159,813.00	0.00%
3	5	Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%
4	1	Social Emotional/Mental Health Services	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$127,058.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$15,418,393.00	$15,613,977.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Workshops	No	$200.00	$200.00
1	2	Language Liaisons	Yes	$41,276.00	$41,276.00
1	3	Parent Information Systems	No	$71,335.00	$71,335.00
2	1	Salaries, Benefits, Stipends	No	$7,351,734.00	$7,303,105.00
2	2	Teacher and Staff Collaboration	Yes	$1,984,292.00	$2,112,399.00

2	3	Professional Development	Yes	$160,539.00	$160,597.00
3	1	Instructional Materials	No	$1,060,163.00	$1,076,083.00
3	2	Extended Learning and Enrichment	Yes	$1,859,971.00	$1,853,874.00
3	3	Student Services	No	$770,332.00	$767,851.00
3	4	Technology Support	No	$123,515.00	$123,515.00
3	5	Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	Yes	$0.00	$0.00
4	1	Social Emotional/Mental Health Services	Yes	$312,756.00	$312,756.00
4	2	Physical Health Services	No	$122,389.00	$122,389.00
4	3	Attendance Outreach	No	$96,934.00	$96,934.00
4	4	Safe and Clean Facilities	No	$1,458,957.00	$1,567,663.00
4	5	Unhoused Student Services	No	$4,000.00	$4,000.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$2,828,857.00	$3,121,488.00	$3,120,058.00	$1,430.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	2	Language Liaisons	Yes	$41,276.00	$41,276.00	0.00%	0.00%
2	2	Teacher and Staff Collaboration	Yes	$1,984,292.00	$2,112,399.00	0.00%	0.00%
2	3	Professional Development	Yes	$142,977.00	$142,977.00	0.00%	0.00%
3	2	Extended Learning and Enrichment	Yes	$640,187.00	$510,650.00	0.00%	0.00%
3	5	Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	Yes	$0.00	$0.00	0.00%	0.00%
4	1	Social Emotional/Mental Health Services	Yes	$312,756.00	$312,756.00	0.00%	0.00%

2024-2025 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)
$9,193,231.00	$2,828,857.00	0.00%	30.77%	$3,120,058.00	0.00%	33.94%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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