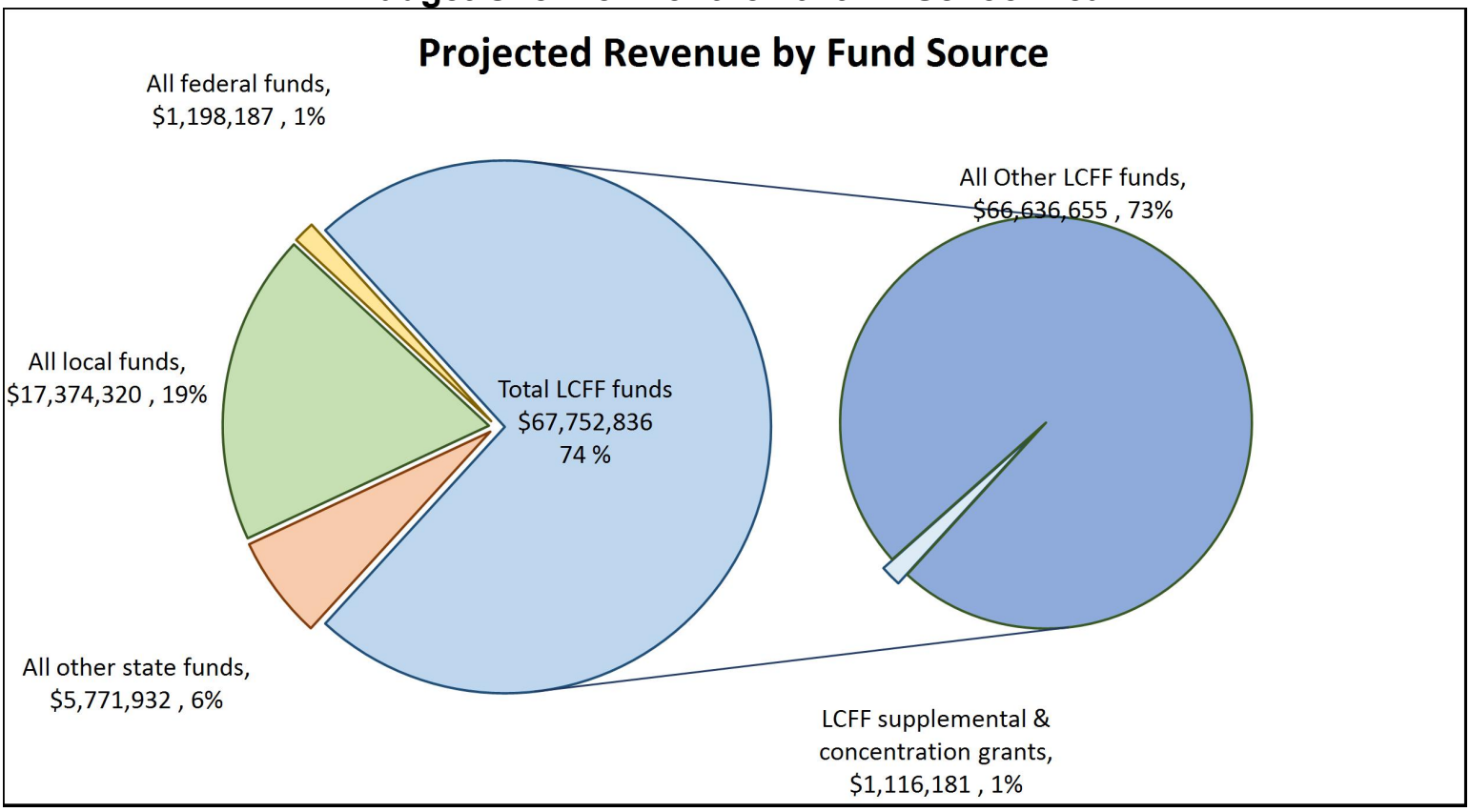
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Altos Elementary School District
CDS Code: 43 69518 0000000
School Year: 2026-27
LEA contact information:
Carrie Bosco, Ed.D.
Assistant Superintendent, Educational Services
cbosco@lasdschools.org
(650) 947-1155

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

Budget Overview for the 2026-27 School Year

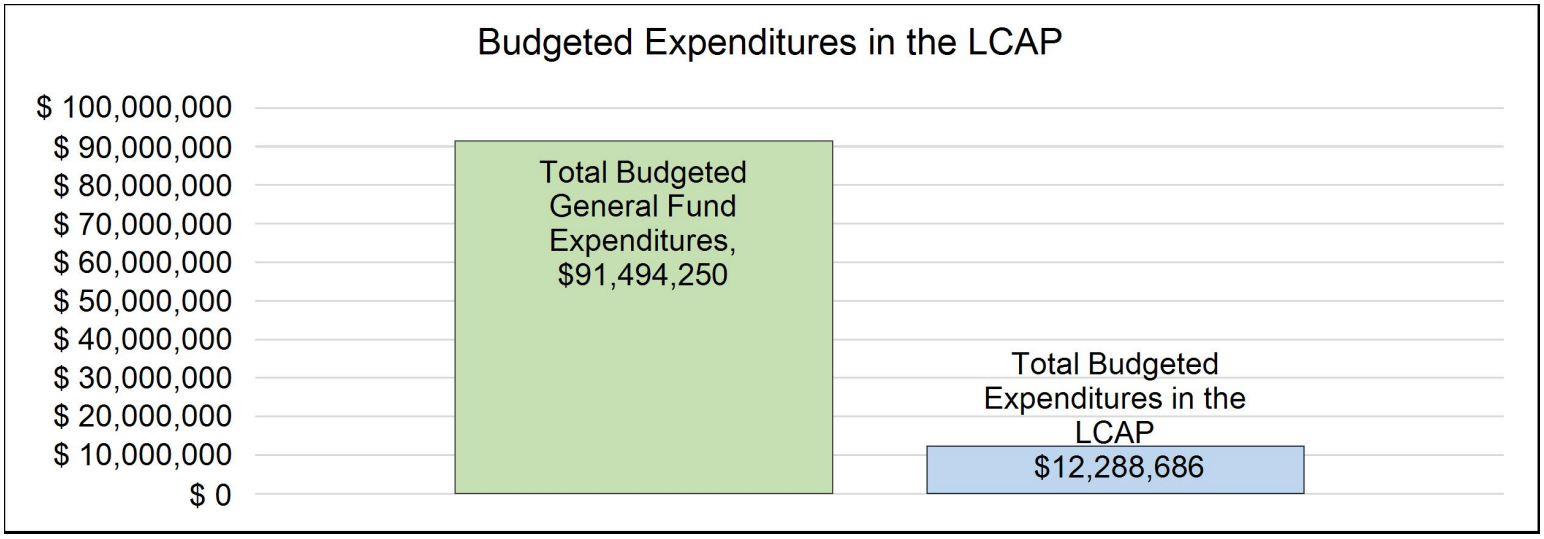


This chart shows the total general purpose revenue Los Altos Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Altos Elementary School District is $92,097,275, of which $67,752,836 is Local Control Funding Formula (LCFF), $5,771,932 is other state funds, $17,374,320 is local funds, and $1,198,187 is federal funds. Of the $67,752,836 in LCFF Funds, $1,116,181 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Los Altos Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Los Altos Elementary School District plans to spend $91,494,250 for the 2026-27 school year. Of that amount, $12,288,686 is tied to actions/services in the LCAP and $79,205,564 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

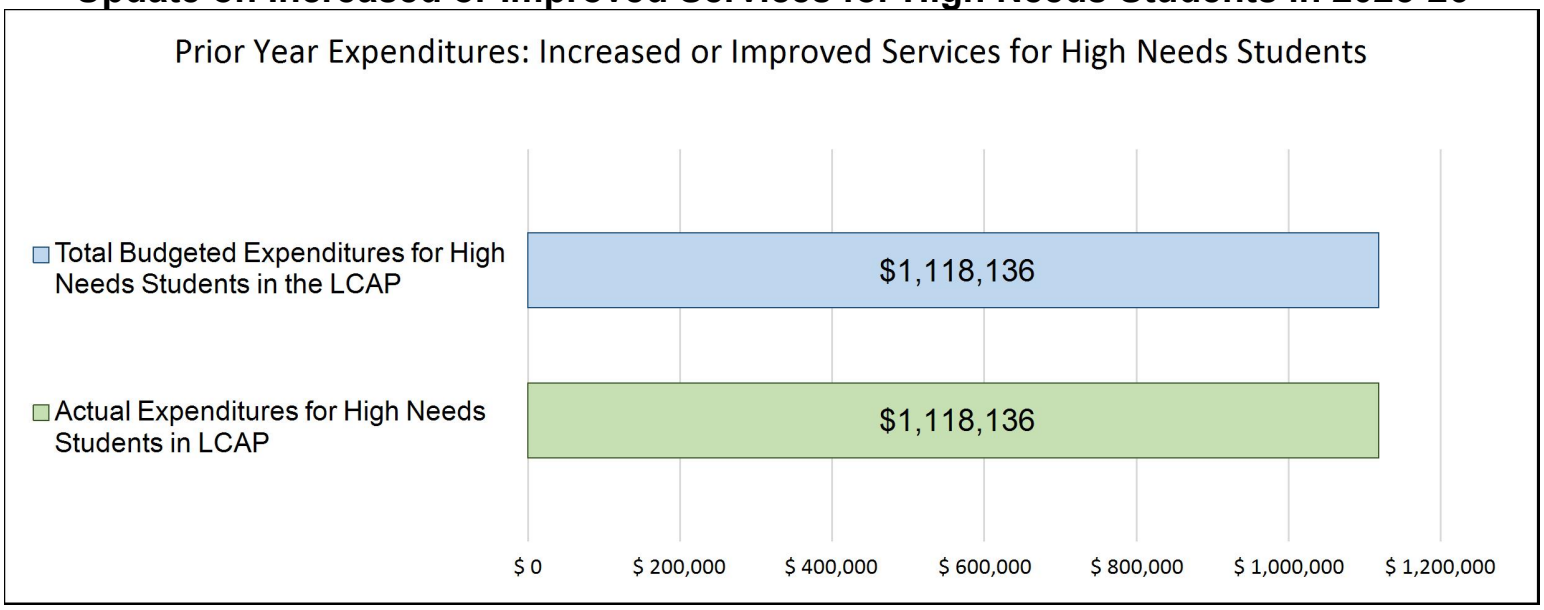
General Operations, General Education, Special Education, Student Nutrition, Supplies, Contracted Services and Utilities

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

In 2026-27, Los Altos Elementary School District is projecting it will receive $1,116,181 based on the enrollment of Foster Youth, English learner, and low-income students. Los Altos Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Altos Elementary School District plans to spend $1,286,025 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Los Altos Elementary School District's LCAP budgeted $1,118,136 for planned actions to increase or improve services for high needs students. Los Altos Elementary School District actually spent $1,118,136 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Altos Elementary School District	Carrie Bosco, Ed.D. Assistant Superintendent, Educational Services	cbosco@lasdschools.org (650) 947-1155

Plan Summary [2026-27]

General Information

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

The Los Altos School District (LASD) is a high-achieving TK–8 school district located in Santa Clara County, serving approximately 3,344 students across seven elementary schools and two junior high schools. All LASD schools are recognized as California Distinguished Schools. Our diverse student population includes 7.4% (n=250) socioeconomically disadvantaged students, 8.9% (n=298) students with disabilities, and 10% (n=336) English language learners, according to California Department of Education DataQuest data. Through the Local Control Accountability Plan (LCAP), LASD continues to focus on accelerating success for all students while addressing achievement disparities between our highest- and lowest-performing student groups. As a community-funded district, LASD does not receive additional state funding through the Local Control Funding Formula (LCFF).

LASD is fortunate to benefit from strong and ongoing community support through both our school-based Parent Teacher Associations (PTAs) and the Los Altos Educational Foundation (LAEF). PTAs contribute countless volunteer hours at both the school and district levels, strengthening programs and school communities. LAEF raises approximately $2.7 million annually to support specialized programs including arts education, physical education, mental health services, junior high electives, the grades 4–6 music program, and districtwide K–8 STEM and computer science initiatives.

LASD is especially proud of its commitment to Deeper Learning and the development of future-ready learners. Across all grade levels, students are encouraged to take an active role in their education through inquiry-based learning experiences that foster curiosity, creativity, and problem-solving. Classrooms emphasize student agency, voice, and choice, empowering learners to pursue questions, explore multiple

perspectives, and demonstrate understanding in ways that are meaningful and relevant to them. Students are encouraged to reflect on their learning, set goals, and develop the independence and confidence needed to thrive in an ever-changing world.

In LASD schools, learning extends beyond the mastery of academic content. Educators intentionally cultivate environments where students feel known, valued, and connected. Social-emotional learning (SEL) is integrated throughout the student experience to support self-awareness, resilience, empathy, collaboration, and responsible decision-making. By prioritizing both high academic expectations and student well-being, LASD seeks to educate the whole child and ensure that all students are prepared for success in school, in relationships, and in life.
Through innovative instructional practices and a strong culture of continuous improvement, LASD continues to be a leader in creating dynamic learning environments where students are engaged, inspired, and empowered to reach their full potential.

LASD Mission
The Los Altos School District inspires a passion for learning and prepares all TK–8 students to thrive in a rapidly changing global community.

LASD Vision
The Los Altos School District will be a leader in revolutionizing learning for all students.

This LCAP reflects the district's strategic priorities, goals, actions, and services that guide our work in supporting student success throughout the current three-year planning cycle (2024-27). No Schools are receiving Equity Multiplier Funds.

Reflections: Annual Performance

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

The following section highlights the district's annual performance outcomes as reflected on the 2025 California School Dashboard and other state reporting measures. The California School Dashboard uses a color-coded system to indicate performance levels, ranging from BLUE (very high performance), GREEN (high performance), YELLOW (medium performance), ORANGE (low performance), and RED (very low performance). The data below reflects outcomes for all students as well as identified student groups and provides an opportunity to reflect on areas of strength, progress, and continued growth across the district. Overall, LASD continues to demonstrate strong academic achievement and positive student outcomes. Districtwide performance indicators reflect sustained excellence in English Language Arts and Mathematics, improvements in chronic absenteeism and suspension rates, and continued commitment to supporting the academic and social-emotional success of all students. While the district celebrates many areas of growth, the data also highlights opportunities for continued focus and support for specific student groups, particularly in English learner progress and outcomes for students with disabilities.

Academic Achievement

English Language Arts (ELA) – Very High Performance
According to the 2024–25 California School Dashboard, LASD maintained very high performance in English Language Arts.
All Students: BLUE – 94 points above standard, representing an increase of 6 points.
Socioeconomically Disadvantaged Students: BLUE – 15 points above standard, representing an increase of 19 points.

Students with Disabilities: YELLOW – 28 points below standard, representing an increase of 10 points.
English Learners: BLUE – 19 points above standard, representing an increase of 20 points.

Mathematics – Very High Performance
LASD also maintained very high performance in Mathematics.
All Students: BLUE – 100 points above standard, representing an increase of 5 points.
Socioeconomically Disadvantaged Students: BLUE – 7 points below standard, representing an increase of 23 points.
Students with Disabilities: ORANGE – 39 points below standard, representing a decrease of 1 point.
English Learners: BLUE – 39 points above standard, representing an increase of 17 points.

Science Achievement
In 2023–24, 78% of students met or exceeded standards in Science. This reflects a 2% increase from the prior year and a 3% overall improvement.

Student Engagement and Attendance
LASD maintained a strong 96% end-of-year attendance rate in 2024–25.

Chronic Absenteeism
The district continued to make meaningful progress in reducing chronic absenteeism rates across nearly all student groups.
All Students: GREEN – 6% chronically absent, representing a 3% decrease and 33% improvement.
English Learners: GREEN – 6% chronically absent, representing a 7% decrease and 54% improvement.
Hispanic Students: YELLOW – 12% chronically absent, representing a 7% decrease and 37% improvement.
Two or More Races: BLUE – 5% chronically absent, representing a 3% decrease and 37.5% improvement.
Socioeconomically Disadvantaged Students: YELLOW – 14% chronically absent, representing an 11% decrease and 39% improvement.
Students with Disabilities: YELLOW – 13% chronically absent, representing a 6% decrease and 32% improvement.
White Students: GREEN – 7% chronically absent, representing a 5% decrease and 46% improvement.

Year 2 Progress for Schools Previously Identified in RED (2023 Dashboard)
Several schools and student groups previously identified in RED continued to demonstrate strong improvement:
Almond School: Hispanic students decreased chronic absenteeism to 3%, a 17% decrease and 85% improvement.
Blach School: Students with disabilities decreased chronic absenteeism to 11.9%, a 12% decrease and 50% improvement.
Egan School:
All students: 8% chronically absent, a 4.3% decrease and 65% improvement.
Hispanic students: 19.7%, a 2.4% decrease and 11% improvement.
Socioeconomically disadvantaged students: 19.1%, a 7% decrease and 26% improvement.
White students: 10.4%, a 6.4% decrease and 38% improvement.
Santa Rita School:
All students: 8.5%, a 4.3% decrease and 34% improvement.
English learners: 10.3%, a 7.2% decrease and 41% improvement.
Hispanic students: 15.7%, an 8.1% decrease and 34% improvement.

Two or more races: 9.1%, a 12.5% decrease and 58% improvement.
Socioeconomically disadvantaged students: 16.4%, a 10.8% decrease and 40% improvement.
Students with disabilities: 20%, a 3.9% decrease and 16% improvement.

School Climate and Student Behavior
Suspension and Expulsion Rates
LASD continued to maintain very strong school climate indicators during the 2024–25 school year.
All Students: BLUE – 0.4% of students were suspended at least one day, representing a 0.2% decrease and 50% improvement.
There were no district student groups in the RED category.
Students with Disabilities: 2.3% suspended at least one day, identified in the ORANGE category and representing an area for continued attention and support.
There were zero expulsions districtwide.
In addition, there were no schools identified in RED and no school-level student groups identified in RED for suspension indicators.

Year 2 Progress for Schools Previously Identified in RED (2023 Dashboard)
Oak Elementary: Students with disabilities decreased suspension rates to 0%, representing an 8.7% decrease and 100% improvement.
Egan School: English learners maintained a 0% suspension rate.

English Learner Services and Outcomes
LASD remains committed to ensuring that all English learners receive access to high-quality instruction and support services aligned to the California English Language Development Standards and Common Core State Standards.
In 2025–26, 100% of English learners received designated programs and services as reflected in student and English learner support schedules.
According to the 2024–25 California Department of Education DataQuest system:
LASD served 353 English learners.
Of these students, 2.5% (9 students) were identified as Long-Term English Learners (LTELs), representing a 2.5% decrease and 50% improvement.
English Learner Progress Indicator

Per the 2024–25 California School Dashboard:
English Learner Progress: ORANGE – 61% of English learners made progress toward English language proficiency (n=162).
This reflects an 11% decrease from the prior year and a 15% decline overall.
Students At Risk of Becoming Long-Term English Learners
According to the 2024–25 DataQuest At-Risk and LTEL Report:
12 out of 178 English learners in grades 3–8 (6.7%) were identified as at risk of becoming Long-Term English Learners.
This represents an 8.3% decrease and a 55.3% improvement from the previous year.
Reclassification data for the 2025–26 school year will be available at the end of the academic year.

Summary

The 2025 annual performance data reflects LASD's continued commitment to academic excellence, equitable student outcomes, and whole-child support systems. The district maintained very high levels of achievement in English Language Arts and Mathematics while also demonstrating measurable improvements in attendance, chronic absenteeism, and suspension rates across many student groups. These outcomes reflect the collective efforts of students, staff, families, and the broader school community in fostering safe, inclusive, and engaging learning environments. At the same time, the district recognizes the importance of continuous improvement. Ongoing attention will remain focused on strengthening outcomes for students with disabilities and accelerating English learner progress toward language proficiency. LASD remains committed to using data thoughtfully to guide decision-making, allocate resources strategically, and ensure that every student is supported, challenged, and empowered to succeed.

Use of LRGB Funds:

In response to ongoing feedback from teachers and families and an internal needs assessment that included a parent survey, parent input meeting and staff focus group, in addition to the review of the dashboard data we are revising Goal 1 Action 1.4 to include establishing a Pupil Services (Principal on Special Assignment) position to strengthen coordination of district systems, programs, and practices that improve access, engagement, and outcomes for students furthest from opportunity. This role will support coherence across sites by enhancing literacy and mathematics intervention systems, strengthening progress monitoring and data use, and ensuring equitable access to high-quality instruction and targeted supports. The position will also coordinate key initiatives including Expanded Learning Opportunities Program (ELOP), Title I, III, and IV, TK intervention and assessment systems (including DRDP), library program support, SARB, and McKinney-Vento liaison responsibilities, DELAC facilitation, and family engagement efforts. Overall, this role is intended to improve alignment, strengthen implementation of districtwide student support systems, and promote improved outcomes for students. The District plans on using its allocation of 2025-26 Learning Recovery Block Grant Funds of 53,014 in 2026-27 and will use any new funds received in 2026-27 and will use them in 2027-28. Since the state has not enacted their budget, we do not know the exact allocation at time. Action 1.4 will be measure by metric 1.4

Reflections: Technical Assistance

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

not applicable

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.

not applicable

Support for Identified Schools

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

not applicable

Monitoring and Evaluating Effectiveness

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

not applicable

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
Students	Spring 2026: Student surveys (TSE) were administered to all upper grade students and a Student Ambassador group was formed with representatives from all nine schools with the purpose of providing input and feedback on student experience, course offerings and student support services.
Staff	Spring 2026: In-person input/listening sessions were held at all nine schools with district administration.
Parents	Spring 2026: A parent survey was sent to all LASD parents to seek feedback and input.
Leadership Team/District Administrative Cabinet	Spring 2026: Leadership provided input via cabinet and leadership team meetings.
Board	Spring 2026: School Board members participated in input sessions for committees they participate on and in public board meetings.
District English Language Committee	Spring 2026: Members of the DELAC provided input specific to English Learners and the LCAP at the spring DELAC meeting. In addition, in Spring 2026, the district readministered a parent survey of EL students. This survey was translated into the top languages for the district.
Budget Review Committee	Spring 2026: Members of the BRC reviewed and were asked for input on the District's LCAP
Aspiring Leaders	Spring 2024 & Spring 2025: Aspiring leaders including elementary and junior high teachers, instructional support teachers and special education staff participated in an input session. An AL group was not convened in 25-26.

Educational Partner(s)	Process for Engagement
Wellness Committee	Spring 2026: Members of the Wellness Committee provided input specific to the food services/mental wellbeing at the spring Wellness Committee meeting.
Special Education Local Plan Area	Spring 2026: SELPA was consulted on input for students with special needs in the district's LCAP.
Santa Clara County Office of Education	Spring 2026: SCCOE provided support and consultation.

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

LASD remains committed to the belief that meaningful community engagement is essential to developing an effective strategic plan and Local Control Accountability Plan (LCAP). Throughout the 2025–26 planning process, the district engaged students, teachers and staff, families, and community members through a variety of meetings, advisory groups, surveys, and input sessions. Feedback from all required groups played an important role in affirming district priorities, identifying areas for continued growth, and informing the actions and services included in the LCAP. The plan reflects both state requirements and the collective priorities identified through the engagement process.

Feedback continues to center around four key strategic priorities:

Thriving Students

Input emphasized the importance of continuing to support high levels of academic achievement while ensuring equitable outcomes for all students. Input highlighted the continued need to further address achievement gaps for historically underserved student groups, particularly students with disabilities and English learners. Families and staff also emphasized the importance of maintaining a strong focus on student well-being, belonging, and social-emotional learning. Additional feedback reinforced the district’s commitment to engaging, inquiry-based learning experiences that promote student agency, voice, and choice while preparing students to thrive academically and personally. Community members also acknowledged the district’s continued efforts to improve attendance and reduce chronic absenteeism and suspension rates across schools and student groups.

Empowered Educators

Strong appreciation was expressed for the dedication and expertise of LASD staff and input emphasized the importance of continued investment in meaningful professional learning, collaboration, and innovation. Feedback highlighted the value of teacher leadership opportunities and advisory structures that elevate staff voice in district decision-making. Staff members also expressed interest and appreciation in additional opportunities for collaboration across grade levels and school sites, ongoing support for instructional practices to support diverse learners and for access to necessary instructional materials. The district continues to value strong partnerships with employee associations and works to ensure educators feel supported, valued, and empowered.

Engaged Families

Families and community members emphasized the importance of maintaining strong school-home partnerships and continuing to improve communication systems so information is clear, timely, and accessible. Input expressed appreciation for opportunities to engage with schools and district leadership and encouraged the continuation of parent education opportunities focused on student learning, well-being, and digital citizenship. Feedback also reflected the desire to continue fostering inclusive environments where all families feel welcomed, informed, and connected to the school community.

Strong Infrastructure

Feedback affirmed the importance of maintaining safe, modern, and well-resourced learning environments that support student success. Families and staff expressed appreciation for the thoughtful long-term planning efforts and would like to see improved facilities and classroom conditions. Feedback also highlighted the importance of maintaining the district's financial stability while continuing to attract and retain high-quality staff through competitive compensation and strong working conditions. Feedback recognized the district's responsibility to balance fiscal stewardship with continued investment in programs, personnel, and facilities that directly support students and schools.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Thriving Students: LASD students receive an excellent school experience that includes- positive developmental relationships, environments filled with safety and belonging, rich learning experiences, development of habits, skills and mindsets, and integrated systems of support. LASD students achieve academically and meet or exceed proficiency standards. LASD students have a sense of hope, belonging, and engagement. They develop future-ready skills.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all of LASD's students are achieving at high levels. The metrics and corresponding actions will address state priorities 1, 2, 4, 5, 6, 7, and 8. The focus of this goal is on the whole child. In LASD we connect with who each and every child really is, put them at the center of their learning experience, integrate their social, emotional, cognitive, and academic development, and develop learners as full people.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	INSTRUCTIONAL MATERIALS Every student in the school district has sufficient access to standards-aligned	2023-24- 100% of students have access to standards-aligned instructional materials per the School	2024-25- 100% of students have access to standards-aligned instructional materials per the	2025-26- 100% of students have access to standards-aligned instructional materials per the	100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional materials (Priority 1B)	Accountability Report Cards (SARC)	School Accountability Report Cards (SARC)	School Accountability Report Cards (SARC)		
1.2	STATE STANDARDS Implementation of state board adopted academic content and performance standards for all students (Priority 2A)	2023-24- Per the CA School Dashboard- 100% of "Implementation of Academic Standards" were rated either a 4 (Full Implementation) or a 5 (Full Implementation/ Sustainability). ELA: 5 ELD: 5 Math: 5 History/SocialScience: 5 Science: 4	2024-25- Per the CA School Dashboard 100% of "Implementation of Academic Standards" were rated either a 4 (Full Implementation) or a 5 (Full Implementation/ Sustainability). ELA: 5 ELD: 5 Math: 5 History/SocialScience: 5 Science: 5	2025-26- Per the CA School Dashboard 100% of "Implementation of Academic Standards" (in core + ELD) were rated either a 4 (Full Implementation) or a 5 (Full Implementation/ Sustainability). ELA: 5 ELD: 5 Math: 5 History/SocialScience: 5 Science: 5 *Career Technical Education was added and is at a 3 (initial implementation).	100%	0
1.3	ENGLISH LEARNERS A) Programs and services that enable ELs to access the Common Core State Standards	2023-24 A) Per student schedules/EL support schedules:	2024-25 A) Per student schedules/EL support schedules:	2025-26 A) Per student schedules/EL support schedules:	A) Per student schedules/EL support schedules: 100% ELs receive programs and	A) 0 B) -3.5% C) -3.8% Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and the ELD standards for purposes of gaining academic content knowledge and English language proficiency (Priority 2B) B) Percentage of LTELs C) Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (Priority 4E) D) "At risk" of becoming LTEL E) Reclassification Rate	100% ELs receive programs and services that enable them to access Common Core State Standards and the ELD standards. B) 2022-23- Per CDE's DataQuest system, there were 240 English Learners in the district. Of these 342 students, 6% (n=20 students) were considered Long Term English Learners. C) 2022-23- Per the CA School Dashboard: ENGLISH LEARNER PROGRESS All English Leaners: GREEN (64.8% making progress towards English language proficiency) D) DataQuest Los Altos 23-24 at risk & LTEL report-% of students at risk of becoming long term english learners (LTEL) 20/166 = 12% (20 is the total of at risk in grades 3 – 8)	100% ELs receive programs and services that enable them to access Common Core State Standards and the ELD standards. B) 2023-24- Per CDE's DataQuest system, there were 346 English Learners in the district. Of these 346 students, 5% (n=16 students) were considered Long Term English Learners. C) 2023-24- Per the CA School Dashboard: ENGLISH LEARNER PROGRESS All English Leaners: BLUE (72% making progress towards English language proficiency) D) DataQuest Los Altos 23-24 at risk	100% ELs receive programs and services that enable them to access Common Core State Standards and the ELD standards. B) 2024-25- Per CDE's DataQuest system, there were 353 English Learners in the district. Of these 353 students, 2.5% (n=9 students) were considered Long Term English Learners. This # is a 2.5 % decrease and represents a 50% improvement. C) 2024-25- Per the CA School Dashboard: ENGLISH LEARNER PROGRESS All English Leaners: ORANGE (61% making progress towards English language proficiency)	services that enable them to access Common Core State Standards and the ELD standards. B) Reduce LTEL # to 4% C) Maintain GREEN or achieve BLUE status with English Learner Progress. (Maintain 65% or higher.) D) Reduce "at risk" of becoming LTEL to 5% E) 24% of ELs are reclassified.	D) -5.3% E) +1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(166 is the EL total given for grades 3-8) E) 2023-24 - 24% of ELs are reclassified; (n=346) ELs on CBEDS day with (n= 83) reclassified	& LTEL report-% of students at risk of becoming long term english learners (LTEL) 28/186 = 15% (20 is the total of at risk in grades 3 – 8) (186 is the EL total given for grades 3-8) E) 2024-25 - 20% of ELs are reclassified; (n=353) ELs on CBEDS day with (n= 72) reclassified	(n=162). This # decreased by 11% from last year and is a 15% decline. D) DataQuest Los Altos 24-25 at risk & LTEL report-% of students at risk of becoming long term english learners (LTEL) 12/178 = 6.7% (12 is the total of at risk in grades 3 – 8) (178 is the EL total given for grades 3-8) This # decreased by 8.3% and represents a 55.3% improvement. E) 25.3% of ELs are reclassified; (n=336) ELs on CBEDS day with (n=85) reclassified		
1.4	ACADEMIC PERFORMANCE	2022-23- Per the CA School Dashboard:	2023-24- Per the CA School Dashboard:	2024-25- Per the CA School Dashboard:	Maintain BLUE for ALL students while also increasing	ELA Maintained BLUE for ALL students-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student performance on statewide standardized assessments (Priority 4A) The California School Dashboard indicators represent highest performance to lowest performance as the colors BLUE, GREEN, YELLOW, ORANGE, and RED. California Science Test % meeting or exceeding standard	ELA- VERY HIGH PERFORMANCE All: BLUE- 87 pts above standard SED: GREEN- 2 pts below SWD: ORANGE- 10 pts below standard EL: YELLOW- 2 pts above standard MATH- VERY HIGH PERFORMANCE All: BLUE- 91 pts above standard SED: YELLOW- 30 pts below standard SWD: YELLOW- 15 pts below standard EL: GREEN- 12 pts above standard 2022-23 SCIENCE All: 80% met or exceeded	ELA- VERY HIGH PERFORMANCE All: BLUE- 88 pts above standard SED: YELLOW- 4 pts below SWD: ORANGE- 38 pts below standard EL: YELLOW- 1 pt below standard MATH- VERY HIGH PERFORMANCE All: BLUE- 95 pts above standard SED: YELLOW- 30 pts below standard SWD: ORANGE- 38 pts below standard EL: GREEN- 22 pts above standard 2023 -24 SCIENCE All: 76% met or exceeded	ELA- VERY HIGH PERFORMANCE All: BLUE- 94 pts above standard. This is an increase of 6 pts. SED: BLUE - 15 pts above. This is an increase of 19 pts. SWD: YELLOW - 28 pts below standard. This is an increase of 10 pts. EL: BLUE - 19 pts above standard. This is an increase of 20 pts. MATH- VERY HIGH PERFORMANCE All: BLUE- 100 pts above standard. This is an increase of 5 pts. SED: BLUE - 7 pts below standard. This is an increase of 23 pts. SWD: ORANGE- 39 pts below standard. This is a decrease of 1 pt.	student subgroup (SED, SWD, EL) performance in ELA and Math by at least 5 pts or one color. Science: 80% met or exceeded	+7 pts above baseline SED +17 pts above baseline SWD -18 pts below baseline EL: +21 pts above baseline MATH Maintained BLUE for ALL students- +9 pts above baseline SED +23 pts above baseline SWD -24 pts below baseline Met EL- +27 pts above baseline SCIENCE All: -2% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				EL: BLUE - 39 pts above standard. This is an increase of 17 pts. 2024-25 SCIENCE All: 78% met or exceeded. This # increased by 2% and represents a 3% change.		
1.5	ATTENDANCE Student attendance rates (Priority 5A) Chronic absenteeism rates (Priority 5B) Middle school drop out rates (Priority 5C)	2022-23 98% End of Year student attendance rate 2022-23- Per the CA School Dashboard: CHRONIC ABSENTEEISM All Students: ORANGE (9% of district students were chronically absent) English learners: RED (16.8% chronically absent) Hispanic students: RED (19.2% chronically absent) Two or more races: RED (12.9% chronically absent) Socioeconomically Disadvantages students: RED (24.4% chronically absent)	2023-24 96% End of Year student attendance rate 2023-24- Per the CA School Dashboard: CHRONIC ABSENTEEISM All Students: YELLOW (9% of district students were chronically absent) English learners: YELLOW (13% chronically absent) Hispanic students: ORANGE (19% chronically absent) Two or more races: GREEN (8% chronically absent)	2024-25 96% End of Year student attendance rate. This # maintained. 2024-25 - Per the CA School Dashboard: CHRONIC ABSENTEEISM All Students: GREEN (6% of district students were chronically absent). This # decreased by 3% and is a 33% improvement. English learners: GREEN (6% chronically absent). This # decreased by 7%	99% EOY student attendance rate Improve all district/school student groups by one color and/or decrease chronic absenteeism by at least 10%. Maintain 0% middle school drop out rate.	End-of-Year Attendance Rate - 3% Chronic Absenteeism All Students improved from ORANGE (9%) to GREEN (6%), representing a decrease of 3 percentage points and a 33% improvement. English Learners improved from RED (16.8%) to GREEN (6%), representing a decrease of 10.8 percentage points and a 54% improvement. Hispanic Students improved from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities: RED (14.6% chronically absent) White students: ORANGE (9.9% chronically absent) In addition to the district data the following schools were in the RED or had student subgroups in the RED. Almond: Hispanic students: (22% chronically absent) Blach: Students with Disabilities: (23.4% chronically absent) Egan: All students (11.9%); Hispanic students: (26.5% chronically absent); Socioeconomically Disadvantaged students:(26.9% chronically absent), Students with Disabilities: (25%) and White students: (15.2%) Santa Rita: All students (16.7%); English learners (26.3%);	Socioeconomically Disadvantages students: ORANGE (23% chronically absent) Students with disabilities: RED (19% chronically absent) White students: ORANGE (11% chronically absent) Year 1 Results for Schools with 2023 Dashboard Reds Almond: Hispanic (20% chronically absent) Blach: Students with Disabilities: (23.6% chronically absent) Egan: All students (12.3%); Hispanic students: (22.1% chronically absent); Socioeconomically Disadvantaged students:(25.9% chronically absent), Students	and is a 54% improvement. Hispanic students: YELLOW (12% chronically absent). This # decreased by 7% and is a 37% improvement. Two or more races: BLUE (5% chronically absent). This # decreased by 3% and is a 37.5% improvement. Socioeconomically Disadvantaged students: YELLOW (14% chronically absent). This is a 11% decrease and is a 39% improvement. Students with disabilities: YELLOW (13% chronically absent). This is a decrease of 6% and a 32% improvement. White students: GREEN (7% chronically absent). This is a		RED (19.2%) to YELLOW (12%), representing a decrease of 7.2 percentage points and a 37% improvement. Two or More Races improved from RED (12.9%) to BLUE (5%), representing a decrease of 7.9. percentage points and a 37.5% improvement. Socioeconomically Disadvantaged Students improved from RED (24.4%) to YELLOW (14%), representing a decrease of 10.4 percentage points and a 39% improvement. Students with Disabilities improved from RED (14.6%) to YELLOW (13%), representing a decrease of 1.6% and 32% improvement. White Students improved from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic students (27.1%), Two or more races (26.1%), Socioeconomically Disadvantaged (32.9%) and Students with Disabilities (22.6%) 2022-23- Per the CA School Dashboard: 0% of Middle School students dropped out of school.	with Disabilities: (no data) and White students: (16.8%) Santa Rita: All students (12.8%); English learners (17.5%); Hispanic students (23.8%), Two or more races (21.6%), Socioeconomically Disadvantaged (27.2%) and Students with Disabilities (23.9%) 2023-24- Per the CA School Dashboard: 0% of Middle School students dropped out of school.	decrease of 5% and is a 46% improvement. Year 2 Results for Schools with 2023 Dashboard Reds Almond: Hispanic (3% chronically absent). This is a decrease of 17% and represents a 85% improvement. Blach: Students with Disabilities: (11.9% chronically absent). This is a decrease of 12% and represents a 50% improvement. Egan: All students (8%). This is a decrease of 4.3% and is a 65% improvement. Hispanic students: (19.7% chronically absent). This is a decrease of 2.4% and represents a 11% improvement; Socioeconomically Disadvantaged		ORANGE (9.9%) to GREEN (7%), representing a decrease of 2.9 percentage points and a 46% improvement. Schools and student groups previously identified in the RED category also demonstrated strong gains: Almond School Hispanic students improved from 22% to 3% chronically absent, representing a a decrease of 19 percentage points and an 85% improvement. Blach School students with disabilities improved from 23.4% to 11.9%, representing a decrease of 11.5 percentage points and a 50% improvement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				students:(19.1% chronically absent). This is a 7% decrease and is a 26% improvement, Students with Disabilities: (no data) and White students: (10.4%). This is a 6.4% decrease and is a 38% improvement. Santa Rita: All students (8.5%). This is a decrease of 4.3% and is a 34% improvement; English learners (10.3%). This is a decrease of 7.2% and is a 41% improvement. Hispanic students (15.7%). This is a 8.1% decrease and a 34% improvement. Two or more races (9.1%). This is a 12.5% decrease and a 58% improvement; Socioeconomically Disadvantaged (16.4%). This is a		Egan School showed improvement across multiple student groups, including all students, socioeconomically disadvantaged students, Hispanic students, and White students. Santa Rita School demonstrated improvement across all previously identified RED student groups, including English learners, Hispanic students, socioeconomically disadvantaged students, students with disabilities, and students identified as two or more races. Middle School Dropout Rate 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				10.8% decrease and a 40% improvement and Students with Disabilities (20%). This is a 3.9% decrease and a 16% improvement. 2024-25- Per the CA School Dashboard: 0% of Middle School students dropped out of school. This # maintained.		
1.6	SUSPENSION/EXPULSION Student suspension/expulsion rates (Priority 6A/B)	2022-23- Per the CA School Dashboard: SUSPENSION/EXPULSION All Students: BLUE (0.5% of students suspended at least one day) There are no district subgroups in the RED. Socioeconomically Disadvantaged students: ORANGE (2.3% suspended at least one day There were 0 expulsions in LASD.	Per the 2023-24 CA School Dashboard: SUSPENSION/EXPUL SION All Students: GREEN (0.6% of students suspended at least one day). There are no district subgroups in the RED or ORANGE.	Per the 2024-25 CA School Dashboard: SUSPENSION/EXPUL SION All Students: BLUE (0.4% of students suspended at least one day). This is a 0.2% decrease and is a 50% improvement. There are no district subgroups in the RED.	Maintain BLUE status for all students, and improve (SED) student subgroup by at least one color. Maintain 0 expulsions.	All Students Green -0.1% improvement- Met SWDs- Orange SED- -.6% Oak SWDs- -9.7% Egan ELs- -14.3% 0 -Expulsions- Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		In addition to the district data the following schools were in the RED or had student subgroups in the RED: Oak Elementary: Students with disabilities (9.7% suspended at least one day) Egan: English learners (14.3% suspended at least one day)	Socioeconomically Disadvantaged students: (2.5% suspended at least one day and is in the YELLOW. There were 0 expulsions in LASD. In addition to the district data, there are no schools in the RED, and no schools with student subgroups in the RED. Year 1 Results for Schools in the Red in 2023 Oak Elementary: Students with disabilities (8.7% suspended at least one day) Egan: English learners (0% suspended at least one day)	Students with Disabilities: (2.3% suspended at least one day and is in the ORANGE. This is a decline. Socioeconomically Disadvantaged students: 1.7% suspended at least one day; declined 0.8% and is in the GREEN. There were 0 expulsions in LASD. In addition to the district data, there are no schools in the RED, and no schools with student subgroups in the RED. Year 2 Results for Schools in the Red in 2023 Oak Elementary: Students with		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				disabilities (0% suspended at least one day). This is a 8.7% decrease and is a 100% improvement. Egan: English learners (0% suspended at least one day). This # maintained.		
1.7	SOCIAL-EMOTIONAL LEARNING Student Social Emotional Learning TSE survey results (Priority 6C)	The Battelle for Kids Survey: Spring 2024: Scores out 5 on a 1-5 (high) scale: This teacher believes I can learn. (4.58) I have a good friend in this class. (4.50) I feel safe in this class. (4.31)	The Battelle for Kids Survey: Spring 2025: 2025: Scores out 5 on a 1-5 (high) scale: This teacher believes I can learn. (4.53) I have a good friend in this class. (4.46) I feel safe in this class. (4.33)	Spring 2026: Scores out 5 on a 1-5 (high) scale: This teacher believes I can learn. (4.51) I have a good friend in this class. (4.50) I feel safe in this class. (4.31)	The Battelle for Kids Survey Winter 2027: Scores will increase by at least 10%.	This teacher believes I can learn: -0.07 I have a good friend in this class: 0 I feel safe in this class: 0
1.8	BROAD COURSE ACCESS + Other Pupil Outcomes Extent to which students have access to, and are enrolled in, a broad course of study including courses for grades 1-6 and the adopted course of study for grades 7-8. (Priority 7A + 8)	2023-24- Per student schedules in Powerschool, specialist/master schedules, 100% of students have access to a broad course of study. This includes core-ELA, math, history and science, and also PE, arts, STEM-Computer Science and music. Currently our Jr High	2024-25 Per student schedules in Powerschool, specialist/master schedules, 100% of students have access to a broad course of study. This includes core-ELA, math, history and science, and also PE, arts, STEM-Computer	2025-26 Per student schedules in Powerschool, specialist/master schedules, 100% of students have access to a broad course of study. This includes core-ELA, math, history and science, and also PE, arts, STEM-Computer	100% of students have access to a broad course of study. Maintain % of students enrolled in a variety of elective course offerings at the jr high to enable students	no change Visual Art -2% Performing Art -3% STEM +14% World Language -7% DIBELS End of Year, Grades K-3: On: +2% Below: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		student enrollment in electives includes: Visual Art - 61% Performing Art - 40% STEM - 65% World Language - 66% Local Reading Assessment Data: DIBELS End of Year, Grades K-3: On: 90% Below: 10% including: Core+: 73% Core: 17% Strategic: 5% Intensive: 5%	Science and music. Currently our Jr High student enrollment in electives includes: Visual Art - 67% Performing Art - 34% STEM - 56% World Language - 63% DIBELS Mid Year, Grades K-3: On: 83% Below: 17% including: Core+: 61% Core: 22% Strategic: 9% Intensive: 8%. DIBELS End of Year, Grades K-3: On: 90% Below: 10% including: Core+: 69% Core: 21% Strategic: 5% Intensive: 5%	Science and music. Currently our Jr High student enrollment in electives includes: Visual Art - 59% (-8%) Performing Art - 37% (+3%) STEM - 79%. (+23%) World Language - 59% (-4%) DIBEL End of Year Data avail at EOY K-2 End of Year On: 92 Below: 8 including: Core+: 74 Core: 18 Strategic: 3 Intensive: 5	voice/choice for their electives. Improve DIBELS End of Year, Grades K-3: On: 92% Below: 8%	
1.9	EXTENDED LEARNING OPPORTUNITIES Extent to which students have access to, and are enrolled in, programs	2023-24- LASD provides access to Extended Learning and Opportunity Services (ELOP) for 100% of our	2024-25- LASD provides access to Extended Learning and Opportunity Services (ELOP)	2025-26- LASD provides access to Extended Learning and Opportunity Services (ELOP)	100% of eligible students will be invited to participate in the	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and services developed and provided to low income, English learner and foster youth (Priority 7B) % invited % participating	eligible low income, English learner, and foster youth students (n= 428) per district ELOP invitations. Of those students invited, 21% (n=91) participated.	for 100% of our eligible low income, English learner, and foster youth students (n= 598) per district ELOP invitations. Of those students invited, 18% (n=108) participated.	for 100% of our eligible low income, English learner, and foster youth students (n= 627) per district ELOP invitations. Of those students invited, 30% (n=189) participated.	district ELOP program. Improve participation rate to 25% .	+9% above baseline for participation rate
1.10	STUDENTS WITH DISABILITIES Extent to which students have access to, and are enrolled in, programs and services developed and provided to students with disabilities (Priority 7C)	2023-24- LASD provides access to IEP pull out and push in services for 100% of eligible students. (n=350) per LASD student IEPs.	2024-25- LASD provides access to IEP pull out and push in services for 100% of eligible students. (n=331) per LASD student IEPs.	As of 4/30/2026, LASD provides services to 314/314 (100%) of all eligible students.	100%	0

Goal Analysis [2025-26]

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

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

LASD remains deeply committed to ensuring that all students receive an excellent school experience that includes positive developmental relationships, environments grounded in safety and belonging, rich and engaging learning experiences, and integrated systems of academic and social-emotional support. Throughout the school year, the district continued to make meaningful progress toward this goal as reflected in student achievement data, engagement indicators, and student perception survey results.

Academic performance across the district remained exceptionally strong. According to the 2024–25 California School Dashboard, LASD maintained VERY HIGH performance levels in both English Language Arts and Mathematics. Districtwide, all students performed in the BLUE category in both subject areas, scoring 94 points above standard in ELA and 100 points above standard in Mathematics. Student subgroup data also reflected strong growth and improvement. English learners demonstrated particularly notable gains, moving to the BLUE

category in both ELA and Mathematics with significant increases from the prior year. Socioeconomically disadvantaged students also showed strong improvement in both academic areas. While students with disabilities continued to perform below district targets, gains in ELA and improvements in attendance and engagement indicators suggest that district supports and interventions are positively impacting student outcomes. These results reflect LASD's continued emphasis on high academic expectations, inquiry-based instruction, deeper learning practices, and targeted support systems designed to meet the needs of all learners.

The district also continued to prioritize whole-child outcomes and student well-being. Student perception data from the Battelle for Kids Survey remained consistently strong and stable. Students continued to report high levels of belonging, safety, and positive relationships with adults and peers. In Spring 2026, students rated the statement "This teacher believes I can learn" at 4.51 out of 5, "I have a good friend in this class" at 4.50, and "I feel safe in this class" at 4.31. These results closely mirrored baseline data from Spring 2024 and reflect the district's sustained commitment to creating supportive, inclusive, and caring learning environments where students feel known, valued, and connected.

Attendance and engagement data also demonstrated important progress. Although the district did not meet its ambitious goal of a 99% attendance rate, LASD maintained a strong 96% end-of-year attendance rate and made substantial improvements in chronic absenteeism across nearly all student groups. Districtwide chronic absenteeism improved from ORANGE to GREEN, while several student groups previously identified in the RED category improved by one or more Dashboard performance levels. English learners, socioeconomically disadvantaged students, Hispanic students, and students identified as two or more races all demonstrated meaningful reductions in chronic absenteeism rates. Schools with prior RED indicators also showed significant improvement across multiple student groups. These outcomes reflect the district's focused efforts to strengthen student connectedness, family partnerships, early intervention systems, and school climate practices.

School climate indicators further support progress toward this goal. Suspension rates remained very low, with LASD earning a BLUE rating for all students and maintaining zero expulsions districtwide. There were no schools or student groups identified in the RED category for suspensions. The district also maintained a 0% middle school dropout rate, reflecting strong levels of student engagement, support, and school connectedness.

Throughout the year, LASD continued to strengthen learning experiences that promote student agency, voice, inquiry, collaboration, and future-ready skill development. Teachers engaged students in authentic and meaningful learning opportunities designed to foster critical thinking, creativity, communication, and problem-solving. Professional learning and collaborative structures supported educators in implementing instructional practices aligned with deeper learning and the district's vision for student success.

Overall, the district made strong progress toward the Thriving Students goal during the 2024–25 school year. Academic outcomes remained exceptionally high, student engagement indicators improved significantly, and survey results reflected positive and supportive school environments. At the same time, the district recognizes the importance of continued focus on improving outcomes for students with disabilities and accelerating English learner progress toward proficiency. LASD remains committed to continuous improvement and ensuring that every student experiences a sense of belonging, engagement, achievement, and hope for the future.

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.

At the time of Budget Adoption we are projecting that all of our esitmated actuals will be within the the 10% Budgeted Amounts.

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

Between 2024 and 2025, targeted district actions contributed to continued progress across several California School Dashboard indicators for LASD. Chronic Absenteeism improved significantly across nearly all student groups, with many groups improving by one or more Dashboard performance levels. Schools and student groups previously identified in the RED category demonstrated notable gains. Students with disabilities improved but remain an area for continued focus.
Targeted EL supports contributed to reductions in Long-Term English Learners and strong academic performance for English learners in ELA and Mathematics. However, the English Learner Progress Indicator declined overall, highlighting the need for continued focus on language proficiency growth. LASD maintained VERY HIGH performance in both ELA and Mathematics, with all students remaining in the BLUE category. English learners and socioeconomically disadvantaged students demonstrated strong gains. Students with disabilities improved in ELA, though Mathematics performance remains an area for continued attention. Suspension rates remained very low, with LASD maintaining a BLUE rating and zero expulsions districtwide. Student survey data also reflected strong levels of safety, belonging, and positive relationships with teachers and peers. Overall, district actions contributed to positive outcomes in academics, attendance, school climate, and student engagement. LASD remains committed to continuous improvement and strengthening outcomes for all student groups.

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.

In response to ongoing feedback from teachers and families and an internal needs assessment that included a parent survey, parent input meeting and staff focus group, we are revising Goal 1 Action 1.4 to include establishing a Pupil Services (Principal on Special Assignment) position to strengthen coordination of district systems, programs, and practices that improve access, engagement, and outcomes for students furthest from opportunity. This role will support coherence across sites by enhancing literacy and mathematics intervention systems, strengthening progress monitoring and data use, and ensuring equitable access to high-quality instruction and targeted supports. The position will also coordinate key initiatives including Expanded Learning Opportunities Program (ELOP), Title I, III, and IV, TK intervention and assessment systems (including DRDP), library program support, SARB, and McKinney-Vento liaison responsibilities, DELAC facilitation, and family engagement efforts. Overall, this role is intended to improve alignment, strengthen implementation of districtwide student support systems, and promote improved outcomes for students. The Learning Recovery Block Grant Funds of 53,014 received in 2025-26 were not allocated for that years LCAP since they came in mid year. We will use these in 2026-27. Action 1.4 will be measure by metric 1.4

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	INSTRUCTIONAL MATERIALS	Principals will confirm that every student has access to standards aligned instructional materials at the beginning of the school year, and the C&I department will purchase and distribute curriculum and instructional materials including consumables to each school.	$262,810.00	No
1.2	STATE STANDARDS	LASD students will receive feedback about their performance on the district's Standards Based Report Card system.	$5,000.00	No
1.3	ENGLISH LEARNERS	English Learners will receive intervention support from classified EL specialists.	$1,263,229.00	Yes
1.4	ACADEMIC PERFORMANCE	LASD will implement comprehensive and cohesive academic integrated systems of support so that students receive high quality first instruction with in-classroom supports, and additional intervention support as needed and will a combination of general fund, one time monies and the Learning Recovery Block Grant. We will spend the Learning Recovery Funds of 53,014 and also use other state block grant funds to support this goal. It will be split funded. Action 1.4 will be measure by Metric 1.4.	$289,656.00	No
1.5	STUDENT ATTENDANCE	LASD will implement a integrated support systems to address student attendance including school wide (tier 1), targeted (tier 2) and intensive supports for students (including SWDs) who are chronically absent or at risk of dropping out of middle school. In addition, LASD leadership will provide additional assistance and targeted support to principals at Almond, Blach, Egan and Santa Rita in response to RED ratings for the school and student subgroups for chronic absenteeism.	$255,868.00	No
1.6	SUSPENSION/EXPULSION	LASD will implement integrated support systems to address student behavior including school wide (tier 1), targeted (tier 2) and intensive supports for students (including SWDs) who are at risk for being suspended or expelled.	$240,924.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	SOCIAL EMOTIONAL LEARNING/MENTAL WELL-BEING	LASD will implement integrated support systems to address student's social-emotional well-being including school wide (tier 1), targeted (tier 2) and intensive supports for students. This will include continued implementation of Character Strong SEL curriculum (tier 1), and the provision of school-based counseling/mental health services for students who need additional support (tier 2 and tier 3).	$483,903.00	No
1.8	BROAD COURSE OF STUDY	LASD will continue to provide all students with access to a broad course of study including ELA, math, history, ELD, science/STEM, PE, art, music and computer science TK-8th grade. In addition, LASD will create a Student Ambassador program to seek student input into course offerings and student support.	$3,035,865.00	No
1.9	EXTENDED LEARNING OPPORTUNITIES	LASD will continue to provide ELOP services and programs to eligible students TK-6th grade at our district elementary schools.	$628,342.00	Yes
1.10	STUDENTS WITH DISABILITIES	LASD will continue to provide programs in the Least Restrictive Environment (LRE) for students with disabilities providing both push-in and pull-out services.	$1,313,125.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Empowered Educators: LASD educators are highly qualified, feel valued, supported, and equipped to do their part in our learning community. LASD educators provide input, engage in meaningful professional learning, collaborative structures, and participate in shared leadership opportunities. LASD leaders work collaboratively with our employees and employee associations to create our desired conditions for learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed with LASD educators in mind. The metrics and corresponding actions will address state priority 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	HIGHLY QUALIFIED TEACHERS Teachers in the LEA are appropriately assigned and fully credentialed (Priority 1A)	2023-24- 99% of teachers are appropriately assigned (i.e., have an assignment monitoring outcome of “clear”) (District HR Reports), however, 9 teachers in the district need to complete their ELD authorizations. (CalSASS exceptions report).	2024-25- 93% of teachers are appropriately assigned (i.e., have an assignment monitoring outcome of “clear”) (District HR Reports), including1 teacher who does not possess a base credential, and 13	2025-26 - 86% of teachers are appropriately assigned (i.e., have an assignment monitoring outcome of “clear”) as measured by CalSAAS exceptions report, including 3 teachers who do not possess a	100%	-13% appropriately assigned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			that need to complete their ELD authorizations. (CalSASS exceptions report). (n=204)	base credential (District HR Reports), and 10 teachers that need to complete their ELD Authorizations. (CalSAAS exceptions report). (n=195)		
2.2	STAFF PERCEPTION	2024-25 100% of staff were provided with opportunities to participate in in-person listening sessions in the fall and in-person LCAP input sessions in the spring.	n/a	2025-26 100% of staff will be provided with opportunities to provide in-person input (Almond 5/15, Blach 5/6, Covington 4/22, Egan 4/29, Gardner 4/28, Loyola 5/1, Oak 5/27, Springer 5/20, and Santa Rita 5/22).	100% of staff will be provided with opportunities to provide in-person input	0
2.3	PROFESSIONAL LEARNING/COLLABORATION	100% of certificated and management are provided with regular opportunities for professional learning/collaboration via leadership team meetings and district PD days/collaboration, however, there is not currently a cohesive professional	100% of certificated and management are provided with regular opportunities for professional learning/collaboration via leadership team meetings and district PD days/collaboration, and input sessions	100% of certificated and management continue to be provided with regular opportunities for professional learning/collaboration via leadership team meetings and district PD days/collaboration.	100% of our district employees will be provided with opportunities professional learning/collaboration (at least 1x per year) as evidenced by the development of an annual PD plan.	0% 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		development plan for classified staff. 2023-24: The District's DELAC, Budget Review Committee, Wellness Committee include classified staff members, while the Curriculum Council does not (75% of district committees), whereas 100% of the district committees have certificated staff.	were held with classified staff to inform the development of a professional development plan for classified staff. 2024-25: The District's DELAC, Budget Review Committee include classified staff members, while the Curriculum Council does not (67% of district committees), whereas 100% of the district committees have certificated staff, however, the Curriculum Council is focusing on a math adoption this year.	Classified staff participate in annual online required trainings. We have formed a new C-TAG (Classified/Confidential Team Advisory Group). This team has met throughout the year and is helping to develop a new plan for classified staff PD. 2025-26: Certificated staff participate on 100% of committees. The District's DELAC, Budget Review Committee and C-Tag (new) include classified staff members, however, Curriculum Council does not. (75%)	All employee groups will be represented on district committees (100% of district committees)	
2.4	EMPLOYEE RELATIONS	Employee relations between labor groups and leadership are very positive/collaborative. The parties will benefit from continued efforts	2024-25: The District conducted listening sessions at all nine schools as part of our continued efforts to	2025-26: The Teacher Advisory Group (TAG) with representatives from every school/grade level	Employee relations between labor groups and leadership will continue to be very positive.	-1 grievances file

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		to maintain/strengthen our partnership. We will improve communication by ensuring labor leaders and district leaders have regular opportunities to meet and collaborate around employee concerns. Currently, our teacher's union has regularly scheduled meetings and we plan to have check ins with classified employees too. # of grievances filed (1 in 2023-24)	build strong, collaborative partnerships with our teachers and staff. Opportunities like the Teacher Advisory Group (TAG) with representatives from every school/grade level, the in-person Local Control Accountability Plan (LCAP) feedback sessions, and the ongoing work of the Curriculum Council and District English Advisory Committee (DELAC) are all important ways staff voices are helping shape our path forward. We continue to work on communication by ensuring labor leaders and district leaders have regular opportunities to meet and collaborate around	is in its 2nd year. A survey of TAG members was completed in January to inform the spring plan for this advisory group. In-person Local Control Accountability Plan (LCAP) feedback sessions were held this spring. Curriculum Council, District English Advisory Committee (DELAC) and the new Instructional Leadership Team (ILT) comprised of grade level leads and department leads are all important ways staff voice is helping to shape our work together. We continue to work on communication by ensuring labor leaders and district leaders have	Both CSEA and LATA have regularly scheduled opportunities for collaboration with district leadership and we will do collaborate on some joint communications where possible. 0 grievances filed.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			employee concerns. Our district and classified employees' association (CSEA) is commencing successor negotiations this spring, and we plan to utilize an interest based bargaining/collaborative approach. 0 grievances filed in 2024-25 as of May 5, 2025; 1 filed in 2023-24	regular opportunities to meet and collaborate around employee concerns. We have worked hard to address concerns raised through formal and informal means including through meeting in pre-grievance sessions to develop action plans to address issues. 0 grievances filed in 2025-26 as of April 2026; 0 in 2025; and 1 filed in 2023-24.		

Goal Analysis [2025-26]

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

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

LASD continued to implement planned actions aligned to Goal 2, which focuses on ensuring high-quality instruction through the recruitment, retention, and support of educators.

The district maintained its commitment to recruiting highly qualified staff by upholding rigorous hiring practices, leveraging recruitment networks, and prioritizing early hiring efforts to attract strong candidates. To support retention and professional growth, LASD continued assisting teachers in identifying and enrolling in programs to complete their English Learner (EL) authorization. These efforts expanded staff capacity to meet the diverse language needs of students and strengthened instructional support for English Learners across the district.

In addition to professional learning opportunities, LASD continued to prioritize a collaborative and inclusive professional culture. District leaders provided ongoing opportunities for teacher and staff leadership through structured input sessions, focus groups, and pilot initiatives. These opportunities allowed educators to share feedback, contribute ideas, and participate in shaping district initiatives and programs. Staff engagement in these processes helped foster a stronger sense of belonging, collaboration, and shared ownership across the district.

As a result of these efforts, LASD continued to make progress in attracting and retaining high-quality educators while promoting a positive and collaborative working environment that supports instructional effectiveness, innovation, and continuous improvement.

Action 2.2: Based on feedback from employee associations last year, LASD continued utilizing in-person LCAP input sessions at all nine schools in place of a staff LCAP survey. These sessions provided staff with opportunities to share feedback directly regarding school and district priorities, programs, and overall staff perceptions.

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.

At the time of Budget Adoption we are projecting that all of our esitmated actuals will be with the the 10% Budgeted Amounts.

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

The actions implemented under Goal 2 continued to support progress toward ensuring high-quality instruction for all students, as reflected in both qualitative and quantitative indicators.

Teacher Assignment and Credentialing:
LASD continued its efforts to ensure teachers were appropriately assigned and credentialed, including in classrooms serving English Learners. Ongoing support for teachers completing EL authorization strengthened the district's ability to provide effective instruction that meets the diverse academic and language needs of all students.

Professional Culture and Collaboration:
Expanded leadership opportunities, staff input sessions, and collaborative structures continued to strengthen professional culture across the district. These efforts promoted collaboration, innovation, and continuous professional learning among staff, supporting the implementation of effective instructional practices that positively impact student learning outcomes in English language arts, mathematics, and other subject areas.

Impact on Student Outcomes:
While the direct impact of educator support initiatives cannot be isolated within CA Dashboard data, the district's continued success in maintaining strong performance levels in academic indicators reflects the value of investing in and supporting a high-quality instructional workforce. These efforts contribute to stable instructional practices, strong learning environments, and continued student achievement.

In summary, the district's strategic actions under Goal 2 continued to strengthen instructional quality and support positive outcomes for students across the district.

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.

Last year, we received input from our associations and changed metric 2.2 from staff participating in an electronic survey to staff participating in in-person input sessions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	HIGHLY QUALIFIED TEACHERS & STAFF	LASD will continue to recruit highly qualified educators and will support individual teachers in identifying programs for completing their EL authorization (to ensure high quality instruction for students).	$320,252.00	No
2.2	STAFF PERCEPTION	LASD leaders will create additional input/leadership opportunities for teachers and staff to provide input and collaborate on identifying strategies to pilot to help staff feel valued, safe, able to share thoughts and ideas, and excited about reaching their professional goals (to ensure high quality instruction for students).	$10,812.00	No
2.3	PROFESSIONAL LEARNING/COLLABORATION	LASD will provide regular opportunities for in-person professional learning and collaboration (e.g. supporting English learner students by providing rich learning experiences) via leadership team meetings, district PD days, site/district collaboration, and district committees focused on the LASD student experience, and will increase opportunities for teacher leadership. In addition, LASD will develop a professional learning plan for classified staff that is meaningful and relevant. (These actions are designed to help ensure high quality instruction for students.)	$751,152.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	EMPLOYEE RELATIONS	LASD will work with leaders of both employee associations to identify strategies for maintaining/strengthening the collaborative partnership (to ensure high quality instruction and support for students).	$475,655.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engaged Families: In LASD, we partner with families to build strong, collaborative relationships to nurture school communities and build up home-school connections. We tap into the special resources in our community to provide unique and innovative programs. Los Altos parents choose LASD schools because they understand the excellent experience students benefit from in our classrooms. LASD families support their schools through volunteerism, engagement in school events, and sharing their talents and resources. LASD families are welcomed and included on school campuses, are given opportunities to provide meaningful feedback, and feel informed about their child's experience.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all of LASD's students are achieving at high levels. The metrics and corresponding actions will address state priority 3. The focus of this goal is supporting our LASD families to ensure a positive school experience for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	PARENT INPUT/FEEDBACK (Priority 3A/B/C)	In 2023-24 all LASD parents were sent the district's 2024 LCAP/Strategic Planning Survey (n= 35) and LAEFs 2024 annual survey (n=459) for a total of (n=494 and 100% of our 9 schools had parent representatives participate in our	Survey results- NA Additional opportunities for feedback were provided via parent participation in committees and also by parents of English learners through a survey	The district annual surveys was conducted in the spring and there were 225 responses. 100% of district committees have parents participating on them. (BRC,	Maintain Annual Survey response # of at least 500 participants. Maintain 100% of district committees have parents participating on them.	-372 responses 0% district committees

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LCAP/Strategic Planning Input Session. Additional opportunities for feedback were provided to a cross-representation of parents of English learners, students with disabilities, low income/foster youth in our district committees including PTA leadership team, DELAC, BRC, Wellness Committee and Curriculum Council. NEW 2024-25 We modified this baseline/metric to include a new combined Disrict/LAEF/school survey this year. All LASD parents (including parents of English learners, students with disabilities, low income/foster youth) were sent the district's 2025 LCAP/Strategic Planning/LAEF combined Survey (n= 597).	specific to English Learners. 100% of district committees have parents participating on them.	CACF, Bond Oversight, DELAC)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of district committees have parents participating on them.				
3.2	PARENT ENGAGEMENT	2023-24: average annual volunteer hours per school- 6,200 hours Percent of parents of students with a disability reporting the district facilitated parent involvement as a means of improving services and outcomes for SWDs- 99.4% - 345 yes and 2 no response As of active records on 5/17/2024 Percent of ELOP parents who have completed an ELOP program survey: 0%	2024-25: 6419 average annual volunteer hours per school. Percent of parents of students with a disability reporting the district facilitated parent involvement as a means of improving services and outcomes for SWDs- 99% - (334) yes and 2 no responses As of active records on 4/23/2025. Percent of ELOP parents who have completed an ELOP program survey: (n=49) 15%	2025-26: schools are no longer tracking volunteer hours. Percent of parents of students with a disability reporting the district facilitated parent involvement as a means of improving services and outcomes for SWDs- 99% - (310) "yes" and (1) "no" responses as of active records on 4/30/26. 3 parents did not respond to the question. Percent of ELOP parents who have completed an ELOP program survey: (n=31) 16%	Maintain an average of 6200 annual volunteer hours per school. 99% of parents of students with disabilities will indicate full participation in the IEP team process. Percent of ELOP parents who have completed an ELOP program survey: at least 25%	n/a 0% parents of SWDs +16%- ELOP Survey

Goal Analysis [2025-26]

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

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

LASD continued implementing family and community engagement strategies aligned with Goal 3, with an ongoing focus on strengthening partnerships between schools, families, and the broader community. The district maintained its practice of gathering input through annual family surveys and continued collaborating closely with parent representatives from a variety of student groups, including families of English Learners, students with disabilities, foster youth, and low-income students. Family voices continued to be represented through district committees and advisory groups such as PTA Leadership, DELAC, the Budget Advisory Committee, and Curriculum Council. The District leadership team also met with families from Santa Rita to discuss their concerns about student safety, behavior, academic and english learner support.

The district also continued expanding opportunities for meaningful family engagement by strengthening communication practices and supporting family participation and volunteerism across school sites. These efforts helped build stronger relationships between families and schools and increased opportunities for engagement among historically underrepresented groups.

In addition, LASD continued exploring and refining communication tools designed to improve accessibility, consistency, and ease of communication for families. The district also continued developing parent education opportunities informed by feedback from families and school leaders, with topics aligned to district priorities and the evolving needs of the community.

As a result of these efforts, LASD continued to experience strong family participation in both formal engagement opportunities and school community events. These actions contributed to a continued sense of trust, collaboration, and partnership between schools and the families they serve.

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.

No Material Differences for the actions in this goal.

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

LASD continued to make positive progress in engaging families through structured and inclusive efforts designed to strengthen school-home partnerships. Annual family surveys, school-site input sessions, and participation in district committees continued to provide families with meaningful opportunities to contribute to district planning and decision-making. Families representing English Learners, students with disabilities, foster youth, and low-income students remained actively involved through groups such as DELAC, PTA Leadership, and the Budget Advisory Committee. These efforts reflect the district’s ongoing commitment to inclusive engagement and continued to strengthen trust, collaboration, and shared partnership between schools and families.

The district also continued refining communication practices and expanding family learning opportunities. LASD explored and implemented strategies to improve communication systems and streamline messaging across platforms, helping families remain informed and connected to their schools and the district. In addition, parent education opportunities continued to be developed and aligned with family interests, student needs, and district priorities. These events supported families in understanding both academic and social-emotional development while fostering stronger school-community connections.

Volunteerism and family participation remained important components of LASD's engagement efforts. Schools continued to see strong community involvement across a variety of activities and events. The district's inclusive approach encouraged participation from families with diverse backgrounds and experiences, while ongoing efforts to increase accessibility—such as flexible meeting times, translation support, and childcare options when available—helped expand equitable access to engagement opportunities.

Overall, LASD's family engagement strategies continued to demonstrate effectiveness in building strong partnerships with families and creating inclusive opportunities for participation in support of student success.

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.

Given feedback provided over the last year, the District has added the launch of Parent Square communication tool to improve communication with parents to action 3.1. ; PTAs decided to change their practice of counting volunteer hours so we will no longer report hours average hours of volunteering.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PARENT INPUT/FEEDBACK (Priority 3A/B/C)	LASD will continue to engage families in annual surveys, and by collaborating with parent representatives of a cross-representation of parents including parents of English learners, students with disabilities, low income/foster youth in district input sessions and district committees including PTA leadership team, DELAC, Budget Review Committee, Wellness Committee and Curriculum Council. The district is launching Parent Square tool to help streamline communications.	$13,976.00	No
3.2	PARENT ENGAGEMENT	LASD will continue to engage with families in a meaningful way through improved communications, parent education events and continued volunteering opportunities. LASD leadership will explore an improved tool	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		for streamlining communication and develop a list/series of parent education events.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	In LASD we sustainably manage the financial infrastructure and ongoing prioritization of district resources to ensure alignment with our educational priorities and competitive salary and benefit packages so we can recruit and retain the very best teachers and staff to help our students thrive. We are good financial stewards who effectively budget and ensure LASD's financial stability. Students learn in modern facilities, built for collaboration and innovation, and equipped with state-of-the-art tools and resources.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Properly maintained facilities in the most cost effective manner is vital to protecting our general fund in order to support teaching and learning. Ensuring our resources are utilized efficiently to be sure we can offer competitive salaries and benefits for our staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	FACILITIES School facilities are maintained in good repair (Priority 1C)	2023-24: 100% of sites passing the Williams Compliance review (i.e., the facilities are in good repair - as measured by the FIT tool)	2024-25: 100% of sites passing the Williams Compliance review (i.e., the facilities are in good repair - as measured by the FIT tool)	100% sites inspected as part of FIT and SARC and in good repair. We did our NorCal Relief inspections and are making repairs or removing high priority hazards.	100% of sites will pass the Williams Compliance review.	0%
4.2	FINANCES	2023-24: Even with the passing of the parcel tax renewal, the district has had to utilize	The District increase salaries for all staff by 8.5% for fiscal year 24-	Salaries were increased 8.5% this year and we have seen some	LASD will maintain a healthy budget while improving staff salaries and	improved at least 4 rankings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reserves and reduce spending in order to afford raises for its staff in the 2022-23 and 2023-24 school years. Despite this, the district remains at the bottom of its comparable groups rankings for staff salaries (11/12 certificated staff).	25 and another 8.5% for 2025-26.	improvement to our comparable districts. We will need to focus on right size staffing in order to reduce our budget deficit. Continued fiscal oversight and improvement of maintaining adequate reserves while balancing the pressure of increased costs. District was able to have our credit rating upgraded by both rating agencies which is due to sound fiscal management.	comparability by at two rankings.	

Goal Analysis [2025-26]

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

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

Los Altos School District (LASD) successfully implemented its planned actions under Goal 4, which focused on enhancing facilities and ensuring long-term fiscal health.

The district engaged in a comprehensive Facilities Master Planning process to assess site-specific infrastructure needs and long-term improvement priorities. As planned, the draft facilities plan and recommendations were presented. A major achievement this year was the successful passage of a general obligation bond, providing critical funding to begin implementing the facilities master plan. This bond will allow the district to invest in modernized classrooms, updated technologies, and upgraded learning environments for all students.

In parallel, LASD continued to utilize routine restricted and deferred maintenance funds to ensure that current facilities remained clean, safe, and in good repair throughout the year.

On the fiscal side, LASD conducted a detailed review of operational efficiencies and staffing alignment with enrollment trends to identify savings opportunities. These efforts supported a major success: the district implemented a 17% salary increase for teachers, a significant step forward in improving recruitment, retention, and competitiveness with neighboring districts.

Together, these actions demonstrate a well-coordinated effort to invest in both the physical learning environment and the quality of the district's educator workforce—key pillars of long-term student success.

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.

No Material Differences for the actions in this goal.

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

The implementation of Goal 4 actions has resulted in clear and impactful progress:

Facilities Master Planning and Bond Passage: The successful completion of facilities assessments and passage of a general obligation bond mark major milestones. These achievements will enable LASD to address aging infrastructure, modernize classrooms, and ensure facilities support 21st-century learning needs. Community trust and engagement were critical to this success and reflect strong public support for the district's vision.

Maintenance of Current Facilities: Continued use of deferred maintenance funding helped ensure schools remained in "good repair," a key measure tracked in the state's School Facility Conditions Evaluation, contributing positively to school climate and student safety.

Staff Compensation and Fiscal Responsibility: The 17% increase in teacher/staff salaries represents a significant improvement in staff compensation, helping LASD attract and retain high-quality educators. This investment was achieved while maintaining fiscal discipline through staffing and operational reviews, ensuring that the district remains financially healthy over the long term.

Long-Term Fiscal Sustainability: The district has demonstrated strong fiscal stewardship by balancing increased compensation with cost-saving measures and careful financial planning. LASD's ability to fund competitive salaries and launch capital improvements while preserving budget health is a key indicator of progress toward sustainability.

In summary, LASD has made substantial strides in achieving Goal 4—strengthening infrastructure and investing in its educators—setting the stage for continued long-term educational excellence. During the course of the fiscal year, The district settled with the bargaining units a 8.5% compensation increase for all staff for the 2024-25 and 2025-26 school year. This is a historic increase to be more competitive and to attract new teachers.

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

No changes planned for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	FACILITIES	During the 2023-24 school year, the LASD engaged in facilities master planning to assess the needs at each school site. The plan and recommendations will be available early summer. Explore the possibility of a general obligation bond and other available state funding in order to implement the district's facilities master plan in order to provide improved facilities and classroom technologies and utilize routine deferred maintenance funds to keep facilities clean and in good repair. The District passed Measure EE in November 2024. Measure EE is a 350 Million Bond Measure to upgrade and modernize our facilities. The District issued 95 Million in March 2026 and will be approving the Initial Budget and Project List for the 2026-27 School Year	$1,137,239.00	No
4.2	FINANCES	Identify potential ways to achieve savings through efficiencies and right sizing staffing to enrollment in order to maintain a healthy budget while also increasing staff compensation so that we can recruit and retain the very best staff, and be more competitive with our comparable districts.	$1,780,878.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,116,181	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.822%	0.000%	$0.00	2.822%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** ENGLISH LEARNERS **Need:** Need to support English learners at risk for becoming long term English learners **Scope:** Limited to Unduplicated Student Group(s)	Students will receive intervention services from a classified EL specialist.	% of EL at risk learners
1.9	**Action:** EXTENDED LEARNING OPPORTUNITIES **Need:** Extended learning opportunities for unduplicated eligible students **Scope:** Limited to Unduplicated Student Group(s)	Extended learning opportunities accessible and available for unduplicated eligible students	% of unduplicated eligible students provided with extended learning opportunities programming

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.

n/a

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	39,546,440	1,116,181	2.822%	0.000%	2.822%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,410,906.00	$1,907,220.00	$2,914,475.00	$56,085.00	$12,288,686.00	$10,787,877.00	$1,500,809.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	INSTRUCTIONAL MATERIALS	All	No			All Schools	2026-27	$0.00	$262,810.00		$262,810.00			$262,810.00	
1	1.2	STATE STANDARDS	All	No			All Schools	2026-27	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.3	ENGLISH LEARNERS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$1,263,229.00	$0.00	$1,207,144.00			$56,085.00	$1,263,229.00	
1	1.4	ACADEMIC PERFORMANCE	All	No			All Schools	2026-27	$289,656.00	$0.00		$289,656.00			$289,656.00	
1	1.5	STUDENT ATTENDANCE	All	No			All Schools Specific Schools: Almond, Blach, Egan, Santa Rita	2026-27	$255,868.00	$0.00	$255,868.00				$255,868.00	
1	1.6	SUSPENSION/EXPULSION	All	No			All Schools	2026-27	$240,924.00	$0.00	$240,924.00				$240,924.00	
1	1.7	SOCIAL EMOTIONAL LEARNING/MENTAL WELL-BEING	All	No			All Schools	2026-27	$45,153.00	$438,750.00			$483,903.00		$483,903.00	
1	1.8	BROAD COURSE OF STUDY	All	No			All Schools	2026-27	$3,035,865.00	$0.00		$605,293.00	$2,430,572.00		$3,035,865.00	
1	1.9	EXTENDED LEARNING OPPORTUNITIES	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools TK-6	2026-27	$78,881.00	$549,461.00	$78,881.00	$549,461.00			$628,342.00	

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	1.10	STUDENTS WITH DISABILITIES	Students with Disabilities	No			All Schools	2026-27	$1,313,125.00	$0.00	$1,313,125.00				$1,313,125.00	
2	2.1	HIGHLY QUALIFIED TEACHERS & STAFF	All	No			All Schools	2026-27	$320,252.00	$0.00	$320,252.00				$320,252.00	
2	2.2	STAFF PERCEPTION	All	No			All Schools	2026-27	$0.00	$10,812.00	$10,812.00				$10,812.00	
2	2.3	PROFESSIONAL LEARNING/COLLABORATION	All	No			All Schools	2026-27	$551,152.00	$200,000.00	$551,152.00	$200,000.00			$751,152.00	
2	2.4	EMPLOYEE RELATIONS	All	No			All Schools	2026-27	$475,655.00	$0.00	$475,655.00				$475,655.00	
3	3.1	PARENT INPUT/FEEDBACK (Priority 3A/B/C)	All	No			All Schools	2026-27	$0.00	$13,976.00	$13,976.00				$13,976.00	
3	3.2	PARENT ENGAGEMENT	All	No			All Schools	2026-27	$0.00	$20,000.00	$20,000.00				$20,000.00	
4	4.1	FACILITIES	All	No			All Schools	2026-27	$1,137,239.00	$0.00	$1,137,239.00				$1,137,239.00	
4	4.2	FINANCES	All	No			All Schools	2026-27	$1,780,878.00	$0.00	$1,780,878.00				$1,780,878.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
39,546,440	1,116,181	2.822%	0.000%	2.822%	$1,286,025.00	0.000%	3.252 %	**Total:**	$1,286,025.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,286,025.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	ENGLISH LEARNERS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,207,144.00	
1	**1.9**	EXTENDED LEARNING OPPORTUNITIES	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$78,881.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,830,453.00	$11,920,953.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	INSTRUCTIONAL MATERIALS	No	$266,500.00	265,000
1	**1.2**	STATE STANDARDS	No	$5,000.00	5,000.00
1	**1.3**	ENGLISH LEARNERS	Yes	$1,088,339.00	1,088,339
1	**1.4**	ACADEMIC PERFORMANCE	No	$251,222.00	251,222
1	**1.5**	STUDENT ATTENDANCE	No	$109,113.00	109,113
1	**1.6**	SUSPENSION/EXPULSION	No	$109,113.00	101113
1	**1.7**	SOCIAL EMOTIONAL LEARNING/MENTAL WELL-BEING	No	$302,278.00	302278
1	**1.8**	BROAD COURSE OF STUDY	No	$3,481,034.00	3481034
1	**1.9**	EXTENDED LEARNING OPPORTUNITIES	Yes	$561,740.00	561,740
1	**1.10**	STUDENTS WITH DISABILITIES	No	$1,440,735.00	1440735
2	**2.1**	HIGHLY QUALIFIED TEACHERS & STAFF	No	$280,538.00	280538

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	STAFF PERCEPTION	No	$10,812.00	10812
2	**2.3**	PROFESSIONAL LEARNING/COLLABORATION	No	$507,331.00	507331
2	**2.4**	EMPLOYEE RELATIONS	No	$461,053.00	461053
3	**3.1**	PARENT INPUT/FEEDBACK (Priority 3A/B/C)	No	$47,169.00	47169
3	**3.2**	PARENT ENGAGEMENT	No	$40,750.00	40750
4	**4.1**	FACILITIES	No	$1,122,526.00	1222526
4	**4.2**	FINANCES	No	$1,745,200.00	1745200

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,062,411	$1,118,136.00	$1,118,136.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	ENGLISH LEARNERS	Yes	$1,034,396.00	1,034,396		
1	**1.9**	EXTENDED LEARNING OPPORTUNITIES	Yes	$83,740.00	83,740		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
38,018,163	1,062,411	0	2.794%	$1,118,136.00	0.000%	2.941%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024