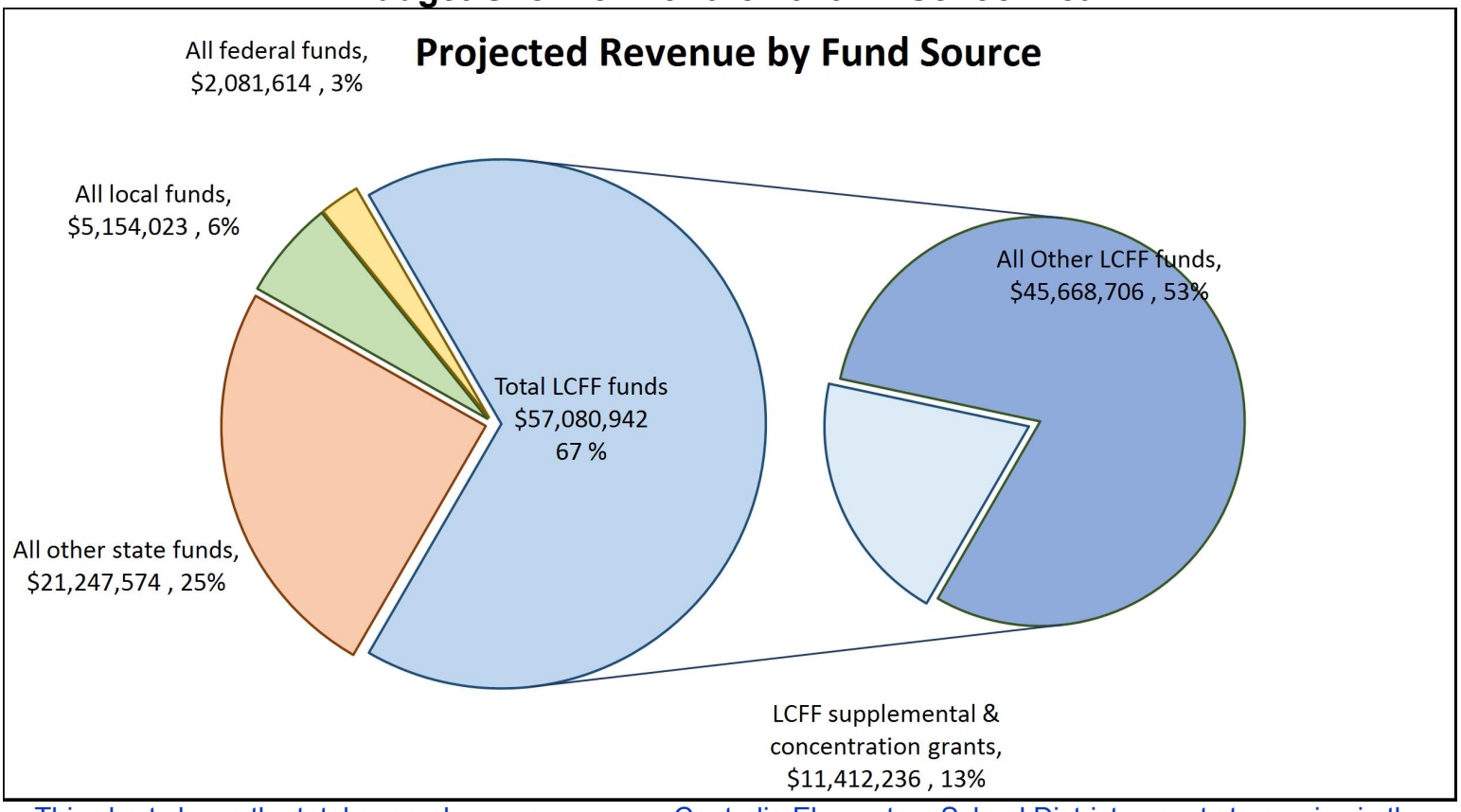
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Centralia Elementary School District
CDS Code: 30664720000000
School Year: 2026-27
LEA contact information:
Norma E. Martinez
Superintendent
norma_martinez@cesd.us
714-228-3131

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

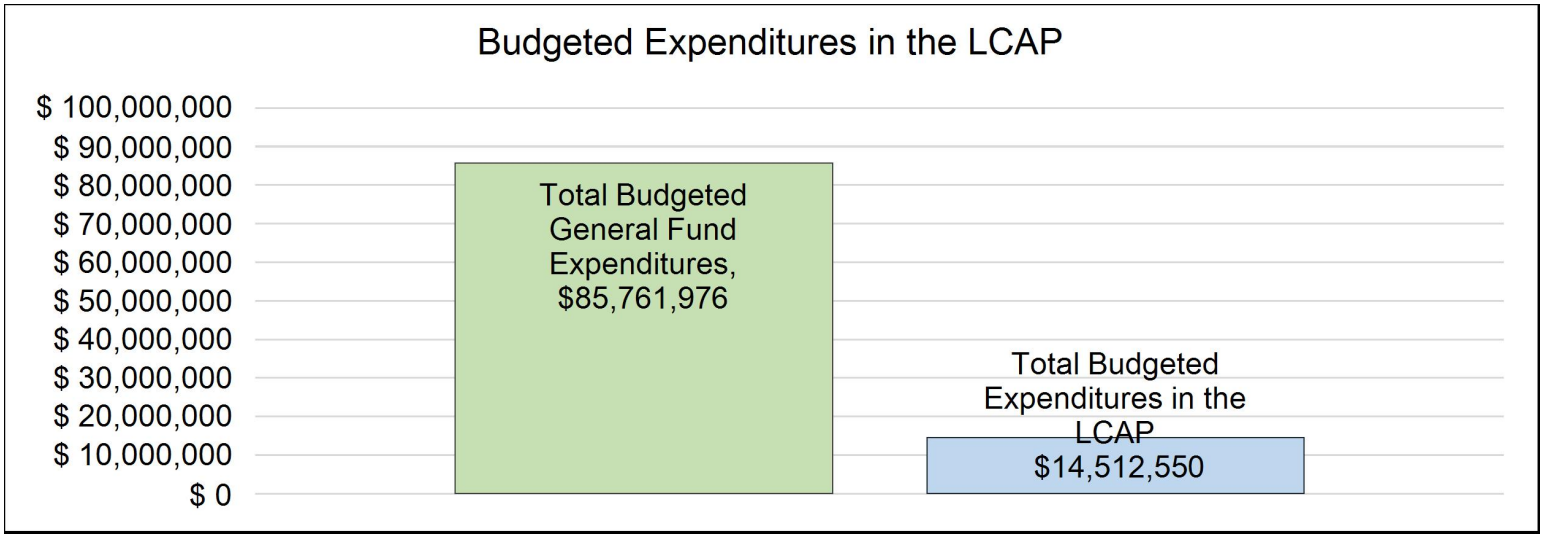


This chart shows the total general purpose revenue Centralia Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Centralia Elementary School District is $85,564,153, of which $57,080,942 is Local Control Funding Formula (LCFF), $21,247,574 is other state funds, $5,154,023 is local funds, and $2,081,614 is federal funds. Of the $57,080,942 in LCFF Funds, $11,412,236 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 Centralia 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: Centralia Elementary School District plans to spend $85,761,976 for the 2026-27 school year. Of that amount, $$14,512,550 is tied to actions/services in the LCAP and $71,249,426 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

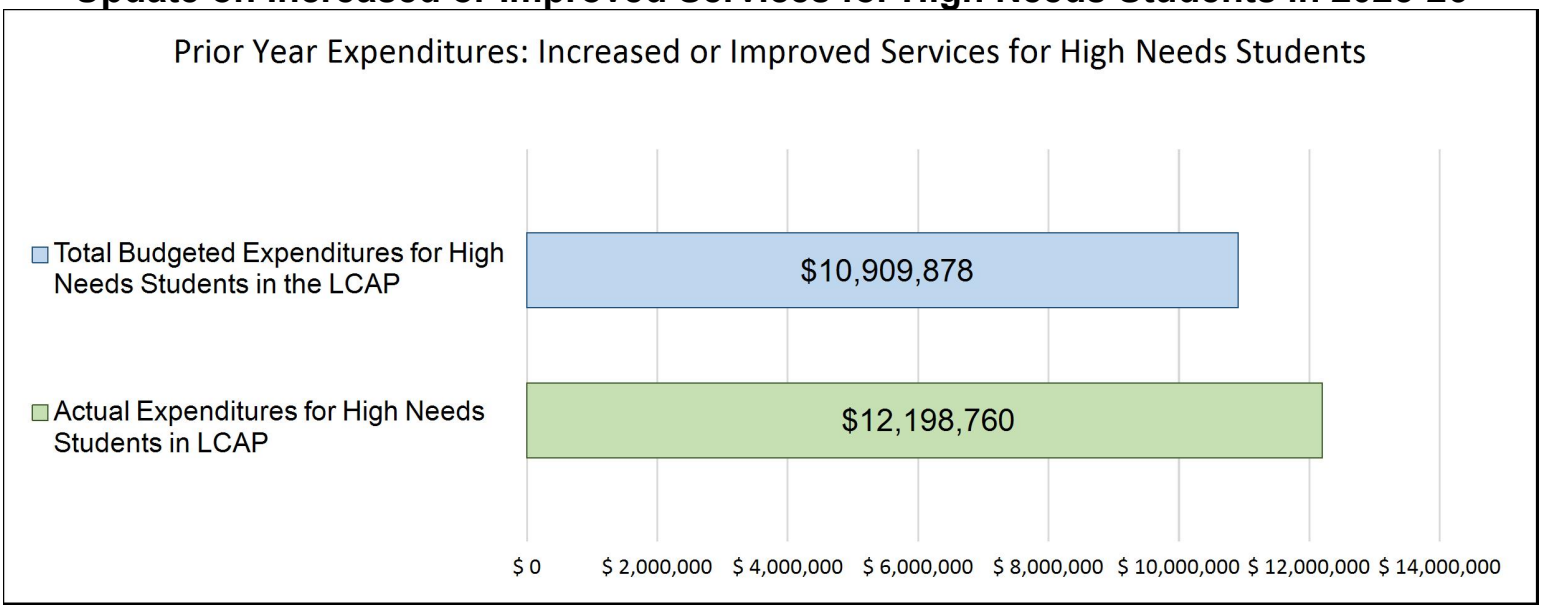
General Fund Budget Expenditures not included in the LCAP for FY 2025-26 include the bulk of instructional personnel salaries and benefits, administrative expenses, overhead costs, and other core activities for the District.

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

In 2026-27, Centralia Elementary School District is projecting it will receive $11,412,236 based on the enrollment of Foster Youth, English learner, and low-income students. Centralia Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Centralia Elementary School District plans to spend $13,433,114 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 Centralia 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 Centralia 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, Centralia Elementary School District's LCAP budgeted $10,909,878 for planned actions to increase or improve services for high needs students. Centralia Elementary School District actually spent $12,198,760 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
Centralia Elementary School District	Norma E. Martinez Superintendent	norma_martinez@cesd.us 714-228-3131

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.

Centralia Elementary School District (CESD or “the District”) is a preschool through sixth grade district located in north Orange County, serving the cities of Anaheim, Buena Park, and La Palma. CESD consists of eight elementary schools with a richly diverse student population and strong community partnerships. The District serves approximately 4,000 students, with an Unduplicated Pupil Count of approximately 74%. Families in CESD speak more than 45 languages at home, including Spanish and Korean. Approximately 21% of students are identified as English Learners, 71% qualify as low income, 10% are identified as McKinney-Vento/Homeless, and 14% receive Special Education services. Student demographics include 54% Hispanic, 18% Asian, 11% White, 7% Filipino, 2% African American, 5% Multiple Ethnicities, and the remaining identified as other or unknown.

CESD is an award-winning district recognized for academic excellence, innovation, and whole-child support systems. All eight schools have earned California Positive Behavior Intervention Support (PBIS) Platinum Awards, and the District has received multiple California Distinguished School Awards, California Gold Ribbon Awards, National Blue Ribbon recognitions (Los Coyotes and Buena Terra), and America’s Best Urban School Awards through National Center for Urban School Transformation- NCUST (Danbrook and Raymond Temple). CESD was also named a 2024 and 2025 Educational Results Partnership Honor Roll District. The District’s Design Thinking Labs, District Neighborhood Resource Center, and Attendance programs are recipients of the California School Boards Association (CSBA) Golden Bell Awards. CESD consistently outperforms state averages on California Assessment of Student Performance and Progress (CAASPP) assessments and is recognized as a “Positive Outlier” district for student achievement among economically disadvantaged students.

CESD provides students with a rigorous, innovative, and student-centered educational experience grounded in 21st-century learning. All students participate in integrated, technology-rich instruction supported through one-to-one technology access, Design Thinking Labs, Visual and Performing Arts (VAPA), and a growing Dual Language Immersion (DLI) Program in Spanish. CESD also provides full-day Transitional Kindergarten and Kindergarten at all school sites, award-winning preschool programs, and Learning Link services for children ages 0–5 and their families.

CESD believes strong family-school partnerships are essential to student success. The District adopted its comprehensive CESD Family Engagement Plan, grounded in Harvard University's Dual Capacity-Building Framework for Family-School Partnerships. The plan emphasizes that authentic family engagement is systemic, relational, collaborative, and directly connected to student learning. CESD provides extensive parent education opportunities, leadership academies, District English Learner Advisory Committee (DELAC), English Learner Advisory Committees (ELAC), School Site Council (SSC), Local Control and Accountability Plan (LCAP) Advisory participation, and Superintendent Parent Advisory opportunities to empower families as equal partners in education. Through the District's award-winning Neighborhood Resource Center and Centralia Community Collaborative, CESD also partners with community agencies to provide resources, workshops, health services, and social-emotional supports for students and families.

CESD is proud to provide a free Expanded Learning program at all eight school sites, offering comprehensive before-school, after-school, summer, and intersession programming designed to support the whole child. The District's expanded learning programs provide students with safe, engaging, and enriching environments beyond the traditional school day while supporting students' academic, social-emotional, physical, and creative development. Students participate in dynamic academic support, hands-on enrichment activities, leadership opportunities, athletics, visual and performing arts, STEM and robotics experiences, coding, theatre, dance, entrepreneurship, film production, and other student-centered programs designed to foster creativity, collaboration, communication, and critical thinking. CESD's Expanded Learning programs are intentionally designed to complement the instructional day while providing meaningful opportunities for exploration, relationship-building, and skill development in a supportive environment. The District partners with community organizations and enrichment providers to ensure students have access to high-quality, innovative programming aligned with student interests and family needs.

Innovation and future readiness are central to CESD's mission. Through the District's award-winning STEAM Design Thinking Labs and Artificial Intelligence (AI) initiatives, students engage in hands-on, inquiry-based learning experiences that foster creativity, collaboration, communication, and critical thinking. CESD's AI Guidance and 3-Year Plan outlines a thoughtful and ethical approach to integrating AI into teaching and learning while prioritizing safety, equity, and responsible use. Students participate in age-appropriate AI literacy, digital citizenship, coding, robotics, engineering, multimedia design, and project-based learning experiences that prepare them for future college, career, and technology opportunities. CESD's Design Thinking Labs support innovation through creativity, problem-solving, and real-world application of learning while maintaining a strong emphasis on human-centered education.

CESD is also deeply committed to ensuring all students have access to high-quality Visual and Performing Arts (VAPA) instruction through the District's VAPA program. Students in Transitional Kindergarten (TK) through sixth grade receive weekly instruction across multiple VAPA disciplines. Our Music schools (Buena Terra, Los Coyotes, Miller, and San Marino) participate in music-focused instruction including beginning percussion, choir, piano, Pbuzz, and ukulele. Our Arts and Dance schools (Centralia, Danbrook, Dysinger, and Raymond Temple) engage in art and dance instruction including 2-D Art, 3-D Art, Digital Art, and introductory dance styles such as ballet, tap, and hip hop. In grades four through six, students have opportunities to specialize in specific VAPA pathways aligned to their interests and talents. Music

pathway options include strings, band, choir and ukulele, and piano/music production. Art and dance pathway options include intermediate and advanced 2-D art, 3-D art, digital art, and advanced dance instruction. These experiences provide students with meaningful opportunities to build creativity, confidence, collaboration, and artistic expression while creating strong pathways into middle school elective and enrichment opportunities.

Centralia Elementary School District received the California Community School Partnership Program (CCSPP) Implementation Grant to implement community school initiatives at four of the District schools (Centralia, Danbrook, San Marino, and Raymond Temple). The CCSPP supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement. Community school strategies is an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. Community schools include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments at the school sites, 1) Integrated support services; 2) Family and community engagement; 3) Collaborative leadership and practices for educators and administrators; and 4) Extended learning time and opportunities. The implementation grant is a five-year grant to build sustainable practices with the aim of closing the achievement gap for our most impacted youth.

In addition, CESD houses the Regional Deaf and Hard of Hearing (DHH) Program at Raymond Temple School, and the Autism Program at Miller School; Mild/Moderate Special Day Classes (SDC) are located at Centralia School, Dysinger School, and San Marino School.

In developing our LCAP, CESD gained input from educational partners from our District English Learning Advisory Committee (DELAC), LCAP Advisory Committee, certificated/classified unions, teachers, staff, students, parents/community, Special Education Local Plan Area (SELPA), etc. CESD remains committed to educating the whole child by fostering safe, inclusive, innovative, and engaging learning environments where all students are empowered to thrive academically, socially, emotionally, and creatively.

CESD remains committed to educating the whole child by fostering safe, inclusive, innovative, and engaging learning environments where all students are empowered to thrive academically, socially, emotionally, and creatively.

Reflections: Annual Performance

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

2025 California Dashboard & Local Data:

ACADEMIC DATA:
Based on the 2025 California School Dashboard, students performed in the "Green" for English Language Arts and Math, outperforming other elementary districts in the state, with only an average of 48% and 37% of students across California performing at those same levels. According to this same California School Dashboard, students in Asian and Two or More Races subgroups performed in the blue while white and Filipino students performed in the Green range in English Language Arts and math. In addition, African American, Asian, Two of More Races, and Homeless subgroups increased anywhere from 1% - 7.5% increases in ELA, while African American, Asian, Two of More Races,

and Homeless subgroups saw 1 - 6.9% growth in Math. Depending on the group, this growth was anywhere from 1% - 6.9% in math when comparing 2024 and 2025 CAASPP performance data.

CESD continually outperforms state averages, proving that the training and selection of teachers, and the use of research-based instructional strategies to support students meeting state standards is having its desired effect. When analyzing local assessment data, CESD relies on iReady Diagnostic data to monitor students' academic progress throughout the school year. 2025-26 data showed an increase in students meeting standards from the first administration (August 2025) to the last administration (May 2026). In Reading, CESD scored 63% proficiency showing a 27% growth from the first iReady diagnostic assessment administered at the beginning of the year. In Math, CESD scored 63% proficiency showing a 37% growth from the first iReady diagnostic assessment administered at the beginning of the year. Data for the district's Intervention Program, which is offered at all 8 sites and focuses specifically on developing students' reading skills, showed that the percentage of students who were performing on or above grade level increased by 22% in Reading when comparing August, 2025 and May, 2026 i-Ready data. Intervention Program data also showed that the percentage of students performing below grade level decreased by 30% in reading.

This continual academic progress throughout the school year is another indicator of the progress towards Local Control Accountability Plan (LCAP) goals. To help build on this progress, the Tier I Sonday System reading program is used to support ELA instruction in all TK-1st grade students. This research-based multisensory program supplemental the District's current English Language Arts (ELA) program and assists students in becoming proficient readers and writers.

It should be noted that despite this progress, some subgroups continue to perform in the red according to the 2025 California School Dashboard. They are:
Dysinger Elementary School - Students with Disabilities in the areas of Language Arts and Math
Raymond Temple School - Students with Disabilities in the areas of Language Arts and Math

This is an increase in the performance of subgroups for San Marino, who had subgroups in the red on both the 2023 and 2024 California School Dashboards.

In addition, CESD is proud to note that no schools in the district are in Additional Targeted Support and Improvement (ATSI) status.

BEHAVIOR DATA:
During the 2025-26 school year, positive behavior support and restorative practices continued to be an integral part of creating school campuses that are socially conscious, equitable, and a safe place for students and staff. Implementation of Positive Behavior Intervention Supports (PBIS) that provide systematic tiered interventions for behavior support has helped the District maintain a low Expulsion Rate. To help continue and build on this progress, the District has increased the mental health professionals to have one at each site, to support the social-emotional health of our students, which lessens the need for disciplinary measures that could lead to expulsions.

ENGLISH LEARNER ACHIEVEMENT:
Our English Learner progress shows a 55.8% of our English Language Learners making progress towards English language proficiency in the latest English Language Proficiency Assessments for California (ELPAC) Assessment, which is a decline from the previous year. In analyzing English Learner Progress across the district, a majority of sites saw decreases in the percentage of EL students making progress

according to the 2025 California School Dashboard. To help address the individual needs of the district's Language Learners, CESD has taken the following actions:

- Adjusted the schedules of Certificated Intervention Specialists to provide ELPAC support to students prior to the assessment
- Increasing the hours of District-funded Bilingual Instructional Assistants from 5 hours to 5.8 hours per day
- Creation of a new Multilingual Learner Program Specialist position to support site administrators and teachers with providing designated and integrated English Language Development (ELD) and supporting the District's Dual Language Immersion (DLI) program
- Providing select EL students with Edmentum high impact tutoring
- Updating the District's ELPAC testing schedule to meet the individual needs of school sites
- Providing training on ELPAC and EL learner instructional best practices
- Providing additional conference opportunities to select staff and site leaders

PROFESSIONAL DEVELOPMENT:
CESD prioritized Professional Development (PD) for all staff during the 2025-26 school year, as it was important to build capacity for staff. The District provided a robust menu of options for staff throughout the year, based on staff and principal needs. Principals, District and Site Leaders participated in Marzano's High Reliability Schools trainings that provided a research-based framework for long-term strategic planning for schools and districts. Through the High Reliability Schools framework, leaders are encouraged to concentrate their school improvement efforts on five key areas: (1) Safe, Supportive, and Collaborative Culture, (2) Effective Teaching in Every Classroom, (3) Guaranteed and Viable Curriculum, (4) Standards-Referenced Reporting, and (5) Competency-Based Education. Professional development for certificated staff included EdCamp and grade level Professional Learning Community (PLC) opportunities where staff were able to select the training topics based on their needs and/or meet with grade level peers across all school sites to analyze data and discuss instructional best practices. Training topics during the year included: Behavior De-Escalation Strategies, mental health, School Safety, close reading, enrichment using GATE icons, small group instruction to differentiate learning for students, writing instruction, i-Ready Differentiating Instruction Using Teacher Toolbox Reading and Math, Use of AI Tools, Tiered Vocabulary Instruction, and more. In addition, all 2nd and 3rd grade teachers participated in UCI Math Project trainings and select teachers were GATE Certified by the Orange County Department of Education. To build on and continue staff learning, multiple professional development offerings focused on restorative practices, Positive Behavior Intervention & Support (PBIS), New Teacher Academy, and other topics were scheduled for the summer months and the new school year. In addition, principal and staff professional developments for the 2025-26 school year are scheduled to support the implementation of skills that were developed during previous trainings. During the 2025-26 school year we continued a robust Intervention Program utilizing the SondaySystem reading program at all our sites. Intervention Specialists and Special Education teachers, who have previously received trainings in the science of reading, worked with students to address students' individualized reading needs. Research has also shown that effective reading instruction involves explicit instruction in phonemic awareness (the ability to hear and manipulate individual sounds in words), phonics (the relationship between letters and sounds), fluency (the ability to read with accuracy and speed), vocabulary, and comprehension. There will be a continued focus on literacy development with professional development on balanced literacy practices. In mathematics, we will continue to develop math talk strategies and academic discourse to increase math skills and fluency. Incorporating integrated and designated English Language Development (ELD) in the daily schedule will increase student academic vocabulary and develop rich language skills on their pathway to redesignation. Integrated technology, embedded within classrooms, will provide increased access to the state standards that will allow our students to deeply immerse themselves in the state standards. In addition, the implementation of comprehensive programs in math and English Language Arts/English Language Development aligned to the California State Standards demonstrates our use of research-based, standards-aligned curriculum to improve student achievement. The district has

two Teachers on Special Assignments (TOSAs) who bring all the district initiatives together by bridging math and English Language Arts/ English Language Development standards and curriculum with engaging research-based instructional strategies and assessment to improve teaching and learning. The Teachers on Special Assignment (TOSA) work directly with teachers to model lessons, co-create lessons, and provide coaching. They also provide data reflection charts for principals, provide guidance in curricular mapping, and provide support in using student data-based programs to plan the reteaching of standards and interventions for students. The commitment by the District to expanding technology and internet access has increased our student and teachers' use of technology. The district also has two Technology Teachers on Special Assignment (TOSA) to support teachers in implementing technology in the classroom.

SOCIAL EMOTIONAL LEARNING AND MENTAL HEALTH SUPPORT:
Positive social emotional annual performance reflects the culmination of efforts towards fostering a supportive and thriving community. It embodies the collective commitment to emotional well-being, empathy, and inclusivity within an organization or society. This performance is characterized by genuine connections, effective communication, and a culture of respect and understanding. It celebrates achievements not only in productivity but also in the cultivation of meaningful relationships and the promotion of mental wellness. It serves as a testament to the value placed on human connection and the recognition of each individual's unique contributions to the collective tapestry of success. CESD successfully expanded social emotional learning and mental health support at all sites. By incorporating both Social Emotional Learning (SEL) and an asset-based, culturally sensitive trauma-informed lens, CESD created a foundation for supporting whole-child development. CESD successfully provides mental health and social and emotional well-being through a Multi-Tiered System of Supports (MTSS) through the goal of providing a safe and positive learning environment in our schools through implementation of Positive Behavior and Intervention Supports (PBIS). Teachers provide lessons and support in Social Emotional Learning (SEL) in the classroom by using SEL resources such as Second Step funded through the LCAP. Also, mental health specialists such as District Social Workers, MTSS Counselors, and School Psychologists provide whole group support through class and grade level presentations, small group support through SEL groups, Zones of Regulation small group intervention, Lunch Bunch groups, and/or on an individualized Tier 2 and Tier 3 supports. CESD works with the Orange County Department of Education as well as community partners to provide added mental health resources and support for students and staff, in the form of trainings and case management to address trauma and other social emotional needs within the school community. Parents/guardians are also provided with numerous trainings and information modules regarding mental health so that they can help their families and students during these challenging times. Effectiveness of these strategies can be measured by the student (grades 2-6) responses to the LCAP in the following areas: 94% believe, "I can get help if I need it" and 90% believe, "There is a caring adult that listens to me when I have a question or concern." In addition, 90% of students feel that. "My school respects the diversity of the families in my school community."

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH:
Positive pupil and family engagement annual performance, bolstered by increased programming, reflects a concerted effort to elevate the partnership between schools and families to new heights. With expanded and diversified initiatives, this performance demonstrates a proactive approach to involving families in their children's education. From interactive workshops and seminars to family-oriented events and community outreach programs, the spectrum of engagement opportunities broadened, inviting families to play a more active role in the educational journey. Through these enhanced programs, barriers to participation are dismantled, fostering a culture of inclusivity and empowerment. As a result, the annual performance not only measures increased involvement but also celebrates the deeper connections forged between schools, families, and the broader community, ultimately enriching the educational experience for all involved. This is evident in that 97% of parents/families are informed of the various ways they can be involved at school and the same percentage (96%) believe that the school makes an effort to keep all families informed about important issues and events. According to the California Dashboard, CESD

met standard in local indicators for Parent and Family Engagement and Local Climate Survey. The improvement in parent engagement owes much to the dedicated efforts of our community liaisons and the diverse array of activities they have orchestrated. These liaisons serve as vital bridges between schools and families, fostering communication, understanding, and collaboration. Through their tireless coordination of activities ranging from workshops on academic, parenting, and Literacy; informational sessions to family events and outreach programs, they have successfully created opportunities for parents to actively engage with their children's education. By tailoring initiatives to meet the unique needs and interests of families, these liaisons have effectively broken-down barriers to participation and cultivated a culture of inclusivity and partnership. Their contributions have not only increased parent involvement but have also strengthened the bond between schools and the community, ultimately enriching the educational experience for all stakeholders involved.

ATTENDANCE DATA:
When analyzing 2025 California School Dashboard data, improvement continues. Efforts will continue to increase attendance for all groups with specific attention to students groups in Red or Orange. It is noted that this year, Miller and Dysinger had no student groups in Red or Orange.

Buena Terra - English Learners, Filipino, and Students with Disabilities (Orange)
Centralia - Hispanic, Homeless & Students With Disabilities (Red)
Danbrook - Hispanic, Socioeconomically Disadvantaged & Students with Disabilities (Orange)
George B. Miller - No student group in Red or Orange
Dysinger - No student group in Red or Orange
Los Coyotes - Students with Disabilities (Orange)
Raymond Temple - Students with Disabilities (Red)
San Marino - Socioeconomically Disadvantaged & Students with Disabilities (Red)

LEARNING RECOVERY EMERGENCY BLOCK (LREBG) GRANT:

Goal and Action Being Funded
Centralia Elementary School District (CESD) has allocated a total of $1,079,436.00 unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026–27 LCAP year to support Goal 1, Action 1.7 ($562,386) and Action 1.5 ($517,050):

Goal 1: Align student learning to state-adopted standards supported by appropriately prepared teachers, materials, instruction, and technology, in a safe and clean environment to promote exemplary teaching and learning.

Action 1.5: Implement evidence-based instructional intervention programs to improve outcomes for English Learners, Foster Youth, Socio-economically disadvantaged and other non-proficient students. This includes support in the Next Generation Science Standards (NGSS), conferences, and academic intervention programs by staff (Handwriting without Tears, StarFall, etc.)

CESD’s Action 1.7 aligns directly with these uses by funding professional learning across multiple instructional areas, providing targeted supports to educators and families, and promoting inclusive and responsive educational practices.

These actions are focused on providing robust professional development opportunities that address the needs of our students and staff in addition to intervention for students.

Rationale for Selecting This Action
CESD selected this action to deepen and broaden professional learning opportunities for certificated, classified, and management staff—as well as parents—to meet the academic and attendance needs of students most affected by learning disruptions. The district recognizes that robust professional development is a foundational lever for school improvement, especially when targeted to meet the unique needs of high-need student subgroups.

Research shows that high-quality, research-based professional development has demonstrated impact on:
Improving instructional alignment and increasing student engagement and academic achievement.
Strengthening student and teacher efficacy, which correlates with improved learning outcomes.
Supporting students throughout the school day by enhancing staff capacity and collaboration.
Empowering educators and school leaders to make data-informed instructional decisions.
Building schoolwide systems of support to address the needs of struggling students.
Promoting meaningful family engagement and collaboration.
Strengthening partnerships with families to support academic success and student well-being.

Alignment with Allowable Uses under EC Section 32526(c)(2)
This action is aligned with Education Code Section 32526(c)(2), which identifies the following as allowable uses of LREBG funds:
Professional development for teachers and staff;
Academic services to address learning loss;
Integrated supports for students;
Strategies to improve attendance and engagement;
Programs to increase family engagement and collaboration.

CESD's Action 1.7 aligns directly with these uses by funding professional learning across multiple instructional areas, providing targeted supports to educators and families, and promoting inclusive and responsive educational practices.

Alignment with Needs Assessment under EC Section 32526(d)
The 2025–26 districtwide needs assessment identified specific student subgroups and school sites with elevated needs in English Language Arts, Math, and Chronic Absenteeism. Subgroups included (but were not limited to): English learners, long-term English learners, students with disabilities, foster youth, homeless students, African American, Hispanic, and socioeconomically disadvantaged students. The breakdown of these subgroups are:

English Language Arts:
CESD: English Learners, Long Term English Learners, Students with Disabilities, Homeless students, African American students, Socioeconomically Disadvantaged students, and Hispanic students
Buena Terra Elementary: Students with Disabilities
Centralia Elementary: All students, Socioeconomically Disadvantaged Students, English Learners, Students with Disabilities, Homeless

Students, and Hispanic students
Danbrook Elementary: All students, Socioeconomically Disadvantaged Students, English Learners, Students with Disabilities, Homeless Students, and Hispanic students
Miller Elementary: Students with Disabilities and Hispanic students
Dysinger Elementary: All students, Socioeconomically Disadvantaged Students, English Learners, Students with Disabilities, Homeless Students, Hispanic students, and White students
Los Coyotes Elementary: Students with Disabilities
Raymond Temple Elementary: Students with Disabilities, Homeless Students, English Learners, and Hispanic students
San Marino Elementary: All students, Socioeconomically Disadvantaged Students, English Learners, Students with Disabilities, Homeless Students, and Hispanic students

Math:
CESD: Long Term English Learners, Students with Disabilities, Foster Youth, Homeless students, Hispanic students, and African American students
Buena Terra Elementary: Students with Disabilities
Centralia Elementary: All students, Socioeconomically Disadvantaged Students, English Learners, Students with Disabilities, Homeless Students, and Hispanic students
Danbrook Elementary: English Learners, Students with Disabilities, Homeless Students, and Hispanic students
Miller Elementary: Students with Disabilities and Hispanic students
Dysinger Elementary: Socioeconomically Disadvantaged Students, Students with Disabilities, Homeless Students, Hispanic students, and White students
Raymond Temple Elementary: Students with Disabilities, Homeless Students, English Learners, and Hispanic students
San Marino Elementary: All students, Socioeconomically Disadvantaged Students, English Learners, Students with Disabilities, Homeless Students, and Hispanic students

Chronic Absenteeism:

CESD: Red - African American; Orange - Foster Youth, Long Term English Learners and Students with Disabilitie

Buena Terra Elementary: Orange - English Learners, Filipino and Students with Disabilities
Centralia Elementary: Red - Hispanic, Homeless and Students with Disabilities; Orange - Socioeconomically Disadvantaged students
Danbrook Elementary: Orange - Hispanic, Socioeconomically Disadvantaged and Students with Disabilities
Miller Elementary: No student groups in Red or Orange
Dysinger Elementary: No student groups in Red or Orange
Los Coyotes Elementary: No student groups in Red or Orange
Raymond Temple Elementary: Red - Students with Disabilities; Orange - Hispanic, Socioeconomically Disadvantaged and White
San Marino Elementary: Red - Socioeconomically Disadvantaged students and Students with Disabilities; Orange - Filipino, homeless, and White

Notable needs assessment findings from the District's LCAP Survey are:

89% of students reported feeling aware of their academic progress.
87% felt their school actively works with parents to help them succeed.
40% of students indicated they need more support in mathematics.
94% of students recognized the importance of school attendance, yet chronic absenteeism remains elevated across multiple subgroups.

In response, CESD will use LREBG funds to implement targeted professional development and training that directly addresses these areas of concern. This includes:
Marzano High Reliability Framework to promote student goal setting, reflective data chats, and enhanced ownership of learning.
Parent education sessions to equip families with resources and strategies to support academic learning at home.
Mathematics training with the UCI Math Project, focused on instructional practices that develop students' problem-solving and conceptual understanding.
Site-specific resources to meet the individual needs to students and their families.
These efforts aim to equip educators and families with the tools and strategies necessary to drive student success—academically, behaviorally, and in terms of school engagement and attendance.

In addition, CESD will use LREBG funds to implement interventions for students based on data.

2023 BASELINE CALIFORNIA DASHBOARD DATA

ACADEMIC DATA:
Based on the 2023 California School Dashboard, students performed in the “Green” for English Language Arts and Math, outperforming other elementary districts in the state, with only an average of 47% and 34% of students across California performing at those same levels. According to the California School Dashboard, students in Asian, Filipino, and Two or More Races, and white subgroups performed in the Green range in English Language Arts. Students from Asian, Filipino, and Two or More Races performed in the Blue range and students in the White subgroup performed in the Green range for Math. In addition, Students with Disabilities increased by 7.7 points in ELA and 14 points in math when comparing 2022 and 2023 CAASPP performance data, and Recently Reclassified English Learners increased by 6.8 points in ELA and 14 points in Math.

According to the 2023 California School Dashboard, the following subgroups performed in the red:
Centralia Elementary School - English Learners in the area of Language Arts
Raymond Temple Elementary School - Students with Disabilities in the areas of Language Arts and Math
San Marino Elementary School - Students with Disabilities in the area of Language Arts

BEHAVIOR DATA:
During the 2023-24 school year, positive behavior support and restorative practices continued to be an integral part of creating school campuses that are socially conscious, equitable, and a safe place for students and staff. Implementation of Positive Behavior Intervention

Supports (PBIS) that provide systematic tiered interventions for behavior support has helped the District maintain an Expulsion Rate of 0%. To help continue and build on this progress, the District has increased the mental health professionals to have one at each site, to support the social-emotional health of our students, which lessens the need for disciplinary measures that could lead to expulsions.

ENGLISH LEARNER ACHIEVEMENT:
During the 2023-24 school year, 49% of our English Language Learners made progress towards English language proficiency in the latest English Language Proficiency Assessments for California (ELPAC) Assessment, which is a decrease from the previous year's 60%. In analyzing English Learner Progress across school sites, both Centralia Elementary School and San Marino Elementary performed in the Red in the area of English Learner Progress according to the 2023 California School Dashboard. To help address this need, Bilingual Instructional Assistants provides additional hours of academic support to English Learners for language development during the 2023-24 school year and continue to do so.

ATTENDANCE DATA:
When analyzing 2023 California School Dashboard data, it is clear that the impact of the pandemic on student attendance was significant. Centralia Elementary School, Danbrook, Miller, Raymond Temple, and San Marino all performed in the Red in the area of Chronic Absenteeism. District-wide, all students, English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged student subgroups also performed in the red in this same area. The district has been committed to addressing this area of concern through partnerships with site leaders and staff, parents, and other community partners. Individual schools with Red Indicator include:
Buena Terra - SWD, HI
Centralia Elementary - ALL SED, HI
Danbrook Elementary - ALL, EL, HOM, SED, SWD, HI, WH
Miller Elementary - ALL, HI, SED, SWD, WH
Raymond Temple Elementary - ALL, EL, HI, HO, SED, SWD, WH
San Marino Elementary - ALL, EL, HI, HO

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George B. Miller Elementary - ALL, SED, SWD, HI, WH
Raymond Temple Elementary - ALL, EL, HOM, SED, SWD, HI, WH
San Marino Elementary - ALL, EL, HOM, HI

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	CESD engages teachers, certificated staff, and the certificated local bargaining unit through multiple opportunities during the school year including various meetings and surveys. Teacher and certificated staff's local bargaining unit representatives attend CESD's LCAP Advisory Committee, which meet multiple times over the course of the school year. In addition, formal meetings are held with certificated and classified staff as well as Teacher Council to obtain feedback on the district's programs and services. The District's LCAP Advisory Committee Meetings were held on 1/15/2026, 2/26/2026, 4/02/2026, and 5/07/2026. Teacher Council Meetings are held on a quarterly basis during the year. The District administered the LCAP Surveys for educational partners in January 2026.
Principals	CESD engages principals through ongoing Principal Professional Learning Community (PPLC) Meetings that are held monthly with the Education Services administrators and Cabinet members. In addition, principals provide input to the Superintendent and Assistant Superintendent of Education Services during additional monthly group meetings, which are in additional to the PPLCs. During the PPLCs, principals reviewed multiple data including academic, attendance, LCAP Survey results, and SBAC scores to discuss next steps for their sites. The principals then share their data analysis of Smarter Balanced Assessment Consortium (SBAC) scores, English Language Proficiency Assessment for California (ELPAC) scores, English Language Indicators, and attendance by sub-group with staff and parents/guardians at their Parent Meetings including English

Educational Partner(s)	Process for Engagement
	Language Advisory Committee (ELAC) and School Site (SSC) meetings, Coffee Chats with the Principal, and Staff Meetings. Principals discussed ways to support students and to strengthen current programming for student subgroups indicating needs. The District administered the LCAP Surveys for educational partners in January 2026.
Administrators	Management Team members have opportunities to provide input during the monthly meetings. Administrators across the district provided feedback and input regarding the district's LCAP goals and actions via the annual LCAP survey. They also actively participated in conversations regarding the plan during LCAP Advisory Committee meetings and Principal PLC (PPLC) meetings, which are held on a monthly basis. The District administered the LCAP Surveys for educational partners in January 2026.
Other School Personnel	CESD engages classified staff and the Classified local bargaining unit through multiple opportunities during the school year, including participation in the District's LCAP Advisory Committee, Classified Council Meetings, and the annual LCAP Survey. Classified staff and Classified local bargaining unit representatives attend CESD's LCAP Advisory Committee, which met multiple times over the course of the 2025-26 school year and includes parents, teachers, certificated and classified staff, Special Education staff, principals, District administrators, bargaining units, and other stakeholders. During the LCAP Advisory Committee Meetings, the members were provided with an overview of LCAP, including the purpose and state requirements, timeline of LCAP development, Local Control Funding Formula (LCFF) funding, and review of local data. Discussions focused on how the District could strengthen current educational programming and better meet the needs of students through the use of supplemental and concentration grant funds. The committee reviewed survey results from educational partners and analyzed local data to identify areas of need. Committee members were given the opportunity to share feedback regarding programs, services, and priorities for the 2026–27 LCAP. The District's LCAP Advisory Committee Meetings were held on 1/15/2026, 2/26/2026, 4/02/2026, and 5/07/2026. Classified Council Meetings are held on a quarterly

Educational Partner(s)	Process for Engagement
	basis during the year. The District administered the LCAP Surveys for educational partners in January 2026.
Students	Students provided input towards the District's LCAP through the annual LCAP Survey and roundtables with principals. The District administered the LCAP Surveys for educational partners in January 2026. Principals held Focus Group Meetings with select students when the survey results were available in March and April.
Special Education/SELPA	Parents and staff of Special Education students as well as the local Special Educational Local Planning Area (SELPA) also provided input towards the LCAP through the District's LCAP Advisory Committee, LCAP Surveys, and various meetings. The District's LCAP Advisory Committee Meetings were held on 1/15/2026, 2/26/2026, 4/02/2026, and 5/07/2026, and include parents of students with disabilities as well as Special Education staff. Teacher Council and Classified Meetings include Special Education staff and meetings are held on a quarterly basis during the year. The District administered the LCAP Surveys for educational partners in January 2026. The Special Education Director provides input at Management Meetings, Principal PLC Meetings, and other districtwide meetings.
Parents	Parents/community had multiple opportunities to provide input towards the District's LCAP via: • The District's LCAP Advisory Committee Meetings were held on 1/15/2026, 2/26/2026, 4/02/2026, and 5/07/2026. • LCAP Survey was administered to parents and community in January 2026. • District English Learner Advisory Committee (DELAC) are held six times a year. • English Learner Advisory Committee (ELAC) are held 4-6 times a year at the school sites. • School Site Council (SSC) are held 4-6 times a year at the school sites. • Principal Coffee Chats are held monthly. -Other meetings held at the District and site level

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

Each year, CESD develops the LCAP after consultation with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students, as well as parents and staff of Special Education students and the local Special Educational Local Planning Area (SELPA). After discussion and careful review from all education partners, input was evaluated and used as a guide to develop the Local Control Accountability Plan (LCAP) Actions and Services aligned to District goals and State priorities. Through careful review of all available data, Student With Disabilities (SWD), Socio-Economic Disadvantaged (SED), African American, Hispanic, and Homeless students were identified as the sub-groups with an achievement gap.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) ADVISORY COMMITTEE:
Based on data analysis and review of survey results, the committee (which is made up of parents, teachers, certificated and classified staff, Special Education staff, principals, District administrators, bargaining units, and other stakeholders) provided feedback to continue to fund Intervention Specialists for each of the school sites to support the academic achievement gaps on the sub-groups (Action 2.8), provide high quality Transitional Kindergarten (TK) and Universal Preschool (Action 2.7), School Climate Support Paraprofessionals for each of the school sites to support the social emotional supports for the students, and Mental Health Professionals (Social Workers, MTSS Counselors) to support the mental health needs of the students (Action 3.2). The committee noted the decrease of students making progress in English development based on ELPAC scores and were provided with information regarding the district's efforts to address this area of need, which includes modifying the ELPAC testing schedule to provide students with time to prepare, increasing the hours of LCAP-funded Bilingual Instructional Assistants (BIAs), training for teachers and families, and the development of a Multilingual Learner Program Specialist position. The committee was pleased to see the district's continued achievement in math state testing, which is significantly higher than both county and state levels (Actions 1.1 and 1.3). To continue the work of preparing future-ready students, the committee provided feedback that they would like Design Thinking Labs to continue to serve all students (Actions 1.6, 1.10, 2.3). Committee members were pleased to see that this program, as well as the district's Visual and Performing Arts (VAPA) program are continuing to serve students in TK-6th grade, which was in response to the previous feedback of the committee as well as other educational partners. The 2026-27 LCAP was influenced by the feedback provided by the LCAP Advisory Committee members in regards to the social-emotional support that will be provided to students through the Social Emotional Learning (SEL) curriculum for all students as well as Social Workers and MTSS Counselors to support with group and individual counseling as well as attendance support. We have also designed our trainings based on the educational partners' feedback. The District's LCAP Advisory Committee Meetings were held on 1/15/2026, 2/26/2026, 4/02/2026, and 5/07/2026.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC):
DELAC parents/guardians who represent each school sites' English Learner Advisory Committee (ELAC) shared that they are pleased with the instructional materials provided to students as well as the continuation of lower class sizes to enable greater individualized attention to students (Actions 1.3 and 2.1). Parents/guardians shared that they appreciate the enrichment programs that are provided after school, which are addressed through Expanded Learning Opportunities Program (ELOP) funds. The committee discussed ways to strategically support select schools via Teachers on Special Assignment (TOSAs), as well as the need for continued teacher support via the District's Teacher Assistance Program (TAP) (Actions 2.5 and 1.8). In addition, parents/guardians shared that they appreciated the many workshops that have been offered by the District and schools this year, and asked if the English classes and other trainings for adults could be expanded. They expressed gratitude for the District’s goal of hiring one mental health professional per school site (Action 3.2) and shared that they were already seeing the difference. They also shared that their children enjoyed the Design Thinking Process in the Innovation Labs (Actions 1.6, 1.10, and 2.3), participating in VAPA (Action 1.6), and after school activities. DELAC parents/guardians shared that they have seen the District listen to their input and put them into actions, and expressed gratitude for taking their feedback and are appreciative of the increased

parent engagement opportunities being offered across the district (Action 3.1). The committee also noted that the enrichment opportunities provided afterschool should be continued, and were notified that the District is working with the Expanded Learning Team to ensure that there continue to be diverse enrichment programs provided to students after school during the 2026-27 school year. The LCAP was directly discussed during DELAC meetings that took place on March 5th and April 23rd of 2026, with stakeholder feedback being given on various district programs during all six of the DELAC meetings that were held during the school year.

STUDENT SURVEYS:
Overall, student sentiments remain high as indicated by the distribution of positive responses (i.e., Strongly Agree and Agree or Always) over the three (3) years. In comparison to the 2024-25 school year, only small changes (regardless of gains or losses) are observed across all measures. “Having opportunities to be involved in activities such as VAPA and STEAM” was steady across all schools. Students across all grade levels reported they needed the most help with Math, Reading, and Writing, which appears to remain consistent over time. Additionally, many students reported art (and art-related activities) (action 1.6) as a favorite subject across the grade levels. The 2026-27 LCAP was influenced by the students' feedback in the area of Design Thinking Labs, the arts program, and academic interventions.

Total number of student surveys collected: 2,466

STAFF SURVEYS:
A total of 307 staff surveys were received. Overall, staff sentiments remain high as indicated by the distribution of positive responses (e.g., Always and Often) across all areas when comparing 2024-25 and 2025-26 responses. There were no major decreases, only some minor decreases at the school level over time. Schools practices that encourage students to innovate with technology and the belief that students receive support when struggling with behavior or social emotional issues displayed the greatest increases. Regarding professional development, respondents continue to indicate their greatest needs are for Working with Challenging Behaviors and Behavior Management (actions 3.5 and 3.6), followed by Writing Instructional Strategies (Action 1.7). The highest number of respondents indicated that specific programs/strategies followed by collaboration/teamwork were working well in the district. Additionally, more student and instructional support and interventions would help address the achievement gap. Staff responses were high in many areas with over 95% that agree or strongly agree in areas of safety, conditions of facilities, parent involvement, student engagement, having high expectations for students, and more. The 2026-27 LCAP was influenced by the feedback provided by staff in regards to the topics of trainings that are being offered even prior to the 2026-27 school year through the CESD Summer Academy Professional Development (PDs) for certificated and classified staff.

PARENT SURVEYS:
Parents/community members across the district submitted 1,323 online and paper surveys. Overall, parent/guardian sentiments continue to remain high in most areas as indicated by the distribution of positive responses (i.e., Strongly Agree and Agree) when compared to 2024-25 LCAP responses. The most notable parent response was focused on attendance, with 99% of those surveyed noting that they understand how good attendance impacts their child's learning. Math, Reading, and Writing continue to be areas that parents believe their students need the most help with. These same areas were also reported by parents as topics they could also use support in to help their children along with Creating Projects with Technology (Actions 1.6, 1.10, and 2.3). Having a strong academic program and having more access to science and technology appeared to be consistently more important to parents across the schools. The importance of learning more languages (Action 2.7) and having an arts and music program (Action 2.6) were more varied, with learning languages at low importance at more than half of the schools. The 2026-27 LCAP was influenced by the feedback provided by parents/guardians in regards to the social-emotional support that

will be provided to students through the Social Emotional Learning (SEL) curriculum for all students as well as Social Workers and MTSS Counselors to support with group and individual counseling as well as attendance support.

LCAP Surveys were shared out with stakeholders on January 16, 2026 and the window to complete these surveys remained open until February 2, 2026. We received the surveys results in March 2026, and began sharing the information to our educational partners to obtain additional feedback regarding the responses.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Conditions for Learning Align student learning to state-adopted standards supported by appropriately prepared teachers, materials, instruction, and technology in a safe and clean environment to promote exemplary teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Centralia Elementary School District prioritizes the effective training and selection of teachers, the integration of California State Standards, and the use of research-based instructional materials as foundational elements in achieving future-ready teaching and learning outcomes across all school sites. The district places greater emphasis on developing students' conceptual understanding over procedural recall, promoting meaningful connections between learning and real-world application, and increasing opportunities for academic student discourse.

The preparation of CESD teachers to meet the diverse learning needs of all students is guided by a three-part approach. First, we will evaluate and refine our initial instruction practices and pacing to ensure they are contextually rigorous and aligned with the full spectrum of a student’s Depth of Knowledge. Second, we will analyze the role of technology in planning, instruction, and lesson delivery to enhance learning experiences. Lastly, the district is committed to providing high-quality, needs-based professional development for all staff.

To support these goals, CESD will focus on the following key areas:

Ensuring that every classroom is led by appropriately trained and credentialed teachers

Delivering standards-aligned instruction and providing materials in Mathematics, English Language Arts (ELA), English Language Development (ELD), and Literacy for all students

Expanding the use of technology to support a broad and rigorous curriculum aligned with 21st-century learning goals

Maintaining safe and clean facilities that foster a positive learning environment for all students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers CALPADS 4.1 Staffing, 4.3 Assignments, and Local indicators	100% Fall 2023 (Census Data) All CESD teachers are appropriately assigned and credentialed based on Fall 2023-24 Census Day data.	100% Fall 2024 (Census Data) All CESD teachers are appropriately assigned and credentialed based on Fall 2024-25 Census Day data.	100% Fall 2025 (Census Data) All CESD teachers are appropriately assigned and credentialed based on Fall 2025-26 Census Day data.	100% CESD teachers will be appropriately assigned and credentialed based on Fall 2026 Census Day data.	Maintained at 100%.
1.2	Access to Standards–Aligned Instructional Materials Williams Report, School Accountability Report Card (SARC) Safe, clean facilities for all students.	100% Fall 2023 (per Williams) No deficiencies reported on Williams Reports; adequate textbooks reported in annual Williams Board Resolution.	100% Fall 2024 (per Williams) No deficiencies reported on Williams Reports; adequate textbooks reported in annual Williams Board Resolution.	100% Fall 2025 (per Williams) No deficiencies reported on Williams Reports; adequate textbooks reported in annual Williams Board Resolution. Unduplicated Pupil Data: 100% English Learners 100% Low Income/SED (Socio-Economically Disadvantaged) 100% Foster Youth	CESD will meet 100% of Williams requirements for instructional materials reports for all schools.	Access to standards-aligned instructional materials and safe, clean facilities maintained at 100%. Unduplicated Pupil Data: N/A (New metric data added for 26-27)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Facilities in “Good” Repair Measured by Facility Inspection Tool (FIT) Williams Report, SARC, Local Indicator (FIT)	100% Fall 2023 (per Williams) All areas reported as "Good" or higher.	100% Fall 2024 (per Williams) All areas reported as "Good" or higher.	100% Fall 2025 (per Williams) All areas reported as "Good" or higher.	100% of Facilities areas will be reported as "Good" or higher in the 2026 local indicators.	Percentage of facilities rated as in "Good" repair Maintained at 100%.
1.4	Implementation of State Standards Local Indicator and/or Local Survey	100% as of 2023 All teachers implement state standards as indicated by local indicators.	100% as of 2024 All teachers implement state standards as indicated by local indicators.	100% as of 2025 All teachers implement state standards as indicated by local indicators.	100% of CESD teachers will implement state standards as indicated by local indicators.	Percentage of CESD teachers implementing state standards maintained at 100%.
1.5	Access to and enrollment in a broad course of study Local data Language Instruction Program CALPADS-EOY Report 2.14	As of 2023, 100% of English Learners are enrolled in a Language Instruction Program As of 2023, 100% of students have access to a broad course of study	100% of English Learners are enrolled in a Language Instruction Program during the 2024-25 school year. 100% of students have access to a broad course of study during the 2024-25 school year.	100% of English Learners are enrolled in a Language Instruction Program during the 2025-26 school year. 100% of students have access to a broad course of study during the 2025-26 school year. Unduplicated Pupil Data: 100% English Learners	100% of English Learners enrolled in a Language Instruction Program 100% of students will have access to a broad course of study	Maintained at 100% for English Learners who are enrolled in a Language Instruction program. Access to a broad course of study maintained at 100% for all students. Unduplicated Pupil Data: N/A (New metric data added for 26-27)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				100% Low Income/SED (Socio-Economically Disadvantaged) 100% Foster Youth		
1.6	Programs and services developed and provided to unduplicated pupils and students with exceptional needs Local data Special Programs Enrollment (Intervention Program)	As of 2023, 100% unduplicated pupils and students with exceptional needs are enrolled in special programs and services	100% unduplicated pupils and students with exceptional needs are enrolled in special programs and services during the 2024-25 school year.	100% unduplicated pupils and students with exceptional needs are enrolled in special programs and services during the 2025-26 school year. Unduplicated Pupil Data: 100% English Learners 100% Low Income/SED (Socio-Economically Disadvantaged) 100% Foster Youth	100% unduplicated pupils and students with exceptional needs will be enrolled in special programs and services	Percentage of students with exceptional needs enrolled in special programs and services maintained at 100%. Unduplicated Pupil Data: N/A (New metric data added for 26-27)
1.7	Pupil Outcomes Priority 8: Access to course of study Local data	As of 2023, 100% students participated in the adopted course of study	100% students participated in the adopted course of study during the	100% students participated in the adopted course of study during the	100% students will participate in the adopted course of study	Adopted course of study participation maintained at 100% for all students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-Report Cards -5th Grade Physical Fitness Testing (PFT)	As of 2023, 100% students provided opportunity to participate in PFT	2024-25 school year. 100% students provided opportunity to participate in PFT during the 2024-25 school year.	2025-26 school year. Unduplicated Pupil Data: 100% English Learners 100% Low Income/SED (Socio-Economically Disadvantaged) 100% Foster Youth 100% students provided opportunity to participate in PFT during the 2025-26 school year. Unduplicated Pupil Data: 100% English Learners 100% Low Income/SED (Socio-Economically Disadvantaged)	100% students will be provided with the opportunity to participate in PFT.	Unduplicated Pupil Data: N/A PFT participation maintained at 100% for all students. Unduplicated Pupil Data: N/A (New metric data added for 26-27)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				100% Foster Youth		

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.

There are no substantive differences between planned actions and actual implementation of those actions, and all actions will be continued.

Actions within Goal 1 of the current LCAP, which are intended to align student learning to state-adopted standards in a safe and clean environment, were implemented as intended.

To that end, CESD implemented all listed actions, which include:
1. Increased access to internet and technology to enhance instruction

2. Funding for 5 Technology Assistants to provide sufficient technical support to all sites. These Assistants work with all schools on a daily basis to address the technical needs of students and staff, and ensure a seamless use of the district's instructional and other technology programs.

3. Provide professional assistance for teachers through a Teacher Assistance Program (TAP), which pairs teachers in need of mentorship with experienced professionals who can assist them in improving their daily instructional practices. This program is available to all teachers within the district and is intended to provide additional support and training to staff with the goal of ensuring that all students receive a high quality education.

4. Instructional materials and programs, which include all adopted curriculum and other technology software.

5. Funding 2 Teachers on Special Assignment (TOSAs) to provide coaching and curricular support to teachers, administrators, and staff across the district on a daily basis. In addition to this responsibility, these individuals prepare teacher trainings, update the district's instructional pacing guides and materials as necessary, and complete a variety of other tasks to support teaching and learning.

6. Maintaining adequate, safe, and clean facilities by having the District's Maintenance and Operations Department review the annual Facility Inspection Tool reports as well as work collaboratively with each site staff to consistently evaluate the conditions of school sites and determine any necessary changes that need to be made to ensure the safety and maintenance of school facilities.

The work done throughout the year by the district's TOSAs and Technology Support Specialists allowed for high quality instruction to be provided in every school site, which was highlighted by parent LCAP survey results, with 96% of parents reporting that their children receive quality instruction. In addition, the district's goal of providing safe and clean facilities was met, with 97% of parents and staff reporting that school facilities and grounds are kept clean. The district also completed a multi-year modernization project of all school sites and worked to increase the height of fences and create single points of entry at all schools, ensuring that classrooms and school grounds are safe and meet the 21st century learning needs of students.

One challenge experienced this year was a lack of teachers open to participating in the Teacher Assistance Program. Although this program is optional, it is a valuable resource to support teachers in improving their instructional practices. The district will work with principals during the 26-27 school year to ensure that this program is seen as a positive means of support with the intent of having more teachers take advantage of the resources offered within the program

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

In Action 1.3, some materials previously included in the LCAP budget will no longer be purchased in FY 2026–27, as the District will utilize instructional materials purchased through recent textbook adoptions. In Action 1.7, Learning Recovery Emergency Block Grant funds were used to support planned expenditures, resulting in LCAP funds allocated to this action not being fully utilized.

Additional differences between budgeted and estimated actual expenditures across other actions are primarily due to salary increases associated with step and column movement and a districtwide salary increase, as well as higher-than-anticipated costs for some purchase orders.

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

The District’s actions were effective based on this data: Given that all metrics within this goal are on target to be met, it can be deduced that the specific actions listed within the goal are having the desired effect. The actions of Goal 1 made a positive impact for our students, staff, and parents. The support provided by continuing the additional staff has increased the efficiency and productivity of services implemented to our school sites. As a result no schools have been identified by Williams as a site that was out of compliance. When evaluating local i-Ready assessment data, student performance from August to May showed a 27% growth in English Language Arts (ELA) and 37% in Math – proving that the interventions, supplemental programs, innovative practices, and professional development outlined within this goal are effectively impacting student achievement.

Additional LCAP Survey data noted below also reinforces the effectiveness of the actions listed to support the district's overall goal.

- 97% of families reported that their children’s school facilities and school grounds were kept clean and that their children receive quality instruction according to 25-26 LCAP survey results.
- 95% of families reported that adequate safety measures are in place to keep staff and students healthy.
- 95% of staff report that they have the programs and resources necessary to do their jobs effectively and meet the educational needs of students based on local survey data.

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.

This goal, metrics, and targeted outcomes have not changed, however, actions 1.5 and 1.7 will also be supported using LREBG funds. Desired Outcomes will continue to be developed based on baseline data for each metric and professional development topics will be determined with input from staff and site administrators. In addition, CESD will fund additional programs and services using Assembly Bill 28, Expanded Learning Opportunity Program, Title, Community Schools, and other one-time funds. Metrics 1.2, 1.5, 1.6, 1.7 - Year 2 outcome includes data disaggregated by Unduplicated Pupil groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Access to Resources	Staff and students will be provided with increased access to internet and technology to enhance instruction and learning aligned to California State Standards for Unduplicated students (English Learners, Foster Youth, and socio-economically disadvantaged pupils). Continue to improve equipment support, network and internet support. Support staff that includes a Teacher on Special Assignment (TOSA) will be provided to increase teacher capacity and students' access to the state standards. Continue to improve equipment support, network and internet support and student access to technology above what is required by education code. CESD provides staff with the most recent teaching devices and continues to exceed the District's own student to device standard of 2:1.	$1,012,885.00	Yes
1.2	1.2 Tech Support Specialists & Clerical Specialists I	Fund all site Technology Support Specialists to ensure sufficient technical support to sites. Each school site has been assigned a specific tech assistant to help teachers with technology needs to improve classroom instruction. These tech assistants are in addition to the normal technology staff assigned to run day to day operations. Funding of a clerk to support the technology programming implementation at the district/sites. Technology Support Specialists support students during the day with technology usage, while Clerical Specialists run reports related to student data, which is then used to better assist students and their needs. This work positively impacts all students, including English Learners, Foster Youth, and Low-Income students.	$562,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	1.3 Textbooks, Materials, Resources (Supplemental)	Students, including English Learners, Foster Youth, and Low-Income students, will have supplemental instructional materials and resources for implementation of the California State Standards in Math, English Language Arts (ELA) and English Language Development) ELD. Supplemental materials and digital resources will support English Learners in accessing grade-level academic content aligned to the California Common Core State Standards while simultaneously developing English Language Proficiency through designated and integrated ELD instruction aligned to the California ELD Standards. Continue to purchase supplemental instructional materials for increased enrollment from the conservative number budgeted in contract of math, ELA, and ELD (Textbook adoptions to include web- based component for teachers, students, and parents). Staffing and update software required to effectively manage supplemental instructional materials and distribute to sites.	$247,455.00	Yes
1.4	1.4 Curriculum and Instruction Support and Resources	Fund instructional support and staff to develop curriculum resources and provide coaching for full implementation of the California State Standards and 21st Century skills. Provide coordinated services with state testing and services for English Learners e.g. reclassification reports for teachers, training after school and during the day support for teachers (GATE differentiated instruction, Students with Disabilities, IABs, testing accommodations, modifications, and other areas). This includes a special focus on Project Based Learning that combines Science, Technology, Engineering, the Arts, and Math (STEAM) and consistent use of research-based instructional best practices that support learning, especially those who are English Learners, Foster Youth, and Low-Income students.	$436,849.00	Yes
1.5	1.5 Instructional Intervention Programs	Implement evidence-based instructional intervention programs to improve outcomes for English Learners, Foster Youth, socio-economically disadvantaged and other non-proficient students. This includes support in the Next Generation Science Standards (NGSS), conferences, and academic intervention programs by staff (Handwriting without Tears, StarFall, etc.) The amount of LREBG funding being used amounts to $517,050.00.	$538,705.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics: CAASPP ELA results, disaggregated by English Learners, Foster Youth, and Low-Income students (Metric 1.7) CAASPP Mathematics results, disaggregated by English Learners, Foster Youth, and Low-Income students (Metric 1.7) Reading & Math i-Ready Student Performance Data for English Learners (Metric 1.7) For all data - CESD will monitor the percentage of students meeting or exceeding standards (Metric 1.7)		
1.6	1.6 Supplemental Programs	Implement supplemental programs for standards-based instructional materials in core subject areas (i.e., ELA/ELD, math, NGSS, social science, visual and performing arts, health, physical education, career and technical education, etc.). Provide additional support in state standards through expansive instructional and online programing (i.e. Renaissance Learning, innovative practices (e.g. Design Thinking Process, Ozobots and Dash Robotics, and coding), study trips, and our robust Visual and Performing Arts (VAPA) program. These programs and practices enhance learning for all students, including those who are English Learners, Foster Youth, and socio-economically disadvantaged.	$586,975.00	Yes
1.7	1.7 Collaboration & Professional Development	Provide professional development (PD) for teachers, principals, support staff on California State Standards, UCI Math Project trainings, Instructional Best Practices, Thinking Maps, and expectations for 21st Century learners. Utilize site Leadership Teams, OCDE, OC STEM Initiative, Marzano and Associates, West Ed, and others for PD and training. The District's focus on PD enhances and improves classroom instruction in particular training on differentiated instruction specifically designed to meet the needs of our unduplicated students (English Learners, Foster Youth, and Economically Disadvantaged pupils). This	$572,386.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action will be supported by LCFF and LREBG funds. The amount of LREBG funding being used amounts to $562,386.00. Metrics: Student Performance Data (metric 1.7) LCAP Staff and Student Survey results (metric 1.4)		
1.8	1.8 Teacher Assistance Program (TAP)	Continue professional assistance for teachers and additional assistance through a Teacher Assistance Program (TAP), as needed. This program which is in addition to basic teacher professional development improves classroom instruction through coaching teachers to maximize their effectiveness with the ultimate goal of improving outcomes for students, including outcomes for unduplicated students (English Learners, Foster Youth, and socio-economically disadvantaged pupils).	$10,000.00	Yes
1.9	1.9 Safety	Maintain and fund adequate, safe and clean facilities beyond general maintenance of buildings. Research has shown a difference between 5 to 17 percentage points in the achievement of students in poor buildings (especially those who are English Learners, Foster Youth, and socio-economically disadvantaged) as compared to above standard buildings when socioeconomic status is controlled (Glen I. Earthman, "School Facilities Conditions and Student Academic Achievement: Report prepared for Williams v. State of California, UCLA, 2002). Equipment and staff will be provided to enhance the safety and security of school campuses beyond the general maintenance of facilities. To further support student well-being, equipment and personnel will be provided to enhance the safety and security of school campuses beyond routine facility maintenance. Security guards, safety patrols, and crossing guards are assigned to schools with the highest Unduplicated Pupil Percentages, including Danbrook and Centralia Elementary Schools. These additional supports help ensure a safe learning environment for students and staff and contribute to improved student engagement, attendance, and academic success.	$560,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District's overall Unduplicated Pupil Percentage is 74 percent. As a result, the majority of students benefiting from districtwide facility maintenance, safety, and security improvements are unduplicated pupils. Therefore, while these services are available to all students, the District expects that the majority of the benefits generated by these actions will be received by unduplicated students, supporting improved access to safe, clean, and secure learning environments that promote engagement, attendance, and academic success. Our schools with the highest Unduplicated Pupils also serve the largest numbers of students participating in our before- and after-school programs, resulting in increased facility usage, greater wear and tear on campus infrastructure, and a higher demand for maintenance and upkeep beyond typical school operations. These additional supports help ensure safe, clean, and well-maintained learning environments that promote student engagement, attendance, and academic success.		
1.10	1.10 STEAM, Innovative Learning, & Signature Practices	Allocate funding to schools for materials and programs focused on STEAM, Innovative Learning, and Signature Practices. Research has shown that learning focused in these areas will support Unduplicated Populations (English Learners, Foster Youth, and socio-economically disadvantaged pupils) by providing them with equal opportunities that focus on interdisciplinary learning, creativity, and problem-solving skills that enhance students' 21st century skills and better prepare them to be college and career ready.	$47,470.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pupil Outcomes Ensure all students, including English Learners (ELs) and other identified sub-groups demonstrate academic growth and proficiency to leave each grade meeting or exceeding standards to prepare all students for their journey toward college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Centralia Elementary School District deems the training and selection of teachers, the integration of California State Standards, and the use of research- based instructional materials to be critical in delivering future-ready teaching and learning outcomes across all school sites in the district. A greater emphasis is placed on conceptual understanding rather than procedural knowledge, a focus on the connection of practice and application, and the new demands of increased academic student talk opportunities.

Preparing District teachers to best meet the learning needs of our students is three-fold. First, we will examine our best first instruction practices and pacing so that it is contextually rigorous and moves through a student's complete Depth of Knowledge. Second, we will examine closely the role technology plays in teaching, planning, and delivery of a lesson. Finally, CESD will ensure high-quality professional development for all staff based on current needs.

There is a focus on the following areas to meet our goal:

Appropriately trained teachers and staff that work to ensure a high level of teaching and learning

Provide and implement standards-based instruction and materials for all students in Math, English Language Arts (ELA), English Language Development (ELD), and Literacy through the use of research-based resources and programs

Continue the integration of technology in learning as a means for students to demonstrate a broad course of study with 21st Century expectations

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA Data CAASPP ELA CA Dashboard (2023) iReady local indicator	57.8% Met/Exceeded Standards 2023 CAASPP ELA Data 18.5 Points Above Standard (Average Distance from Standard All Students 2023) 2023 CA Dashboard 64% On or Above Grade Level in Reading Based on May 2024 i-Ready Diagnostic Data	57.54% Met/Exceeded Standards 2024 CAASPP ELA Data 19.1 Points Above Standard (Average Distance from Standard All Students 2024) on 2024 CA Dashboard 63% On or Above Grade Level in Reading Based on May 2025 i-Ready Diagnostic Data	57.96% Met/Exceeded Standards 2025 CAASPP ELA Data 19.5 Points Above Standard (Average Distance from Standard All Students 2025) on 2025 CA Dashboard 63% On or Above Grade Level in Reading Based on May 2026 i-Ready Diagnostic Data CAASPP Unduplicated Pupil Data: 18.67% English Learners Meeting/ Exceeding Standards & 14.4 points below standard 42.04% Socio-Economically Disadvantaged (SED)/ Low Income Students Meeting/Exceeding	Increase to 58.8% Met/Exceeded Standards 2026-27 CAASPP ELA Data 19.5 Points Above Standard (Average Distance from Standard All Students 2026) on 2026 CA Dashboard 65% On or Above Grade Level in Reading Based on May 2027 i-Ready Diagnostic Data	2025 CAASPP performance in the area of ELA maintained at 57% when compared to 2024 data and the points above standard based on California Dashboard has increased slightly over the past two years. i-Ready performance in the area of reading has remained fairly steady. Unduplicated Pupil Data: N/A (New metric data added for 26-27)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Standards & 4.1 Points Below Standard Foster Youth (subgroup is not a color on the Dashboard) i-Ready ELA Unduplicated Pupil Data: 32% English Learners On or Above Grade Level in Reading Based on May 2026 i-Ready Diagnostic Data SED/Low Income student & Foster Youth i-Ready data is not available		
2.2	Math Data CAASPP Math CA Dashboard (2023) iReady local indicator	54.0% Met/Exceeded Standards 2023 CAASPP Math Data 6.9 Points Above Standards (Average Distance from Standard All Students 2023) 2023 CA Dashboard	57.15% Met/Exceeded Standards 2024 CAASPP Math Data 13.1 Points Above Standards (Average Distance from Standard All	55.71% Met/Exceeded Standards 2025 CAASPP Math Data 8.8 Points Above Standards (Average Distance from Standard All	Increase to 55% Met/Exceeded Standards 2026-27 CAASPP Math Data 7.9 Points Above Standard (Average Distance from Standard All	2025 CAASPP performance in the area of math decreased slightly by 1.44% when compared to 2024 data and the number of points above standard has fluctuated over

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		63% On or Above Grade Level in Math Based on May 2024 i-Ready Diagnostic Data	Students 2024) on 2024 CA Dashboard 64% On or Above Grade Level in Math Based on May 2025 i-Ready Diagnostic Data	Students 2025) on 2025 CA Dashboard 63% On or Above Grade Level in Math Based on May 2026 i-Ready Diagnostic Data CAASPP Math Unduplicated Pupil Data: 22.39% English Learners Meeting/Exceeding Standards& 19.3 points below standard) 40.34% SED/ Low Income Meeting/Exceeding Standards & 14.5 Points Below Standard Foster Youth (subgroup is not a color on the Dashboard) i-Ready Math Unduplicated Pupil Data:	Students 2026) on 2026 CA Dashboard 64% On or Above Grade Level in Math Based on May 2027 i-Ready Diagnostic Data	the past two years when looking at the California Dashboard. i-Ready performance in the area of math has remained fairly steady. Unduplicated Pupil Data: N/A (New metric data added for 26-27)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				36% English Learners On or Above Grade Level in Math Based on May 2026 i-Ready Diagnostic Data SED/ Low Income & Foster Youth student group i-Ready data is not available		
2.3	% of English Learner who made progress toward English Proficiency measured by ELPAC CA Dashboard (2023, English Learner Progress Indicator	49.3% of ELs progressing toward English Proficiency 2023 CA Dashboard	54.3% of ELs progressing toward English Proficiency 2024 CA Dashboard	55.8% of ELs progressing toward English Proficiency on 2025 CA Dashboard	Increase to 50.3% ELs progressing toward English Proficiency on 2026 CA Dashboard	2025 CA Dashboard reported that the percentage of EL students making progress towards English Proficiency increased by 1.5% when compared to 2024 data, showing a two year growth of 6.5% over a two year period.
2.4	Reclassification Rate DataQuest, English Learners Annual Reclassification (RFEP) Counts and Rates	10.76% 2023-24 (118 students)	15.03% 2024-25 (160 students)	11.97% 2025-26 Preliminary Data (103 students)	Increase to 11.76% 2026-27	The Reclassification Rate has increased by 1.21% when comparing 2023-24 baseline date to 2025-26 preliminary data.

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.

There are no substantive differences between planned actions and actual implementation of those actions.

Metrics 2.1, 2.2 - Year 2 outcome includes data disaggregated by Unduplicated Pupil groups.

Actions within Goal 2 of the current LCAP, which are intended to help increase and support language proficiency, English Learner Reclassification rates, and College & Career Readiness, were implemented as intended. To that end, CESD implemented all listed actions, which include:

- Maintaining existing class size ratios
- Continuing to provide enrichment for Gifted and Talented Education (GATE) identified students and training for teachers. This included GATE Certification training by the Orange County Department of Education (OCDE) for select teachers and stipends for one GATE Lead Teacher at each site to support others in GATE Identification, hold GATE Program informational meetings with parents, lead after school enrichment opportunities for students, and to participate in the annual CESD GATE Conference for students.
- Funding for 8 Information Access Coordinators to support site Innovation Labs, who provided STEAM lessons to students in TK-6th grade each week. These lessons promoted critical thinking, collaboration, and other 21st century skills via the design thinking process.
- Continue to use data analysis programs to identify the needs of unduplicated pupils. Data from programs like Illuminate were analyzed by grade level and site teams during PLC meetings and site meetings.
- Implementing a Learning Center Model to provide differentiated instruction for at-risk students by providing one Teacher on Special Assignment (TOSA) at each of the District's Title I schools as well as one Bilingual Instructional Assistant and one Instructional Assistant at each site in the district. Through the use of Sonday System and Lexia English programs, these individuals helped to oversee and implement interventions that systematically supported students phonemic awareness, phonics, and language skills.
- Providing Dual Language Immersion in Transitional Kinder – 4th grade. This program is housed at Centralia School and continues to grow and expand each year, providing those students in the program with instruction that is intended to develop bilingualism, biliteracy, and sociocultural competence.
- Providing Universal Preschool and expanded Transitional Kindergarten to students who are age-appropriate. The district's full-day TK program is available at all eight sites, with Universal Preschool available at 5 of the eight sites within the district. These programs provide students with the early educational experiences that support learning in later grades by building students' background knowledge, exposing them to academic vocabulary, and giving them opportunities to develop social skills through structured interactions with other students.
- Funding 8 Intervention Specialists to provide targeted interventions intended to support students. These teachers worked with site staff and administration to monitor student data and provide intensive small group intervention using research-based instructional programs. Student performance data was monitored closely every 6-8 weeks and was the basis for flexible groupings throughout the school year.
- Providing Transitional Kindergarten Instructional Assistants to support the District's TK program.

There were many successes that were experienced throughout the implementation process. Throughout the year, the District's Intervention Program served over 730 students across the district - leading to of 29% of these students moving from below grade level in reading to approaching or on grade level in just seven months. In addition, the district's Information Access Coordinators engaged in innovative and hands-on learning across all eight sites within their Innovation Labs.

It should be noted that staffing shortages, which are seen across the state, at times created a challenge in the district's ability to fill some of the positions listed above. To ensure consistent programming for students, staff in other positions/departments were asked to support unfilled positions at various points throughout the school year.

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

For LCAP 2.1, the Actuals to be expensed are greater than what was originally budgeted, as the District works to maintain the proper class size ratios for all grades. For LCAP 2.7, the materials purchased for the Preschool and Expanded TK programs were greater than what was originally budgeted, as those programs grow and the District provides instructional supplies for our youngest learners. For LCAP 2.6 and 2.9, the District experienced some difficulty in fully staffing those positions in FY 2025/26, but the District is confident that those positions will be filled in FY 2026/27.

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

Based on local and state student performance data, it can be determined that all specific actions noted within this goal have been effective in supporting students' learning and College and Career Readiness.

According to 2025 California School Dashboard data, CESD students performed in the "Green" in the areas of English Language Arts and Mathematics, with 57.96% of students meeting or exceeding standards in ELA and 55.71% of students meeting or exceeding standards in math. ELA and Math scores have remained steady over the past two years. In addition, gains have been seen when analyzing local indicator data. According to i-Ready Data, the percentage of students on or above grade level has increased by 27% in reading and 37% in Math when comparing fall 2025 and spring 2026 data.

i-Ready data has also shown that those students receiving daily support via their school's Certificated Intervention Specialist have made academic strides, with the percentage of these students meeting standards increasing by 29% between August of 2024 and May of 2025. This data also shows the percentage of these students performing two or more years below grade level has decreased by 43% during this same timeline.

In addition, parents reported during DELAC and LCAP meetings that programs such as Design Thinking Lab, GATE, and VAPA opportunities were advantageous to students' learning and should be continued.

Despite this growth and overall high performance, 2025-26 targets for student performance on i-Ready at some sites have not been met and ELA CAASPP scores across the district remain fairly stagnant. In response, some sites have been provided with additional resources in

which they can provide additional academic supports via Universal Access Blocks. Student performance data will continue to be closely evaluated to determine whether or not additional adjustments need to be made.

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.

There are no changes being made to the planned goal, metrics, or actions for the coming year. Desired Outcomes will continue to be developed based on baseline data for each metric. In addition, CESD will add resources to its Dual Language Immersion program to support the increase to staffing and instructional materials to support the increase in the number of grade levels included within the program.

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	2.1 Reduce Class Size	To ensure students achieve proficiency in ELA and Math, the District will continue to maintain a minimum existing 26:1 class size ratio for grades TK-3 with a focused effort on maintaining a class size ratio of 24:1 for grades TK-K. This reduced class size allows our District to work toward proficiency in ELA and Math by providing more individualized supports to Unduplicated Pupils including students identified as English Language Learners, Foster Youth, and Low Income.	$2,298,189.00	Yes
2.2	2.2 Gifted and Talented Education (GATE)	Continue to provide enrichment for GATE identified students during the day with differentiated instruction. Provide teachers with training in differentiated instruction to support GATE identified students from the unduplicated subgroups that includes English Learner (EL), Socioeconomically Disadvantaged (Low Income), Foster Youth.	$10,155.00	Yes
2.3	2.3 Information Access Support	Eight classified employees to provide instructional technology support at site Innovation Labs through the Design Thinking Process, and to organize materials in the labs. (Information Access Coordinator). This instruction, which works to develop students' 21st century skills, has been shown to have a positive impact on student achievement, especially for unduplicated pupils (English Learners, Foster Youth, and socio-economically disadvantaged pupils).	$433,176.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	2.4 Data Analysis Programs	Continue to use data analysis programs to identify needs of English Learner (EL), Socioeconomically Disadvantaged (Low Income), Foster Youth and protect student information.	$212,340.00	Yes
2.5	2.5 Multilingual/ EL Programs, Learning Center Model (English Learners, Low-Income, & Foster Youth)	This action will fund a Multilingual Program Specialist/Administrator, four Site Teachers on Special Assignments (TOSAs), and Bilingual Instructional Assistants to support our English Learner (EL) and our most vulnerable subgroups with the goal of closing the achievement gap, supporting English Learners in acquiring language. The Program Specialist and TOSAs will providing on-site coaching, modeling, and other trainings for staff. This action will enable English Learners to access the CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency. Special emphasis will be placed on Long Term English Learners, for whom the above-mentioned staff will design specific strategies and interventions. Bilingual Instructional Assistants will also support English Learners through CESD's language acquisition program for English Learners. The Multilingual Program Specialist/Administrator and Site TOSAs will design professional development to meet the needs of English Learners with additional teacher training in the unique needs of Long Term English Learners. Based on an analysis of state assessment results and unduplicated student counts, the Learning Center Model will be implemented to address identified student needs through targeted, differentiated instruction in English Language Arts. Services will prioritize students who are at risk of falling behind academically, with a particular focus on the following student subgroups identified through the 2025 California School Dashboard data: Centralia School: • English Learner progress, which saw a shift from green to orange Danbrook School: • English Learners, who are performing in the orange area in math	$1,053,461.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Raymond Temple School: • English Learners, who are performing in the orange area in language arts and math San Marino School: • English Learners, who are performing in the orange area in language arts and math, and are in the red area for EL Progress • Socioeconomically Disadvantaged students and Students with Disabilities, who are performing in the orange area in language arts and math In addition, It should be noted that despite this progress, some subgroups from the schools noted above performed in the red according to the 2023 baseline California School Dashboard: Centralia Elementary School: • English Learners in the area of Language Arts Raymond Temple Elementary School: • Students with Disabilities in the areas of Language Arts and Math San Marino Elementary School: • Students with Disabilities in the area of Language Arts		
2.6	2.6 Dual Language Immersion (DLI)	Dual Language Immersion implementation for students in Transitional Kinder through 5th grade. Second language acquisition promotes critical thinking across academic areas and higher social confidence, which positively impacts students, especially English Learners, Foster Youth, and socio-economically disadvantaged students (Thomas and Collier (2012).	$775,658.00	Yes
2.7	2.7 Universal Preschool/Expanded Transitional Kindergarten (TK)	Provide Universal Preschool and expanded Transitional Kindergarten for preschool-aged children to increase readiness skills for Kindergarten and beyond, focusing in areas with highest UDP population, including English	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learner (EL), Socioeconomically Disadvantaged (Low Income), and Foster Youth.		
2.8	2.8 Additional Certificated Teachers	Fund 8 Intervention Specialists to provide targeted interventions and support to students, including English Learners (EL), Socioeconomically Disadvantaged (Low Income), and Foster Youth, in the areas of English Language Arts and math. Fund additional certificated teachers to support in closing the gap for our UDP for schools that have a Unduplicated Pupil Count of 55% and higher.	$1,164,459.00	Yes
2.9	2.9 Transitional Kindergarten (TK) Aide	The District's TK program will accept students who are age appropriate throughout the end of the school year. TK Aides will support students in the program who enroll later in the school year, especially Unduplicated Students (English Learners, Foster Youth, and socio-economically disadvantaged pupils).	$883,987.00	Yes
2.10	2.10 Instructional Aides (IA)	Roving Instructional Aides to provide academic and behavior support to students, one per school site to support students that are identified as English Learners, Foster Youth, and or Low Income (8 total). The subgroups who will also be supported by this action are: • Long Term English Learners • English Learners at Centralia Elementary and San Marino Elementary who are performing in the orange and red areas on the English Learner Progress indicator • English Learners at Danbrook Elementary who are performing in the orange area in math • Students with Disabilities at Raymond Temple Elementary who are performing in the red in both Language Arts and Math • Students with Disabilities at San Marino Elementary who are performing in the red in Language Arts	$453,868.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement Engage parents, staff, and community to promote meaningful educational opportunities for all students within a warm, caring, inspirational environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Maintaining a positive, collaborative, and safe school climate is vital to the operations of our schools. CESD understands that parent and student engagement is essential component of high-quality educational programming. Our goal is to increase our students' sense of connectedness to the school. It is more important than ever to create connectedness in all of our schools through student, parent, and school staff interactions. Parents play a key role in their child's education, therefore, it is paramount to create strong partnerships between the school and home. This will, in turn, increase positive student outcomes and parental involvement at each school site.

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 in Decision Making Local Indicator and/or Local Survey	An average of 57% of parents/guardians participated in 2023-2024 District Surveys to provide input in decision-making (1,737 parents out of 3053 families).	An average of 57% of parents/guardians participated in 2024-2025 District Surveys to provide input in decision-making (1,785 parents out of 2,972 families).	An average of 45% of parents/guardians participated in 2025-2026 District Surveys to provide input in decision-making (1,323 parents out of 2,946 families). Unduplicated Pupil Data:	Increase parent participation in District's Surveys to 58.5%	Percentage of parents/guardians who participated in 2025-26 District Surveys to provide input in decision-making decreased by 12%. Unduplicated Pupil Data: N/A (New metric data added for 26-27)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				23% of 2025-26 LCAP Survey respondents were parents/guardians of English Learner students. (308 parents out of 1,323 respondents) 26% of 2025-26 LCAP Survey respondents were parents/guardians of Socio-economically Disadvantaged (SED)/ Low-income students. (346 parents out of 1,323 respondents) 0.4% of 2025-26 LCAP Survey respondents were parents/guardians of Foster Youth. (6 parents out of 1,323 respondents)		
3.2	Parent Participation in Programs for Unduplicated Pupils and Students with Exceptional Needs	100% of 2023-24 District LCAP Advisory Committee consists of Parents of Unduplicated	100% of 2024-25 District LCAP Advisory Committee consists of Parents	100% of 2025-26 District LCAP Advisory Committee consists of Parents	Maintain 80-100% District LCAP Advisory Committee participation of	The percentage of 2025-26 District LCAP Advisory Committee consisting of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator and/or Local Survey	Pupils and Students with Exceptional Needs	of Unduplicated Pupils and Students with Exceptional Needs	of Unduplicated Pupils and Students with Exceptional Needs Unduplicated Pupil Data: 54% of 2025-26 District LCAP Advisory Committee consists of Parents of English Learners. 77% of 2025-26 District LCAP Advisory Committee consists of Parents of Students identified as SED/ Low Income. 8% of 2025-26 District LCAP Advisory Committee consists of Parents of Foster Youth.	Parents of Unduplicated Pupils and Students with Exceptional Needs	Parents of Unduplicated Pupils and Students with Exceptional needs maintained progress at 100%. Unduplicated Pupil Data: N/A (New metric data added for 26-27)
3.3	Attendance Rates Local Data, CALPADS-EOY	94.62% in 2023-2024	95.14% 2024-2025	95.27% Attendance Rate (As of June 2026)	Improve attendance rate to 96% or higher	Attendance rates increased by 0.52%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Unduplicated Pupil Data: 95.17% English Learners 94.68% SED/ Low Income 91.74% Foster Youth.		Unduplicated Pupil Data: N/A (New metric data added for 26-27)
3.4	Chronic Absenteeism Rate Local Data (attendance tracking), CALPADS-EOY	12.68% (529 students in 2023-2024)	11.57% 2024-2025	8.41% 2025-26 Chronic Absenteeism Rate (Preliminary) The Chronic Absenteeism rate for English Learners was 9.44%. The Chronic Absenteeism rate for low-income students was 1.96%. The Chronic Absenteeism rate for Foster Youth was 16.00%.	Reduce Chronic Absenteeism rate to 12% or lower	Chronic Absenteeism rates decreased by 4.27%. Unduplicated Pupil Data: N/A (New metric data added for 26-27)
3.5	Suspension Rate Local Data	0.36% (three-year average)	0.40% in 2024-2025	0.35% (2025-26 Preliminary) The suspension rate for English	Maintain low suspension rate 1%	Suspension rates maintained below 1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Learners was 0.36%. The suspension rate for Students identified as Low SES/ Low Income was 1.44%. The suspension rate for Foster Youth was 0%.		Unduplicated Pupil Data: N/A (New metric data added for 26-27)
3.6	Expulsion Rate Local Data	0% in 2023 - 2024	0.01% in 2024-25	0% in 2025-26 Expulsion Unduplicated Pupil Data: English Learners - 0% Students identified as Low SES/ Low Income - 0% Foster Youth - 0%	Maintain low expulsion rate 1% or below	Expulsion rates maintained below 1% . Unduplicated Pupil Data: N/A (New metric data added for 26-27)
3.7	Safety and School Connectedness (Pupils) Local Survey	89% students agree/ strongly agree to the statement: "I feel safe while at school." (Safety) in 2023-2024 LCAP Student Survey 92% of students agree/ strongly agree to the statement: "I do my best to be engaged in the	90% students agree/ strongly agree to the statement: "I feel safe while at school." (Safety) in 2024-2025 LCAP Student Survey 92% of students agree/ strongly	90% students agree/ strongly agree to the statement: "I feel safe while at school." based on LCAP Survey data. Unduplicated Pupil Data:	Maintain to 90% or higher - Students report feeling safe at school on local survey. Increase to 92% or higher- Students report being engaged in the	The percentage of students reporting they feel safe at school increased to 90%. The percentage of students who reported that they are engaged in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		classroom." (School Connectedness) in 2023-2024 LCAP Student Survey	agree to the statement: "I do my best to be engaged in the classroom." (School Connectedness) in 2024-2025 LCAP Student Survey	95% of 2025-26 LCAP Survey respondents who are parents/guardians of English Learner students agree/ strongly agree to the statement: "Adequate safety measures are in place to keep staff and students healthy." 96% of 2025-26 LCAP Survey respondents who are parents/guardians of low-income students agree/ strongly agree to the statement: "Adequate safety measures are in place to keep staff and students healthy." 100% of 2025-26 LCAP Survey respondents who are parents/guardians of Foster Youth students agree/	classroom on local survey.	classrooms decrease by 1%. Unduplicated Pupil Data: N/A (New metric data added for 26-27)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				strongly agree to the statement: "Adequate safety measures are in place to keep staff and students healthy." 91% of students agree/ strongly agree to the statement: "I do my best to be engaged in the classroom." based on LCAP Survey data. Unduplicated Pupil Data: 96% of 2025-26 LCAP Survey respondents who are parents/guardians of English Learner students agree/ strongly agree to the statement: "My child is/children are engaged in classroom instruction and their work."		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				98% of 2025-26 LCAP Survey respondents who are parents/guardians of low-income students agree/ strongly agree to the statement: "My child is/children are engaged in classroom instruction and their work." 100% of 2025-26 LCAP Survey respondents who are parents/guardians of Foster Youth students agree/ strongly agree to the statement: "My child is/children are engaged in classroom instruction and their work."		

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.

The district aimed to strengthen parent, staff, and community engagement to enhance student learning in a supportive environment. Key initiatives included hosting family nights, improving communication, and providing a variety of workshops for parents. Community

partnerships expanded through local collaborations, the onsite boutique, and stakeholder involvement in decision-making. Student engagement increased with more extracurricular activities, leadership opportunities, and SEL support. These efforts led to higher parent participation, improved staff morale, enhanced community support, and positive feedback on inclusivity. Areas for growth include increasing digital engagement tools for parents, strengthening staff wellness initiatives, and expanding student voice in decision-making. The district made significant progress in fostering engagement and will continue refining efforts for sustained impact.

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.

Material differences between budgeted and estimated actual expenditures, as well as planned and actual percentages of improved services, typically arise due to changes in student needs, unexpected costs, funding adjustments, or program implementation challenges. Variances may reflect shifts in priorities, unanticipated savings, or necessary reallocations to better support student outcomes. Positions were trued up to meet student needs, and some were paid out of other funding sources. There were other changes, including step & column increases, and a districtwide raise, that affect the total amount being changed. For LCAP 3.3 and 3.5, the District experienced some difficulty in fully staffing those positions in FY 2025/26, but the District is confident that those positions will be filled in FY 2026/27.

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

The specific actions used to engage parents, staff, and the community have been largely effective. Increased parent participation in school events, stronger home-school connections, and expanded community partnerships have contributed to enhanced student support. Staff collaboration and professional development has improved instructional practices and school climate. However, areas for growth include expanding digital engagement tools for parents, strengthening staff wellness initiatives, and increasing student voice in decision-making. Overall, progress toward the goal has been positive, with continued efforts needed to sustain and enhance engagement.

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

Based on reflections, planned changes include expanding digital engagement tools for parents and enhancing staff wellness initiatives. Metrics will focus on participation rates, stakeholder feedback, and resource accessibility. Target outcomes emphasize stronger community collaboration and deeper parent involvement. Actions will refine outreach efforts and professional development to sustain progress. Action 3.2 - added disaggregated data in 3.3, and 3.4. Action 3.7 - added disaggregated data 3.3, 3.4, 2.1, and 2.2.

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	3.1 Parent Engagement & Community	Maintain 100% participation of parents whose children are Unduplicated (English Learners, Foster Youth, and socio-economically disadvantaged pupils) in parent advisory groups for school governance (i.e. DELAC, ELAC, SSC, LCAP Advisory Committee). Provide professional development for principals on parent engagement. Invest in parenting support to help parents become educational advocates for their children with possible nonprofit groups, consultant, or programs to be implemented by classified community liaisons. Effectiveness will be measured through LCAP Survey.	$116,322.00	Yes
3.2	3.2 Social Worker/ MTSS Counselor (Foster Youth, Homeless, & English Learners)	Total of four Mental Health Professionals (Social Workers/MTSS) Counselors to support foster youth and homeless students. Continue to employ Mental Health Professionals (Social Workers/MTSS) Counselors to assist families with social needs that impact student learning and monitor needs of unduplicated students, especially Foster Youth and homeless students.	$496,151.00	Yes
3.3	3.3 Attendance Support/Clerical Specialists I	Clerical Specialists will help promote unduplicated student (English Learners, Foster Youth, and socio-economically disadvantaged pupils) attendance and engagement through tiered re-engagement and ongoing efforts, one per site, 8 total at 5.8 hours per day.	$430,759.00	Yes
3.4	3.4 Health Clerks	Continue to fund Health Clerks at 5.8 hours to support the health, wellness, and attendance needs of students, especially Unduplicated students (English Learners, Foster Youth, and socio-economically disadvantaged pupils).	$386,214.00	Yes
3.5	3.5 PBIS & Restorative Practices	Continue to provide Positive Behavior Intervention Supports (PBIS) and Restorative Practices implementation to assist students, especially Unduplicated students (English Learners, Foster Youth, and socio-economically disadvantaged pupils) in exhibiting positive behaviors. Revise and adjust student instruction to increase positive behavior. School	$547,239.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Climate Support Paraprofessionals support student social emotional wellbeing and behavior. Based on individual school data analysis, principals may choose to provide additional classroom management training for their teachers from their school budgets.		
3.6	3.6 Second Step	Purchase and implement Tier I pro social skills program. Program to be administered by classroom teachers. Professional Development will be conducted to meet the social emotional needs of our students, especially Unduplicated students (English Learners, Foster Youth, and socio-economically disadvantaged pupils).	$2,000.00	Yes
3.7	3.7 Data Analysis Support	Fund Database Specialist to assist in monitoring progress of attendance and curricular program needs of students at risk, especially Unduplicated students (English Learners, Foster Youth, and socio-economically disadvantaged pupils).	$232,815.00	Yes
3.8	3.8 Parent Support Services Translators (English Learners)	Fund three (3) translators year round (2 Spanish, 1 Korean) to support parents in their primary language and to translate written/oral correspondence into Spanish and/or Korean. Fund American Sign Language (ASL) support for parent/community meetings as needed. These efforts are intended to enhance home-school communication and collaboration, primarily for families of English Learners.	$183,523.00	Yes
3.9	3.9 District Front Office Support	Fund full-time District Office bilingual receptionist for increased availability and communication with all stakeholders including families of Unduplicated students (English Learners, Foster Youth, and socio-economically disadvantaged pupils).	$115,733.00	Yes
3.10	3.10 Communication Specialist	Full-time position designed to enhance communication with parents and community specifically the English learner and other unduplicated populations (Foster Youth and socio-economically disadvantaged pupils).	$139,210.00	Yes

Action #	Title	Description	Total Funds	Contributing

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
$11,412,236.00	$1,164,459.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.928%	0.000%	$0.00	24.928%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** 1.1 Access to Resources **Need:** Equitable access to technology that will facilitate and support learning, especially for unduplicated students, who, according to the 2025 California Dashboard, are underperforming in Math and/or English Language Arts when compared to all students in the district. This action will enable	Providing unduplicated students with technology devices and programs on a daily basis is critical to supporting these students and their learning. Research also supports the importance of equitable access to technology for unduplicated students, stating that by ensuring connectivity and access to learning programs at home and providing assistive technology for students with disabilities, schools can positively impact student achievement for these student subgroups. (Anderson, 2019)	CALPADS 4.1 Staffing & 4.3 Assignments, 2.1, 2.2

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
	unduplicated pupils (English Learner, Foster Youth, and Low Income students) to have access to technology and internet beyond the school day through hot spots and devices as needed, with the goal of extending learning and access to instructional resources to the home setting. **Scope:** LEA-wide	CESD's unduplicated students are located at all eight of the district's schools, therefore, this action is LEA-wide to ensure that the needs of all students are being met in this manner.	
1.2	**Action:** 1.2 Tech Support Specialists & Clerical Specialists I **Need:** Technology support for teachers and students to ensure connectivity and assistance with implementing technology platforms and programs as well as assistance at each site in monitoring and addressing student attendance, especially for unduplicated students, who, according to the 2025 California Dashboard, are in the "Red" or "Yellow" for Chronic Absenteeism and who are underperforming in Math and/or English Language Arts when compared to all students in the district. **Scope:** LEA-wide	Technology Support Specialists work with students and staff on a daily basis across all eight schools in order to address technology concerns that arise regarding connectivity, program use, and communications with stakeholders via applications such as Parent Square and Zoom. This support ensures that equitable access to and use of these technologies is having a positive impact on student learning and home/school communications. Research shows that regular school attendance has a significant impact on student learning. Consistent attendance allows students to fully engage in classroom activities, benefit from teacher instruction, and interact with peers, all of which are crucial for academic success. Students who attend school regularly are more likely to achieve higher grades, develop better reading skills, and succeed academically. (Gentle-Genitty & Taylor, 2020). School Clerical specialists at each site monitor student attendance data each day and work with families and site administration to proactively address attendance concerns. This support will help to assist school sites and the	Williams Reporting data, 3.3, 3.4

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
		district as a whole in decreasing the Chronic Absenteeism rate for unduplicated pupils.	
1.3	**Action:** 1.3 Textbooks, Materials, Resources (Supplemental) **Need:** Based on LCAP survey data, CESD teachers and principals indicate a need to provide supplemental instructional materials and resources aligned to state standards for additional support to our students, with only 95% of staff reporting that they are provided with sufficient materials to do their jobs. Parents agree that additional supports were needed beyond the core curriculum - DELAC parents continue to share a need for their English Learners to receive supplemental resources. DELAC parents and the LCAP Advisory Committee shared the importance of continuing to provide intervention to our Socioeconomically Disadvantaged (low-income), English Learner (EL), and Foster Youth population, who (according to the California School Dashboard), are underperforming in Math and/or English Language Arts compared to all students in the district. **Scope:** LEA-wide	For students to learn, they must feel safe, engaged, connected, and supported in their classrooms and schools. A study revealed that students taught with up to date core and supplemental instructional materials and digital resources that provide equitable access to content and other information performed significantly better than those taught without instructional materials and also that the use of instructional materials generally improved students' understanding of concepts and led to high academic achievements (Adalikwu and Lorkpilgh, 2012). For English Learners, supplemental instructional materials and digital resources provide access to grade-level content while supporting language development aligned to the California ELD Standards. These resources are used during both integrated and designated ELD instruction to strengthen students' academic vocabulary, reading, writing, listening, and speaking skills, enabling English Learners to make progress toward English proficiency while accessing rigorous academic content aligned to the California Common Core State Standards. The District will fund the cost required to allow staff to develop curriculum resources, receive coaching that will enable them to fully implement instructional best practices that address state standards, and to coordinate services that will benefit Unduplicated students.	Facility Inspection Tool (FIT) inspection data, 2.1, 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** 1.4 Curriculum and Instruction Support and Resources **Need:** According to the 2025 California Dashboard, unduplicated pupils are in the orange or yellow levels for ELA and Math, with Long-Term English Learners falling in the red. This data shows that there is a need to support teachers in meeting the unique instruction and language needs of these students. **Scope:** LEA-wide	According to research, Instructional coaching has been shown to be an effective strategy for addressing the academic needs of unduplicated pupils, which include low-income students, English learners, foster youth, and homeless students. Research highlights several key benefits and best practices, which includes customized instructional coaching support to provide personalized professional development for teachers, helping them tailor their instruction to meet the diverse needs of unduplicated pupils. Coaching that assists teachers in making data-driven decisions, creating positive classroom culture, and implementing instructional best practices is also a powerful tool for enhancing teacher effectiveness and improving the academic outcomes of unduplicated pupils. (Aguilar, 2013) Instructional support and staff will continue to be funded to develop curriculum resources and provide coaching for full implementation of the California State Standards and 21st Century skills. We will provide coordinated services with state testing and services for English Learners e.g. reclassification reports for teachers, training after school and during the day support for teachers (IABs, testing accommodations, modifications, and other areas). This district-wide support will enhance instructional practices in all eight schools and positively impact unduplicated pupils across the district.	Local Indicator data, 2.1, 2.2, 2.3
1.5	**Action:** 1.5 Instructional Intervention Programs **Need:**	Research indicates that instructional intervention programs significantly support the learning of unduplicated pupils by addressing their specific academic needs. These programs are designed to	CALPADS-EOY Report, 2.1, 2.2

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
	According to the 2025 California Dashboard, unduplicated pupils are in the orange or yellow levels for ELA and Math, with Long-Term English Learners falling in the red. This data shows that there is a need to provide research-based instructional intervention programs to close the learning gap between these subgroups and all other students. This action will provide teachers with supplemental resources, extra duty, etc. that can be used to provide small group intervention and tier I instructional differentiation to meet the unique needs of unduplicated pupils. Implementing a district-wide intervention program is a strategic and equitable response to the needs of unduplicated pupils. It reflects the district's commitment to closing opportunity and achievement gaps, ensuring that every student—regardless of background—receives the support they need to thrive academically and socially. **Scope:** LEA-wide	re-teach and reinforce concepts that students struggle with, particularly in subjects like math and English. Key Benefits of Instructional Intervention Materials include: -Targeted support -Increase engagement and motivation -Improved academic performance -Increased accessibility to content (Impas, 2021) CESD will continue to provide evidence-based intervention programs to close the gap with our Socioeconomically Disadvantaged (low-income), English Learner (EL), and Foster Youth population. CESD will implement evidence-based instructional intervention materials to improve outcomes for English Learners, Foster Youth, socio-economically disadvantaged and other non-proficient students. This includes support in the Next Generation Science Standards (NGSS), conferences, and academic intervention programs by staff (Handwriting without Tears, StarFall, etc.). To monitor the effectiveness of these materials, local and state student performance data will continue to be evaluated every three months.	
1.6	**Action:** 1.6 Supplemental Programs **Need:** According to the 2025 California Dashboard, unduplicated pupils are in the orange or yellow levels for ELA and Math, with Long-Term English Learners falling in the red. In addition, Foster Youth and Long-Term English Learners	CESD continues to provide programs that supplement the core curriculum, such as providing access to programs like Nearpod and MyON, and funding a TK-6th grade VAPA Program. Through the combination of LCAP and Prop 28 funds, every school site has its own Visual and Performing Arts (VAPA) teacher that is tasked with providing music, visual and performing arts, or dance instruction.	Local Data disaggregated by all students, English Learners, low-income students, and Foster Youth, 2.1, 2.2, 3.3, 3.4

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
	are in the orange level and African American students remain in the red for Chronic Absenteeism. This data shows that there is a need to provide research-based supplemental programs to close the learning gap between these subgroups and all other students. This action will help to provide unduplicated pupils with a variety of weekly learning opportunities that go beyond traditional academics, with the goal of encouraging consistent attendance and more engaged learning during the school day. **Scope:** LEA-wide	Further, research expands understanding about the impact of music making and music education, the importance of music at every stage of life, and relationships between music and physical and emotional wellness. Researchers found that after two years, children who not only regularly attended music classes, but also actively participated in the class, showed larger improvements in how the brain processes speech and reading scores than their less-involved peers ("This Is How Music Can Change Your Brain," Time, December 16, 2014). These programs will be implemented district-wide to ensure equitable access to all students.	
1.7	**Action:** 1.7 Collaboration & Professional Development **Need:** LCAP Survey data shows that while more CESD teachers report that they are using data to drive their instruction, there is still a need to be able to analyze data, collaborate with peers, and engage in professional development to better meet the needs of students, especially unduplicated pupils. The recent LCAP Staff Survey indicated that the top professional development topics that are needed/highly needed are in: Behavior and differentiated instructional strategies for at risk students. Unduplicated pupils perform at lower rates on CAASPP than the "All Student" group, indicating a need for specialized instructional support.	CESD will provide high quality professional development (PD) for teachers, principals, support staff on High reliability Schools, The New Art and Science of Teaching, California State Standards, integration of technology, and other research-based topics that have been shown to lead to improved instructional practices and student performance. In addition, teachers will be given time to analyze student achievement data and plan instruction to identify student needs through collaboration and professional development. CESD will utilize site staff/curriculum committee, consultants, conferences, OCDE, UCI Math Project, OC STEM Initiative, Marzano, AI, Conscious Discipline, etc. for PD and training. The District's focus on PD enhances and improves classroom instruction in particular training on reading, writing, math, and differentiated	Student Performance Data - Report Cards (metric 1.7) disaggregated by English Learners, Foster Youth, and Low-Income students LCAP Staff and Students Survey results (metric 1.4) disaggregated by English Learners, Foster Youth, and Low-Income students families when available CAASPP 2.1, 2.2

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
	In addition, survey data notes the following: Only 89% of students reported feeling aware of their academic progress. Only 87% felt their school actively works with parents to help them succeed. 40% of students indicated they need more support in mathematics. 94% of students recognized the importance of school attendance, yet chronic absenteeism remains elevated across multiple subgroups. LREBG funds will be used to help address these needs and will specifically support specific student subgroups, which include (but are not limited to): English learners, long-term English learners, students with disabilities, foster youth, homeless students, African American, Hispanic, and socioeconomically disadvantaged students. **Scope:** LEA-wide	instruction specifically designed to meet the needs of our unduplicated students and those subgroups who require targeted support based on the California School Dashboard. CESD is expanding this action through the use of Title and other one time funds based on needs indicated by our educational partners. The results of this action will be measured via classroom walkthrough data as well as I-Ready reading and math data, which is analyzed every three months across these levels: District-wide, School Sites, and Grade Levels.	
1.8	**Action:** 1.8 Teacher Assistance Program (TAP) **Need:** 2025 California Dashboard showed that unduplicated pupil groups, as well as African American, Hispanic, and Students with Disabilities student subgroups are	The District TAP program provides 1:1 assistance to teachers based on their areas of growth indicated by self-assessment and or administrator feedback. The Teacher Assistance Program matches teachers needing more individualized support with mentor teachers from our District. This action is being carried over from the prior LCAP due to the effectiveness of the programs	CAASPP ELA results, disaggregated by English Learners, Foster Youth, and Low-Income students CAASPP Mathematics results, disaggregated by English Learners, Foster

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	underperforming compared to all students in the district. This data indicates a need for greater teacher mentoring and support with the goal of increasing best first instruction and overall student learning. **Scope:** LEA-wide	and services determined by data and educational partner input. Research by John Hattie shows that improved teacher efficacy has the greatest effect on student learning. The district's TAP program helps to build this efficacy in support of students – including Unduplicated students, who, evidence shows, often have unique needs and challenges, which teachers must be trained to support. This action will be implemented district-wide to allow for any teacher to receive support through the program.	Youth, and Low-Income students Reading & Math i-Ready Student Performance Data for English Learners For all data - CESD will monitor the percentage of students meeting or exceeding standards
1.9	**Action:** 1.9 Safety **Need:** Analysis of the 2025 California Dashboard, local attendance data, and LCAP survey results indicates a continued need to support unduplicated pupil groups that experience elevated rates of chronic absenteeism. Although 90% of students report feeling safe at school, several unduplicated student groups continue to demonstrate higher rates of absenteeism, resulting in reduced access to instruction and learning opportunities. Maintaining safe, secure, and welcoming school environments remains critical to supporting student attendance, engagement, and academic success. **Scope:** LEA-wide	LCAP Survey results indicate that schools with the highest concentrations of unduplicated pupils also report the lowest perceptions of safety and facility conditions. -Danbrook School: 96.1% identified as Low SES/ Low Income & 51.3% English Learners -Centralia School: 87% identified as Low SES/ Low Income & 38.7% English Learners -San Marino School: 68.6% identified as Low SES/ Low Income & 30.3% English Learners -Danbrook School: 89% of students feel safe at school -Centralia School: 88% of students feel safe at school -San Marino School: 85% of students feel safe at school LCAP Survey results also indicate that schools with higher concentrations of unduplicated pupils have lower percentages of students who agree or strongly agree that their school and classrooms are kept clean and in good condition:	LCAP Survey Responses disaggregated by English Learners, Foster Youth, and Low-Income families Reading & Math i-Ready Student Performance Data for English Learners For all data - CESD will monitor the percentage of students meeting or exceeding standards 3.3, 3.4, 2.1, 2.2

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
		-Centralia School: 87% identified as Low SES/ Low Income & 38.7% English Learners -San Marino School: 68.6% identified as Low SES/ Low Income & 30.3% English Learners -Centralia School: 78% of students agree/strongly agree. -San Marino School: 82% of student agree/strongly agree Additionally, these schools experience higher rates of chronic absenteeism and lower academic performance than district averages. Studies demonstrate that school climate, safety, and facility conditions directly impact student achievement, attendance, engagement, and well-being. A student who feels unsafe will have greater difficulty paying attention and concentrating in the classroom, which can lead to lower academic performance. Research has found that feelings of safety at school are positively related to both behavioral and academic outcomes (Yahnke, 2019). The School Discipline Consensus Report further notes that students learn best when they feel safe, engaged, connected, and supported, and that these conditions contribute to improved academic achievement, attendance, and positive relationships with peers and adults. Research also demonstrates a strong connection between facility conditions and student achievement. Earthman (2002) found that students attending schools in poor physical condition perform 5 to 17 percentage points lower	

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
		academically than students attending schools in above-standard facilities when socioeconomic status is controlled. More recent research from the Learning Policy Institute (2019) found that safe, clean, and well-maintained school environments are associated with improved student attendance, engagement, and academic performance. Additionally, a University of Southern California study found that school violence reduces attendance, increases misbehavior, and decreases the likelihood of graduation. Safety is a priority at Centralia Elementary School District as identified by the Board of Trustees, parents, staff, students, and community members. To address these identified needs, the District continues to invest in maintaining safe, clean, and well-maintained facilities beyond the level required for routine maintenance. Although K–12 school districts are not required to set aside funding for deferred maintenance, CESD utilizes these funds to ensure that school grounds, classrooms, and facilities remain in above-average condition. One example includes the repair and resurfacing of specialized playground safety surfaces, which require additional maintenance but provide a higher level of protection for students. Equipment and personnel are also provided to enhance the safety and security of school campuses beyond routine facility maintenance. Security guards, safety patrols, crossing guards, and other safety supports are assigned to schools with the highest Unduplicated Pupil Percentages, including Danbrook and Centralia Elementary Schools. These additional supports help ensure a	

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
		safe learning environment for students and staff and contribute to improved student engagement, attendance, and academic success. Schools with the highest percentages of unduplicated pupils also serve the largest numbers of students participating in before- and after-school programs, resulting in increased facility usage, greater wear and tear on campus infrastructure, and a higher demand for maintenance and upkeep beyond typical school operations. Providing enhanced maintenance and safety services at these sites helps ensure that unduplicated pupils have access to safe, clean, and supportive learning environments throughout the school day and during expanded learning opportunities. The District's overall Unduplicated Pupil Percentage is 74 percent. As a result, the majority of students benefiting from districtwide facility maintenance, safety improvements, and security enhancements are unduplicated pupils. Therefore, while these services are provided on an LEA-wide basis, the District expects that the majority of the benefits generated by these actions will be received by unduplicated students, supporting improved access to safe, clean, and secure learning environments that promote engagement, attendance, academic success, and positive school connectedness. This action is being implemented on an LEA-wide basis because all schools require safe, secure, and well-maintained facilities to support student learning. However, it is principally directed toward and effective in meeting the needs of unduplicated	

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		pupils because the greatest needs identified through local data are concentrated at schools serving the highest percentages of unduplicated students, and because the majority of students benefiting from these services are unduplicated pupils. We expect this action to positively impact student outcomes, including attendance, i-Ready performance, and District LCAP Survey ratings related to safety, support, and school climate. This action is continuing from the prior LCAP and will be implemented districtwide to ensure that it directly supports unduplicated student groups at all eight schools.	
1.10	**Action:** 1.10 STEAM, Innovative Learning, & Signature Practices **Need:** The 2025 California Dashboard showed that unduplicated pupil groups, as well as African American, Hispanic, and Students with Disabilities student subgroups are underperforming compared to all students in the district. This data indicates a continued need for STEAM, innovative learning, and signature practices to enhance instruction and support students' academic progress. **Scope:** LEA-wide	CESD will continue to allocate funding to schools for materials and programs focused on STEAM, Innovative Learning, and Signature Practices based on feedback from parents, teachers, and principals. STEAM, Innovative learning, and signature practices will continue to be implemented to ensure the success of our Unduplicated students. Research shows that STEAM and Innovative Learning, which are multi-sensory in nature, can provide unduplicated students with multiple avenues to access and process information, supporting their individual learning needs and preferences. By engaging multiple senses, these approaches enhance engagement, comprehension, retention, and self-confidence, ultimately facilitating more inclusive and effective learning experiences for unduplicated populations.	CAASPP ELA results, disaggregated by English Learners, Foster Youth, and Low-Income students CAASPP Mathematics results, disaggregated by English Learners, Foster Youth, and Low-Income students Reading & Math i-Ready Student Performance Data for English Learners For all data - CESD will monitor the percentage of students meeting or exceeding standards

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		Given the importance of developing students' 21st century skills to ensure that they are college and career ready, this action will be provided district-wide to ensure equitable access for all students, including unduplicated pupils.	
2.1	**Action:** 2.1 Reduce Class Size **Need:** Provide more individualized academic support to unduplicated pupil groups, who are underperforming compared to all students in the district. Additional student groups that will be supported by this action are: African American, Hispanic, and Students with Disabilities student subgroups who (according to the 2025 California School Dashboard) are also underperforming. **Scope:** LEA-wide	Additional high-quality teachers will ensure students to receive more individualized support in the classrooms to achieve proficiency in ELA and Math; the District will continue to maintain a averages of existing 26:1 class size ratio for grades TK-3 with a focused effort on maintaining a class size ratio of 24:1 for grades K. Research shows that lowered class sizes can create an environment in which students receive more individualized attention and have enhanced relationships with their teachers, show increased engagement as well as participation and collaboration, and have increased academic achievement. This action will be implemented district-wide to provide all students, especially unduplicated pupils, with the individualized supports that a class environment with reduced class size can provide.	CAASPP ELA results, disaggregated by English Learners, Foster Youth, and Low-Income students CAASPP Mathematics results, disaggregated by English Learners, Foster Youth, and Low-Income students Reading & Math i-Ready Student Performance Data for English Learners For all data - CESD will monitor the percentage of students meeting or exceeding standards
2.2	**Action:** 2.2 Gifted and Talented Education (GATE) **Need:** Student LCAP Survey results show that 88% of students report that their school is preparing them for their future. This data shows a need for continued enrichment opportunities to support students, especially unduplicated pupils, in gaining the skills and advancement that will support them and their future.	GATE programs address the needs of intellectually advanced students by providing differentiated instruction and enrichment opportunities that go beyond the standard curriculum and meet the unique learning pace and style of gifted students. Based on feedback from staff and parents, CESD will continue to provide enrichment for GATE identified students during the day with differentiated instruction, and provide teachers	LCAP Survey Responses disaggregated by English Learners, Foster Youth, and Low-Income families CAASPP ELA results, disaggregated by English Learners, Foster Youth, and Low-Income students

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	Scope: LEA-wide	with training in differentiated instruction to support GATE identified students from the unduplicated subgroups that includes English Learner (EL), Socioeconomically Disadvantaged (Low Income), Foster Youth. Research showed the effects of enrichment programs on improving the academic achievement of gifted and talented students (Effects of Enrichment Programs on the Academic Achievement of Gifted and Talented Students, Journal for the Education of the Young Scientist and Giftedness 2014, Volume 2, Issue 2, 22-27). Furthermore, several studies have shown the effects of gifted and talented programs on academic achievement, critical thinking, creativity and self-esteem of GTS (Rogers & Span, 1993; Kulik, 1992; Hertzog, 2003). This action will be implemented district-wide to ensure that socioeconomically disadvantaged (low-income), English Learner (EL), and Foster Youth students identified as GATE receive the optimal services.	CAASPP Mathematics results, disaggregated by English Learners, Foster Youth, and Low-Income students Reading & Math i-Ready Student Performance Data for English Learners For all data - CESD will monitor the percentage of students meeting or exceeding standards
2.3	**Action:** 2.3 Information Access Support **Need:** According to the 2025 California Dashboard, unduplicated pupils are in the orange or yellow levels for ELA and Math, with Long-Term English Learners falling in the red. This data shows that there is a need to support unduplicated pupils in developing 21st century skills that will enable them to be college and career ready. To that end, students receive weekly STEAM instruction in the district's Innovation Labs. This instruction is facilitated by classroom teachers and Information Access	Information Access Coordinators work within each site's Innovation Lab to provide students with learning opportunities that strengthen and enhance the core curriculum and give students with the 21st century skills necessary to find college and career success after graduation. Research shows that students who participate in STEAM programs have improved achievement and motivation, since STEAM education provides new and innovative ways for students to engage with content and collaborate with others. STEAM programs also personalizes learning to help meet students' individual instructional needs. (Tamim et al., 2011) (Ducate & Lomicka, 2005).	California Dashboard - English Learner Progress Data, CAASPP 2.1, 2.2

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	Coordinators, which allows for small group and/or 1:1 support to unduplicated pupils as needed on a consistent basis. These coordinators play a key role in bridging opportunity gaps for unduplicated pupils—including English learners, foster youth, and low-income students—who may have limited access to digital tools, inquiry-based learning, and enrichment experiences outside of school. By managing resources, guiding students in research and technology use, and collaborating with teachers to integrate STEAM curriculum, Information Access Coordinators help: Foster academic engagement and curiosity through personalized support Build digital literacy and 21st-century skills critical for future success Create inclusive, culturally responsive learning spaces that elevate all learners Their presence ensures that all LEA Innovation Labs become engines of equity, empowering unduplicated pupils with the skills, confidence, and access needed to thrive in a rapidly evolving world. **Scope:** LEA-wide		

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2.4	**Action:** 2.4 Data Analysis Programs **Need:** Consistently monitor the academic performance of all students, especially unduplicated pupil groups, as well as African American, Hispanic, and Students with Disabilities student subgroups who (according to the California School Dashboard) are underperforming compared to all students in the district. **Scope:** LEA-wide	Research demonstrates that consistent analysis of student performance data can significantly enhance student learning. By analyzing data in weekly PLC meetings and during site staff meetings, educators and site principals can identify specific areas where students struggle, allowing for targeted interventions and instructional adjustments. Providing staff across the district with programs that support and enhance consistent data analysis, such as Illuminate, will support the process of identifying educational gaps and determining next steps to enhance student learning outcomes.	CAASPP ELA results, disaggregated by English Learners, Foster Youth, and Low-Income students CAASPP Mathematics results, disaggregated by English Learners, Foster Youth, and Low-Income students Reading & Math i-Ready Student Performance Data for English Learners For all data - CESD will monitor the percentage of students meeting or exceeding standards
2.5	**Action:** 2.5 Multilingual/ EL Programs, Learning Center Model (English Learners, Low-Income, & Foster Youth) **Need:** According to the 2025 California Dashboard, unduplicated pupils are in the orange or yellow levels for ELA and Math, with Long-Term English Learners falling in the red. Other subgroups that, according to the Dashboard are in need of assistance and will be supported by this action are: Centralia School:	A total of four Site Teachers on Special Assignment (TOSAs) are funded to implement evidence-based instructional coaching and support to improve pupil outcomes for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. In addition, Bilingual Instructional Assistants provided support to English Learners at each site. There is a growing body of research that suggests teacher coaching can have a significant positive impact on pupil outcomes. One study published in the Journal of Educational Psychology found that coaching can improve teacher effectiveness and ultimately lead to improvements in student performance. Another study published in the Journal of Teacher Education found that coaching	California Dashboard - English Learner Progress Data. CAASPP ELA results, disaggregated by English Learners, Foster Youth, and Low-Income students CAASPP Mathematics results, disaggregated by English Learners, Foster Youth, and Low-Income students

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	• English Learner progress, which saw a shift from green to orange Danbrook School: • English Learners, who are performing in the orange area in math Raymond Temple School: • English Learners, who are performing in the orange area in language arts and math San Marino School: • English Learners, who are performing in the orange area in language arts and math, and are in the red area for EL Progress • Socioeconomically Disadvantaged students and Students with Disabilities, who are performing in the orange area in language arts and math This data shows that there is a need to provide additional assistance to the District's four Title I schools, which have the highest unduplicated pupil counts and the highest English Learner population. In addition, there is an increasing need to support the increasing number of Multilingual Learners and English Learners throughout the district. **Scope:**	can help teachers develop new instructional practices and increase their confidence in their ability to implement those practices effectively. The study also found that coaching can lead to improvements in student engagement and achievement. In addition, a meta-analysis of 37 studies published in the Review of Educational Research found that coaching interventions had a positive effect on both teacher practice and student achievement. The study found that coaching was particularly effective when it was ongoing and focused on specific instructional practices. These teachers will also oversee the Learning Center Model and may work directly with students to close the achievement gaps, specifically with those of unduplicated populations. Pre- and post-assessment and other progress monitoring directly tied to intervention curriculum will be used to monitor student progress and by extension, the work of these TOSAs. Progress reports for students participating in the Learning Center Model will also be completed each trimester as another method of monitoring progress and keeping groups flexible. These TOSAs will also oversee Bilingual Instructional Assistants in their use of Lexia English to support English learner students and those designated as or at risk of becoming Long Term English Learners. These same individuals provide ongoing professional development to teachers in the use of instructional best practices shown to improve EL performance as well as lead parent learning sessions in preparing their children for the ELPAC exam.	Reading & Math i-Ready Student Performance Data for English Learners For all data - CESD will monitor the percentage of students meeting or exceeding standards

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	LEA-wide	In addition, a Multilingual Program Specialist/Administrator was added to meet the increasing needs of English Learners and Multilingual Learners.	
2.6	**Action:** 2.6 Dual Language Immersion (DLI) **Need:** Provide opportunities for students, especially unduplicated pupils, some of whom have a primary language of Spanish, with a structured, research-based environment where English learners can develop academic proficiency in both English and their home language supporting biliteracy and improving long-term educational outcomes. DLI also validates and elevates their cultural and linguistic heritage, which can lead to greater self-esteem, engagement, and academic motivation. Although this program is housed at Centralia Elementary School, it is open to all CESD students. **Scope:** Schoolwide	The District's Dual Language Immersion-Spanish program makes use of a 90/10 model that gradually develops students' bilingualism and biliteracy in both English and Spanish over a 8-year period between Transitional Kindergarten and 6th grade. Research has shown that there are many benefits of Dual Language Immersion. They include: Cognitive Benefits: Research has shown that learning in two languages can enhance cognitive abilities, including problem-solving skills, memory, and attention. Bilingual individuals often demonstrate greater cognitive flexibility and executive functioning skills, which can contribute to academic and professional success later in life (Williams, 2018). Academic Achievement: Students enrolled in DLI programs often outperform their monolingual peers in various academic areas. For instance, a study in Portland Public Schools found that DLI students surpassed non-immersion peers in English language arts, math, and science. These benefits were attributed to the immersive and rigorous nature of the programs. Cultural Competence and Empathy: DLI programs foster a deep understanding and appreciation of different cultures. Students learn to communicate and interact with people from diverse	CAASPP ELA results, disaggregated by English Learners, Foster Youth, and Low-Income students CAASPP Mathematics results, disaggregated by English Learners, Foster Youth, and Low-Income students Reading & Math i-Ready Student Performance Data for English Learners For all data - CESD will monitor the percentage of students meeting or exceeding standards

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		backgrounds, enhancing their empathy and cultural awareness. This is increasingly important in our globalized world, where cross-cultural competencies are highly valued (Gonzalez, 2024). Equity and Inclusion: DLI programs provide an equitable educational opportunity for English learners by valuing and leveraging their native languages as assets in the learning process. This approach helps to close achievement gaps and supports the academic success of all students, particularly those from linguistically diverse backgrounds. Future Career Opportunities: Bilingualism is a highly sought-after skill in many professional fields. DLI programs equip students with the language proficiency and cultural competence needed to succeed in various careers, from international business to healthcare and education. This program is housed at Centralia School and open to students across the district and families in surrounding communities. Current interest in the program does not show a need to expand it beyond Centralia School, though the district will monitor enrollment numbers and community feedback to determine whether future expansion of the program is appropriate.	
2.7	**Action:** 2.7 Universal Preschool/Expanded Transitional Kindergarten (TK) **Need:** According to the 2025 California Dashboard, unduplicated pupils are in the orange or yellow	Transitional Kindergarten classes will be open to enrollment for students who turn four (4) by September 1st. This early learning opportunity will provide students with numerous benefits to young learners, especially those who may need additional time to develop before entering a formal	CAASPP ELA results, disaggregated by English Learners, Foster Youth, and Low-Income students CAASPP Mathematics results, disaggregated by

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	levels for ELA and Math, with Long-Term English Learners falling in the red. There is clearly a need to provide early learning opportunities to unduplicated pupils that will create the academic foundation necessary to meet the rigorous demands of Common Core State Standards in later grades. This instruction includes small group instruction to unduplicated students throughout the day, ensuring that these same students have the knowledge, foundational skills, and learning routines to find success throughout their school careers. **Scope:** LEA-wide	kindergarten program. Here are some key advantages of TK: Enhanced School Readiness: TK programs have been shown to significantly boost students' readiness for kindergarten. Children in TK typically show improved skills in early literacy and language, mathematics, and social-emotional domains. This preparation helps them start kindergarten with a solid foundation in these critical areas. Social and Emotional Development: TK provides children with an essential period to grow and develop socially and emotionally. It helps students gain self-control and adapt better to the structured environment of a classroom, which includes following rules, controlling impulses, and participating actively in class lessons and activities. Academic Gains: Studies have found that TK students often perform months ahead of their peers in areas like reading, literacy, and math at the beginning of the school year. This head start is due to the extra time they have to learn academic prerequisites and the introductory lessons in math and science that are part of the TK curriculum. Developmentally Appropriate Curriculum: TK provides a balanced approach to learning, blending play-based activities with academic learning. This approach recognizes that young children learn best when they are active and free to explore creatively, which is crucial for this specific age group.	English Learners, Foster Youth, and Low-Income students Reading & Math i-Ready Student Performance Data for English Learners For all data - CESD will monitor the percentage of students meeting or exceeding standards

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		Preparation for Long-Term Success: Research suggests that the benefits of TK extend beyond kindergarten. Early participation in TK can lead to higher academic performance in later years, with some studies showing benefits such as higher math scores, increased enrollment in honors classes, and reduced likelihood of being held back a grade. Transitional Kindergarten is provided at all sites to ensure equitable access to students across the district.	
2.8	**Action:** 2.8 Additional Certificated Teachers **Need:** Provide more individualized support to unduplicated pupil groups, as well as African American, Hispanic, and Students with Disabilities student subgroups who (according to the California School Dashboard) are underperforming compared to all students in the district. This action will also support Students with Disabilities at San Marino Elementary School, who are performing in the orange area in language arts and math according to the 2025 California School Dashboard. This action will also assist Students with Disabilities at Raymond Temple, who are performing in the red area in both language arts and math according to the 2025 California School Dashboard.	One Certificated Intervention Specialist at each site, for a total of 8 additional certificated teachers, provides intensive small group academic support to students using research-based instructional resources. These flexible groups receive 40 minutes of intervention five days per week, with student progress closely monitored. Research shows that Intensive small group interventions are highly effective in supporting students, especially those who struggle with specific academic skills or need targeted help. These interventions provide several key benefits: Improved Reading Skills: Small group interventions allow for focused teaching on critical reading components like phonological awareness, phonics, reading fluency, vocabulary, and comprehension. This targeted approach helps students make significant gains, particularly when they receive daily, explicit instruction tailored to their skill level.	Reading I-Ready Intervention Program performance data for all students in the program as well as English Learners. For this data, CESD will monitor the percentage of students meeting or exceeding standards as well as the percentage of students two or more years below grade level 2.1

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	Scope: LEA-wide	Enhanced Learning Environment: Organizing and conducting small group sessions in a distraction-free area ensures that students can focus better. This setup, coupled with the use of visual aids and organized materials, fosters a conducive learning atmosphere, making it easier for students to engage and absorb the lessons. Personalized Feedback and Practice: Small group settings allow teachers to provide immediate, high-quality feedback and offer students multiple opportunities to practice new skills. This direct interaction helps correct errors early on, preventing them from becoming habitual mistakes and promoting faster mastery of the skills. Adaptability and Differentiation: Small group interventions can be adjusted based on student needs, allowing for the use of various teaching strategies and materials. This flexibility helps cater to different learning styles and paces, ensuring that each student receives the most effective instruction. This support is provided at all sites to ensure equitable resources and assistance across the district.	
2.9	**Action:** 2.9 Transitional Kindergarten (TK) Aide **Need:** Ensure compliance with State of California law, which requires a 10:1 student to adult in each TK classroom. This additional instructional support within these TK classrooms will help to provide a strong	Transitional Kindergarten classes will be open to enrollment for students who turn four (4) by September 1st. TK aides will be added to account for additional enrollment throughout at all sites. This will be provided with a TK Instructional Assistant (IA) to ensure a 10:1 ratio to support our young learners with more individualized learning and assistance, and to ensure that they are helping teachers to be effective for their students.	TK local assessments. 2.1, 2.2

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	educational foundation for students, especially for unduplicated pupils, who the 2025 California Dashboard shows are not performing commensurate with their grade level peers in later grades. This same support will also allow for increased differentiation of instruction throughout the school day with the goal of ensuring that the needs of all unduplicated pupils are met early on in their educational careers. **Scope:** LEA-wide	TK Aides will be trained to provide high quality support to our Unduplicated students. This is an increased service because these Aides support all TK students throughout the school year.	
2.10	**Action:** 2.10 Instructional Aides (IA) **Need:** Provide more individualized support to pupil groups who, according to the California School Dashboard, are underperforming compared to all students in the district. EL, Low Income, & Foster Youth performed below the all student rate on CAASPP and i-Ready, indicating a need for specialized support to close this achievement gap. These Instructional Assistants provide small group and/or 1:1 support to students who require academic and/or language assistance in order to fully access and participate in daily standards-based instruction. **Scope:**	Educational partner feedback via the District's LCAP survey, indicates a continued need for additional Instructional Assistants to support students. The continued service of one aide per site for a total of 8 aides will lead to students of UDP receiving more individualized support in academics and behavior based on need. Students who identify as English Learners, Foster Youth, and Low-Income, as well as other subgroups will be able to receive the supports of differentiated instruction and personalized support. Having Instructional Assistants (IA) can provide several benefits to both students and teachers: 1. More Individualized Attention: With an IA in the classroom, students can receive more individualized attention and support. This can be particularly helpful for students who are struggling or need extra help with certain skills, especially our Unduplicated Pupils who need more individualized support.	CAASPP ELA results, disaggregated by English Learners, Foster Youth, and Low-Income students CAASPP Mathematics results, disaggregated by English Learners, Foster Youth, and Low-Income students Reading & Math i-Ready Student Performance Data for English Learners For all data - CESD will monitor the percentage of students meeting or exceeding standards

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	LEA-wide	2. Increased Student Engagement: IAs can help to keep students engaged in learning by providing additional support and guidance during lessons. They can also help to create a positive classroom environment that promotes student participation and interaction. 3. Better Classroom Management: With an IA in the classroom, the teacher can more effectively manage the classroom and respond to individual student needs. The IA can help to monitor student behavior and provide support for students who need extra assistance. 4. More Time for Differentiation: Having an IA in the classroom can free up the teacher to spend more time differentiating instruction and meeting the needs of individual students. This can lead to better academic outcomes for all students. Overall, having an IA can provide important support for students and teachers alike. It can help to create a positive learning environment, increase engagement, and support student success.	
3.1	**Action:** 3.1 Parent Engagement & Community **Need:** Research consistently shows that when parents of unduplicated students are actively engaged in their child's education, students tend to perform better academically, have improved attendance, and exhibit more positive attitudes towards school. The current CA Dashboard has a Red indicator for chronic	Parent engagement and community involvement play pivotal roles in addressing various needs within educational settings on an LEA-wide basis and especially those of unduplicated students. By fostering strong partnerships between schools, parents, and the broader community, LEAs can create supportive networks that enhance student success. Parent engagement promotes active involvement in their child's education, leading to improved academic performance, attendance, and behavior. Furthermore, community partnerships	LCAP Parent Survey; disaggregated by English Learners, Foster Youth, and Low-Income students Attendance Rates; disaggregated by English Learners, Foster Youth, and Low-Income students

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	absenteeism for African American students. Student groups in Orange include: Foster Youth; Long Term English Learners; and Students with Disabilities. Much improvement has been made from last year and our efforts are yielding positive results. Efforts will continue and be improved using LCAP funds to increase attendance for all groups with specific attention to students groups in Red or Orange. Buena Terra - English Learners, Filipino, and Students with Disabilities (Orange) Centralia - Hispanic, Homeless & Students With Disabilities (Red) and Socioeconomically Disadvantaged (Orange) Danbrook - Hispanic, Socioeconomically Disadvantaged & Students with Disabilities (Orange) Los Coyotes - Students with Disabilities (Orange) Raymond Temple - Students with Disabilities (Red) and Hispanic, Socioeconomically Disadvantaged, & White (Orange) San Marino - Socioeconomically Disadvantaged & Students with Disabilities (Red) and Filipino, Homeless, and White (Orange) **Scope:** LEA-wide	provide access to additional resources, expertise, and support services that supplement the educational experience. By involving parents and the community, schools can cultivate a sense of belonging and shared responsibility for student achievement, leading to a more enriching and inclusive learning environment for all. These efforts will have a specific impact on improving attendance rates for student groups in the Red such as Hispanic students, Homeless, Students with Disabilities and Socioeconomically disadvantaged students. This action will also have an impact on specific schools such as Centralia and Danbrook which were marked Orange in the state dashboard indicator for Chronic Absenteeism for 2024-2025. Actions will be monitored and measured through the LCAP parent Survey and monthly attendance rates.	
3.2	**Action:**	Social workers and Multi-Tiered System of Supports (MTSS) Counselors play a crucial role in	Counseling Table in Aeries, SRSS data for all

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	3.2 Social Worker/ MTSS Counselor (Foster Youth, Homeless, & English Learners) **Need:** Understanding the importance of mental health and emotional well-being in academic success, CESD recognizes the critical need for social workers and MTSS Counselors in schools. They advocate for the implementation of comprehensive support systems that address the diverse social, emotional, and behavioral needs of students, ensuring a nurturing and inclusive learning environment for all. Parent LCAP Survey for 2025-2026 reported that 88% of parents feel that their child receives support if they are struggling with behavior or social-emotional issues. MTSS counselors will be available to support foster/homeless youth who are identified as needing higher levels of support. Also, there is a need to improved Chronic Absenteeism. The following schools have been identified in the California Dashboard as having groups in Red or Orange for Chronic Absenteeism. Buena Terra - English Learners, Filipino, and Students with Disabilities (Orange) Centralia - Hispanic, Homeless & Students With Disabilities (Red) and Socioeconomically Disadvantaged (Orange) Danbrook - Hispanic, Socioeconomically Disadvantaged & Students with Disabilities (Orange)	addressing the unique needs of foster and homeless youth within CESD. These professionals provide essential support and advocacy to ensure that every student, regardless of their housing situation, has access to the resources and assistance they need to succeed academically and socially. They offer individualized guidance, emotional support, and practical assistance to help students navigate challenges related to housing instability, trauma, and other obstacles. By providing these services on a widespread basis, our schools create a nurturing and inclusive environment where foster and homeless youth feel supported, valued, and empowered to reach their full potential despite their circumstances. This approach not only promotes educational equity, but also addresses the broader social and emotional needs of vulnerable student populations such as our Hispanic students, Homeless, and Socioeconomically disadvantaged students, ultimately contributing to their overall well-being and academic success. This action will also offer targeted support for specific schools such as Buena Terra, Raymond Temple and San Marino, which are marked Yellow and Centralia and Danbrook marked Orange in the state dashboard indicator for Chronic Absenteeism. Actions will be monitored and measured for effectiveness through the counseling table in Aeries and our Student Risk Screening Scale (SRSS) data that is collected three times a year.	students and disaggregated by English Learners, Foster Youth, and Low-Income students, 3.3, 3.4

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	Los Coyotes - Students with Disabilities (Orange) Raymond Temple - Students with Disabilities (Red) and Hispanic, Socioeconomically Disadvantaged, & White (Orange) San Marino - Socioeconomically Disadvantaged & Students with Disabilities (Red) and Filipino, Homeless, and White (Orange) **Scope:** LEA-wide		
3.3	**Action:** 3.3 Attendance Support/Clerical Specialists I **Need:** A higher attendance rate is essential for maximizing unduplicated student learning and academic achievement. Consistent attendance allows students to fully engage with classroom instruction and participate in valuable learning experiences. In the 2025-2026 LCAP 99% of parents understand how good attendance impacts their child's learning. Improved attendance rates contribute to a positive school culture and community, fostering a sense of belonging and accountability among students, parents, and educators. By prioritizing attendance, schools can help ensure that every student has the opportunity to reach their full potential and succeed academically. CESD has a current attendance below the desired rate of 97%. The following schools have been identified in the 2025	Improving attendance rates benefits unduplicated students by ensuring consistent access to quality education, which leads to better academic performance, higher graduation rates, and enhanced social and emotional development. Regular attendance allows these students to fully utilize support services, fostering a stable and supportive learning environment that mitigates the risks associated with absenteeism. Consequently, unduplicated students are more likely to succeed academically and socially, paving the way for better future opportunities and overall well-being. Clerical specialists play a vital role in addressing attendance-related needs, especially for specific student groups such as English learners, Hispanic students, Homeless, and Socioeconomically disadvantaged students. These professionals help monitor and track student attendance, identify patterns of absenteeism, and implement strategies to improve attendance rates. By providing comprehensive attendance support services, schools can intervene early to address underlying	Attendance Rate in Aeries for all students and disaggregated by English Learners, Foster Youth, and Low-Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	California Dashboard with groups in Red or Orange for Chronic Absenteeism: Buena Terra - English Learners, Filipino, and Students with Disabilities (Orange) Centralia - Hispanic, Homeless & Students With Disabilities (Red) and Socioeconomically Disadvantaged (Orange) Danbrook - Hispanic, Socioeconomically Disadvantaged & Students with Disabilities (Orange) Los Coyotes - Students with Disabilities (Orange) Raymond Temple - Students with Disabilities (Red) and Hispanic, Socioeconomically Disadvantaged, & White (Orange) San Marino - Socioeconomically Disadvantaged & Students with Disabilities (Red) and Filipino, Homeless, and White (Orange) In 2023, the sites and subgroups who were in the Red for Chronic Absenteeism were: CESD - All students, English Learners (EL), Hispanic (HI), Homeless (HO), Socioeconomically Disadvantaged (SED) Buena Terra - Students with Disabilities (SWD) and Hispanic (HI)	issues that may be affecting students' ability to attend school regularly. Clerical specialists also assist in maintaining accurate attendance records and coordinating communication between school staff, students, and families regarding attendance matters. By offering these services, schools ensure that students receive the support they need to overcome attendance barriers and fully engage in their education, especially for schools such as Buena Terra, Raymond Temple and San Marino, which are marked Yellow and Centralia and Danbrook marked Orange in the state dashboard indicator for Chronic Absenteeism. This will lead to improved academic outcomes and overall school success.	

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
	Centralia Elementary - All students, Socioeconomically Disadvantaged (SED), Hispanic (HI) Danbrook Elementary - All students, English Learners (EL), Homeless students (HOM), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic (HI), White (WH) Miller Elementary - All students, Hispanic (HI), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), White (WH) Raymond Temple Elementary - All students, English Learners (EL), Hispanic (HI), Homeless (HO), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), White (WH) San Marino Elementary - All students, English Learners (EL), Hispanic (HI), Homeless (HO) **Scope:** LEA-wide		
3.4	**Action:** 3.4 Health Clerks **Need:** Health Clerks (HC) provide significant benefits for unduplicated students by ensuring timely access to essential health services and support within the school environment. They help manage chronic conditions, address	Health Clerks play a crucial role in addressing health-related needs of unduplicated students CESD. These dedicated professionals are responsible for managing the health office, providing basic first aid, administering medications, and supporting students with chronic health conditions. By having health clerks available at each school site, schools can ensure timely access to health services and support for all	Attendance Rates and End of Year Report of total Health Office Visits and care provided at each site; disaggregated by English Learners, Foster Youth, and Low-Income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	immediate health concerns, and facilitate referrals to external healthcare providers, thereby reducing health-related absenteeism (currently at 95%). This support is crucial in maintaining the overall well-being of unduplicated students, enabling them to stay healthy, attend school regularly, and focus on their academic and social development. Health Clerks in schools are indispensable for ensuring the well-being of unduplicated students and maintaining a healthy learning environment for all. With their specialized training, HC can promptly respond to medical emergencies, administer necessary medications, and provide essential care for students with chronic health conditions. Also, the following schools have been identified in the California Dashboard with groups in Red or Orange for Chronic Absenteeism: Buena Terra - English Learners, Filipino, and Students with Disabilities (Orange) Centralia - Hispanic, Homeless & Students With Disabilities (Red) Danbrook - Hispanic, Socioeconomically Disadvantaged & Students with Disabilities (Orange) George B. Miller - No student group in Red or Orange Dysinger - No student group in Red or Orange Los Coyotes - Students with Disabilities (Orange) Raymond Temple - Students with Disabilities (Red)	students and specific groups such as Hispanic students, Homeless, and Socioeconomically disadvantaged students. Health clerks also contribute to maintaining a safe and healthy school environment by promoting health education, managing health records, and coordinating with school nurses and other healthcare professionals. Providing health clerks to all schools ensures that students have the necessary support to address their health needs promptly, enabling them to focus on their academic pursuits and overall well-being. This action will also offer targeted support for specific schools such as Centralia and Danbrook marked Orange and Raymond Temple and San Marino, which are marked Yellow in the state dashboard indicator for Chronic Absenteeism. Actions will me monitored and measured for effectiveness using the End of Year Reports of total health visits and monthly attendance rate.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	San Marino - Socioeconomically Disadvantaged & Students with Disabilities (Red) **Scope:** LEA-wide		
3.5	**Action:** 3.5 PBIS & Restorative Practices **Need:** During the 2025-26 school year, CESD saw a continued need to strengthen Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices as we experienced a higher than usual number of student offenses that led to suspensions with -- suspensions districtwide and --% of these suspensions occurred at our schools with the highest Unduplicated Pupil (UPD) Count. In the 2025-26 LCAP Parent Survey, 88% of parents/guardians indicated that they Agree/Strongly to the statement: "My child/children receive support if they are struggling with behavior or social-emotional issues: This survey result increased by 1% in the 2025-26 LCAP Parent Survey, demonstrating progress in this area. Positive Behavior and Intervention Supports (PBIS) and restorative practices will support pro-social skills in our Socioeconomically Disadvantaged (low-income), English Learner (EL), and Foster Youth. Tier I social skills program was purchased and will continue to	Positive Behavioral Interventions and Supports (PBIS) have significant benefits for unduplicated students by promoting a positive school climate and reducing behavioral issues. PBIS provides a structured framework for teaching and reinforcing appropriate behaviors, which helps create a supportive and predictable environment especially for groups such English learners, Hispanic students, Homeless, and Socioeconomically disadvantaged students. This is particularly beneficial for unduplicated students, who often face additional stressors and challenges. Through PBIS, these students experience increased engagement, improved relationships with peers and staff, and better academic outcomes, fostering their overall success and well-being. PBIS (Positive Behavioral Interventions and Supports) and Restorative Practices address the need for creating a positive school climate and managing behavior effectively in CESD. These evidence-based approaches provide a framework for promoting social-emotional learning, fostering positive relationships, and preventing behavioral issues. By implementing PBIS, schools establish clear expectations for behavior, teach and reinforce positive behaviors, and provide interventions for students who may need additional support. Restorative Practices focus on repairing	LCAP Parent Survey; disaggregated by English Learners, Foster Youth, and Low-Income students Suspension and Expulsion Rates in Aeries for all students and disaggregated by English Learners, Foster Youth, and Low-Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support our students with attendance concerns as well as assist with social and emotional needs. These activities will provide a model for our students to be leaders and problem solvers in their community, and help to increase connectedness through community-building and relationship-building strategies. The International Institute for Restorative Practices (IIRP) (2015) showed findings that suggest restorative practices contribute to improved school climate, reduced disciplinary incidents, increased student engagement, and enhanced social-emotional skills. Implementing a positive environment where student understand the expectations at the school site through a tiered one approach to intervention as well as using restorative practices as a corrective means for interpersonal struggles provides a welcoming space for students and peers to enjoy their academic environment. Based on feedback from stakeholders, School Climate Support Paraprofessionals have been hired to support student behavior as well as student social emotional needs. in the 2025-2026 LCAP survey, 97% of parents agreed and strongly agreed with the statement, "My child/children feel(s) safe while at school." Efforts are having positive results and must be continued for our schools with high numbers of unduplicated schools. PBIS (Positive Behavioral Interventions and Supports) and restorative practices are crucial for creating a positive school climate where unduplicated students feel safe, supported,	harm and restoring relationships through dialogue, empathy, and accountability rather than punitive measures. By implementing PBIS and Restorative Practices in our schools, we work to create a culture of respect, empathy, and belonging where all students can thrive academically and socially. This action will also offer targeted support for specific schools such as Centralia and Danbrook marked in Orange and Buena Terra, Raymond Temple and San Marino, which are marked Yellow in the state dashboard indicator for Chronic Absenteeism. These approaches not only improve behavior and discipline outcomes, but also contribute to overall school safety and student well-being. Actions will me monitored and measured for effectiveness using Climate Survey, Suspension Rate, Expulsion Rate, and monthly Office Discipline Referral reports.	

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
	and respected. PBIS provides a framework for teaching and reinforcing positive behaviors, reducing disciplinary issues, and promoting a culture of empathy and collaboration. Restorative practices offer a proactive approach to resolving conflicts and repairing harm, fostering meaningful relationships, and empowering students to take responsibility for their actions while promoting accountability and social-emotional growth. **Scope:** LEA-wide		
3.6	**Action:** 3.6 Second Step **Need:** During the 2025-26 school year, CESD saw a great need to strengthen students' social emotional learning as we experienced a higher than usual number of student offenses that led to suspensions with --suspensions districtwide and --% of these suspensions occurring at our schools with the highest Unduplicated Pupil (UDP) Count. In the 2025-26 LCAP Parent Survey, 88% of parents/guardians indicated that they Agree/Strongly to the statement: "My child/children receive support if they are struggling with behavior or social-emotional issues. This survey result increased to 1% showing progress, but we recognize a continued need to improve in this area. Second Step is invaluable in schools for fostering unduplicated students' social-	The Second Step SEL program aims to improve academic performance, reduce behavioral issues, and enhance overall student well-being. For unduplicated students, these outcomes are critical in closing the achievement gap and providing equitable opportunities for success. By integrating the Second Step SEL program, we demonstrate our commitment to prioritizing the needs of unduplicated students, fostering a supportive and inclusive educational environment for all learners. The Second Step curriculum provides significant benefits for unduplicated students by teaching essential social-emotional skills that support their academic and personal growth. CESD's data on SEL shows that students in the schools with the highest UDP have higher suspension rates. This action is principally directed toward unduplicated students by helping the students focus on areas such as empathy, emotion management, and problem-solving. The services will go beyond what will be provided universally to meet the specific and unique needs and conditions of unduplicated	LCAP local survey; disaggregated by English Learners, Foster Youth, and Low-Income students SRSS & Counseling Data

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
	emotional skills and promoting a positive school climate. This program equips students with crucial skills like empathy, problem-solving, and emotion regulation, which are vital for academic success and lifelong well-being. Moreover, Second Step helps prevent bullying, reduce disciplinary issues, and create a supportive environment where all students feel valued and respected. **Scope:** LEA-wide	student groups through an additional floater mental health professional that will provide additional support to the schools with the highest UDP in teaching and reinforcing these lessons and concepts. Second Step helps these students build resilience, improve peer relationships, and navigate the challenges they face both inside and outside the classroom. This comprehensive approach fosters a positive school climate, enhances student engagement, and ultimately contributes to better academic outcomes and overall well-being for unduplicated students. The Second Step curriculum addresses the need for comprehensive social-emotional learning (SEL) skills development in our unduplicated students and schoolwide basis. This evidence-based program equips students with essential skills such as empathy, emotion management, and problem-solving, fostering their social and emotional well-being. By providing Second Step curriculum universally, schools ensure that all students have access to high-quality SEL instruction, regardless of their background or circumstances. This proactive approach not only enhances unduplicated students' academic success but also promotes positive relationships, reduces behavioral issues, and creates a supportive and inclusive learning environment. By integrating Second Step into the curriculum across the board, our LEA prioritizes the holistic development of our unduplicated students such English learners, Hispanic students, Homeless, and Socioeconomically disadvantaged students, by preparing them for success both inside and outside the classroom. Actions will me	

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
		monitored and measured for effectiveness LCAP local survey, SRSS Data, and Counseling data.	
3.7	**Action:** 3.7 Data Analysis Support **Need:** Data analysis is essential for supporting schools and districts in making informed decisions that positively impact unduplicated student outcomes. By analyzing and reporting how unduplicated students are faring across the district in areas such as attendance, behavior, academic, and social emotional well-being. Data technicians also look at demographic, and operational data, they can identify trends, patterns, and areas for improvement, enabling educators to tailor interventions and allocate resources effectively. In addition, monitor progress to ensure efforts are yielding positive outcomes. **Scope:** LEA-wide	A data technician has significant benefits for unduplicated students in helping improve outcomes in attendance and achievement by systematically collecting, analyzing, and interpreting student data to identify trends and areas of need. By providing accurate and timely information, data technicians enable educators to develop targeted interventions and support strategies tailored to the specific challenges faced student groups such as English learners, Hispanic students, Homeless, and Socioeconomically disadvantaged students. This data-driven approach ensures that resources are allocated effectively, enhancing the ability to track progress, reduce absenteeism, and boost academic performance among unduplicated students. Data analysis support addresses the need for informed decision-making and continuous improvement within our educational settings in CESD. By collecting, analyzing, and interpreting data related to unduplicated student performance, attendance, behavior, and other key metrics, CESD and schools can identify trends, patterns, and areas for growth. Data analysis support enables educators and administrators to make evidence-based decisions, tailor instructional strategies, and allocate resources effectively to meet the diverse needs of students. Moreover, by providing data analysis support, schools ensure that all community partners have access to timely and accurate information to drive collaborative efforts towards improving student outcomes. This action will also offer targeted support for specific schools such as Centralia and Danbrook which are marked	LCAP Survey; disaggregated by English Learners, Foster Youth, and Low-Income students 3.3 , 3.4 2.1, 2.2

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
		Orange and Buena Terra, Raymond Temple and San Marino, which are marked Yellow in the state dashboard indicator for Chronic Absenteeism. This proactive approach not only enhances accountability and transparency but also fosters a culture of data-driven decision-making, leading to continuous improvement and ultimately, better educational experiences for all students. Actions will me monitored and measured for effectiveness using LCAP Survey Question: The academic needs of my child/children are met by the school.	
3.9	**Action:** 3.9 District Front Office Support **Need:** Over 50% of the enrolled students identify as Hispanic or Latino. Parents/community members provide input for the need of a bilingual clerical staff at the District Office to support the District's effort to improve communication and maximize parent participation. At the District's Title I schools the the range is higher than the District average between 55% to 82%. The District Receptionist is a bilingual staff that will continue to help with outreach and assist in communicating effectively especially in our Title I schools and non-title I schools with UDP. Front office support staff are essential members of each school community, serving as the first point of contact for unduplicated students which include 23.6% of EL students, all parents, staff, and visitors. Their responsibilities include managing phone calls, greeting visitors, organizing appointments, and	This action is principally directed toward unduplicated students because the majority of the English Learners, specifically parents that speak Spanish as their primary language are from schools with the highest UDP. The services go beyond what will be provided universally to meet the specific needs and conditions of unduplicated student groups because the District Front Office Receptionist supports the schools with the highest UDP with communicating with parents in Spanish and completing tasks such as registration for school and programs. Having a bilingual receptionist at a district office provide several benefits, including: 1. Improved Communication: A bilingual receptionist can communicate effectively with a wider range of visitors, including those who may not speak English as their first language. This can help to ensure that important information is accurately conveyed, and that visitors feel welcomed and supported. 2. Enhanced Customer Service: A bilingual receptionist can provide enhanced customer service by answering questions and addressing	LCAP Parent Survey; disaggregated by English Learners, Foster Youth, and Low-Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	assisting with administrative tasks such as student registration and record-keeping. **Scope:** LEA-wide	concerns in both English and another language. This can help to ensure that visitors feel valued and respected, which can lead to increased satisfaction and loyalty. 3. Increased Access to Services: A bilingual receptionist can help to ensure that visitors have access to the services they need, regardless of their language proficiency. This can help to reduce barriers to accessing important information and services, which can improve outcomes for all members of the community. 4. Improved Cultural Competence: A bilingual receptionist can help to promote cultural competence within the district office by demonstrating an understanding of diverse cultures and languages. This can help to create a welcoming and inclusive environment for all visitors, regardless of their background. Overall, having a bilingual receptionist at our District Office can provide numerous benefits for both the organization and the community it serves. By improving communication, enhancing customer service, increasing access to services, and promoting cultural competence, a bilingual receptionist can help to ensure that the District Office is meeting the needs of all visitors, regardless of their language proficiency. Front office support addresses the need for efficient administrative assistance and smooth operations within educational settings in CESD. These professionals play a pivotal role in managing various administrative tasks such as answering phones, scheduling appointments, handling inquiries, and maintaining records. By	

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
		providing front office support, schools ensure that all community partners, including unduplicated students, parents, staff, and visitors, receive prompt and courteous assistance especially groups such as English learners, Hispanic students, Homeless, and Socioeconomically disadvantaged students. This proactive approach helps streamline communication, fosters a welcoming environment, and enhances overall organizational effectiveness. Additionally, front office support staff serve as the initial point of contact for the school community, facilitating positive interactions and contributing to a sense of community and belonging. By offering front office support widely, educational institutions prioritize accessibility, efficiency, and excellent customer service, ultimately supporting the overarching goals of the LEA and individual schools. This action will also offer targeted support for specific schools such as Centralia and Danbrook which are marked Orange and Buena Terra, Raymond Temple and San Marino which are marked Yellow in the state dashboard indicator for Chronic Absenteeism. Actions will me monitored and measured for effectiveness using the LCAP Parent Survey Question: Teachers and other adults at school listen and respond to me when I have a question or concern.	
3.10	**Action:** 3.10 Communication Specialist **Need:** CESD saw a need for a Communication Specialist to enhance communication and increase parent involvement, specifically for English Learner (EL) families. The 2025-2026	The Communication Specialist is responsible for developing and implementing strategies to bridge the communication gap between the school district, the school sites and English Learner families, fostering meaningful engagement and creating a supportive environment for their involvement. The communications specialists will establish and maintain effective communication	LCAP Parent/Community Survey disaggregated by English Learners, Foster Youth, and Low-Income students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LCAP Parent/Community Surveys indicated a need to better inform parents of the District's programs such as the Visual and Performing Arts (VAPA) and Science Technology Engineering Math (STEM) programs at the school sites: 95% of parents indicated that they Agree/Strongly Agree to the statement, "My child has/children have opportunities to be involved in extra or co-curricular activities such as Visual and Performing Arts (VAPA), Music, Science, Technology, Engineering, and Math (STEM), etc." Parents and guardians at CESD's DELAC Meetings indicated that they were not sure what VAPA or STEM were even when it was translated in their primary languages. As a result, school principals and DELAC began demonstrating VAPA and STEM programs in person at parent meetings and events to increase understanding of the programs, and the Communication Specialist informed parents and community members through various outlets in collaboration with the principals in the district's primary languages. In addition, office staff and school administrators shared the need to have support in updating the school websites, social media, and through other outlets. The Communication Specialist has been able to meet this need to improved communications with parents and community, and we are seeing a need to continue this support. The Communication Specialist helps to develop and implement strategies to bridge the communication gap between the school district, the school sites and EL families,	channels to reach out to EL parents and families. They collaborate with school administrators, teachers, and staff to identify the most appropriate methods of communication, such as multilingual newsletters, emails, phone calls, text messages or dedicated online platforms. By leveraging various channels, they ensure that information is accessible to EL parents, accommodating their preferences and bridging the gap. In addition, the communication specialist serves an an advocate for the EL parents and families. They will provide insights into the unique needs and concerns of the EL families to the decision-making process. They will collaborate with school administrators and staff to create an inclusive and welcoming environment that values and respects the diverse backgrounds and experience of EL parents and families. Parent and family involvement facilitates communication between schools and EL families. When parents are engaged, they are more likely to be informed about their child’s progress, school events, and educational resources available to them. This communication fosters a collaborative relationship between parents and teachers leading to better understanding of the students needs and targeted support. Our Communication Specialist addresses the critical need for effective communication and engagement within educational settings in CESD. By utilizing various channels such as newsletters, social media, websites, and press releases, they ensure that important information, announcements, and updates reach all community partners promptly and comprehensively. Their role is essential in fostering transparency, building	

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
	fostering meaningful engagement and creating a supportive environment for their involvement. The LCAP Parent/Community Survey percentage was maintained at 96% Agree/Strongly Agree with the statement, "The school makes efforts to keep all families informed about important issues or events" in the 2025-2026 survey. Our goal is to get this percentage to maintain or increase this high percentage moving forward. **Scope:** LEA-wide	relationships, and promoting a positive image of the school or district. By providing communication support universally, schools ensure that parents, unduplicated students, staff, and the broader community stay informed and engaged in key initiatives, events, and decisions. This proactive approach not only enhances trust and collaboration but also contributes to the overall success and reputation of the LEA and individual schools. This action will also offer targeted support for specific schools such as Centralia and Danbrook, which are marked Orange and Buena Terra, Raymond Temple, and San Marino which are marked Yellow. in the state dashboard indicator for Chronic Absenteeism. Actions will be monitored and measured for effectiveness using the LCAP Parent Survey Question: The school makes efforts to keep all families informed of issues and events.	

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
3.8	**Action:** 3.8 Parent Support Services Translators (English Learners) **Need:** School translators are indispensable in ensuring effective communication between	Parent support services translators address the need for effective communication and engagement between schools and families from diverse linguistic backgrounds in CESD. By providing translation services, our schools ensure that all parents of unduplicated students have equal access to important information about their child's	Parent Participation in Meetings, LCAP Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	schools, students, parents, and the broader community. With diverse unduplicated student populations and families who speak different languages, translators bridge language barriers, enabling vital information to be conveyed accurately and comprehensively. District has 23.6% English Learners. **Scope:** Limited to Unduplicated Student Group(s)	education, school events, policies, and resources. These services facilitate meaningful participation in school activities, parent-teacher conferences, and decision-making processes, fostering a collaborative partnership between home and school. Additionally, parent support services translators help bridge cultural and linguistic barriers, promoting inclusivity and understanding within the school community and specific groups such as English learners, Hispanic students, Homeless, and Socioeconomically disadvantaged students who may need translation services. This action will also offer targeted support for specific schools such as Centralia and Danbrook, who are Orange, as well as Buena Terra, Raymond Temple, and San Marino, who are in the Yellow, in the state dashboard indicator for Chronic Absenteeism. By offering translation services universally, our LEA demonstrates their commitment to equity, diversity, and meaningful engagement, ultimately enhancing the educational experience for English Learners and their families. Actions will me monitored and measured for effectiveness using data on the number of Parent Participation in meetings and LCAP Survey Question: The school respects the diversity of the families in the community and Question: Teachers and other adults at school listen and respond to me when I have a question or concern.	

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

Additional Concentration Grant Funding

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

Additional certificated teachers were funded out of this additional concentration grant. These teachers will be used provide direct services to students with a high concentration of UDP. (Goal 2 Action 2.9)

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	1: 63	1: 28
Staff-to-student ratio of certificated staff providing direct services to students	1: 22	1: 19

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	$45,781,131.00	11,412,236.00	24.928%	0.000%	24.928%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,433,114.00	$1,079,436.00	$0.00	$0.00	$14,512,550.00	$11,926,927.00	$2,585,623.00

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	1.1 Access to Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$196,122.00	$816,763.00	$1,012,885.00				$1,012,885.00	
1	1.2	1.2 Tech Support Specialists & Clerical Specialists I	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$562,950.00	$0.00	$562,950.00				$562,950.00	
1	1.3	1.3 Textbooks, Materials, Resources (Supplemental)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$139,318.00	$108,137.00	$247,455.00				$247,455.00	
1	1.4	1.4 Curriculum and Instruction Support and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$417,099.00	$19,750.00	$436,849.00				$436,849.00	
1	1.5	1.5 Instructional Intervention Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$262,385.00	$276,320.00	$21,655.00	$517,050.00			$538,705.00	
1	1.6	1.6 Supplemental Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$223,082.00	$363,893.00	$586,975.00				$586,975.00	
1	1.7	1.7 Collaboration & Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$500,000.00	$72,386.00	$10,000.00	$562,386.00			$572,386.00	
1	1.8	1.8 Teacher Assistance Program (TAP)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$10,000.00	$0.00	$10,000.00				$10,000.00	
1	1.9	1.9 Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$560,616.00	$560,616.00				$560,616.00	

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	1.10 STEAM, Innovative Learning, & Signature Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$47,470.00	$47,470.00				$47,470.00	
2	2.1	2.1 Reduce Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$2,298,189.00	$0.00	$2,298,189.00				$2,298,189.00	
2	2.2	2.2 Gifted and Talented Education (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$8,555.00	$1,600.00	$10,155.00				$10,155.00	
2	2.3	2.3 Information Access Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$433,176.00	$0.00	$433,176.00				$433,176.00	
2	2.4	2.4 Data Analysis Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$212,340.00	$212,340.00				$212,340.00	
2	2.5	2.5 Multilingual/ EL Programs, Learning Center Model (English Learners, Low-Income, & Foster Youth)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,053,461.00	$0.00	$1,053,461.00				$1,053,461.00	
2	2.6	2.6 Dual Language Immersion (DLI)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Centralia Elementary	2024-2027	$705,658.00	$70,000.00	$775,658.00				$775,658.00	
2	2.7	2.7 Universal Preschool/Expanded Transitional Kindergarten (TK)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Danbrook and Centralia	2024-2027	$1,000.00	$0.00	$1,000.00				$1,000.00	
2	2.8	2.8 Additional Certificated Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Centralia, Danbrook, Dysinger, Raymond Temple, San Marino	2024-2027	$1,164,459.00	$0.00	$1,164,459.00				$1,164,459.00	
2	2.9	2.9 Transitional Kindergarten (TK) Aide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$883,987.00	$0.00	$883,987.00				$883,987.00	
2	2.10	2.10 Instructional Aides (IA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$453,868.00	$0.00	$453,868.00				$453,868.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	3.1 Parent Engagement & Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$116,322.00	$0.00	$116,322.00				$116,322.00	
3	3.2	3.2 Social Worker/ MTSS Counselor (Foster Youth, Homeless, & English Learners)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$496,151.00	$0.00	$496,151.00				$496,151.00	
3	3.3	3.3 Attendance Support/Clerical Specialists I	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$430,759.00	$0.00	$430,759.00				$430,759.00	
3	3.4	3.4 Health Clerks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$386,214.00	$0.00	$386,214.00				$386,214.00	
3	3.5	3.5 PBIS & Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$528,991.00	$18,248.00	$547,239.00				$547,239.00	
3	3.6	3.6 Second Step	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.7	3.7 Data Analysis Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$229,815.00	$3,000.00	$232,815.00				$232,815.00	
3	3.8	3.8 Parent Support Services Translators (English Learners)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$183,023.00	$500.00	$183,523.00				$183,523.00	
3	3.9	3.9 District Front Office Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$115,733.00	$0.00	$115,733.00				$115,733.00	
3	3.10	3.10 Communication Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$126,610.00	$12,600.00	$139,210.00				$139,210.00	

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
$45,781,131.00	11,412,236.00	24.928%	0.000%	24.928%	$13,433,114.00	0.000%	29.342 %	**Total:**	$13,433,114.00
								LEA-wide Total:	$12,473,933.00
								Limited Total:	$183,523.00
								Schoolwide Total:	$775,658.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	1.1 Access to Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,012,885.00	
1	**1.2**	1.2 Tech Support Specialists & Clerical Specialists I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$562,950.00	
1	**1.3**	1.3 Textbooks, Materials, Resources (Supplemental)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$247,455.00	
1	**1.4**	1.4 Curriculum and Instruction Support and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$436,849.00	
1	**1.5**	1.5 Instructional Intervention Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,655.00	
1	**1.6**	1.6 Supplemental Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$586,975.00	

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	1.7	1.7 Collaboration & Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.8	1.8 Teacher Assistance Program (TAP)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.9	1.9 Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$560,616.00	
1	1.10	1.10 STEAM, Innovative Learning, & Signature Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,470.00	
2	2.1	2.1 Reduce Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,298,189.00	
2	2.2	2.2 Gifted and Talented Education (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,155.00	
2	2.3	2.3 Information Access Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$433,176.00	
2	2.4	2.4 Data Analysis Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$212,340.00	
2	2.5	2.5 Multilingual/ EL Programs, Learning Center Model (English Learners, Low-Income, & Foster Youth)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,053,461.00	
2	2.6	2.6 Dual Language Immersion (DLI)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Centralia Elementary	$775,658.00	
2	2.7	2.7 Universal Preschool/Expanded Transitional Kindergarten (TK)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Danbrook and Centralia	$1,000.00	
2	2.8	2.8 Additional Certificated Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Centralia, Danbrook, Dysinger,	$1,164,459.00	

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 (%)
						Raymond Temple, San Marino		
2	**2.9**	2.9 Transitional Kindergarten (TK) Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$883,987.00	
2	**2.10**	2.10 Instructional Aides (IA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$453,868.00	
3	**3.1**	3.1 Parent Engagement & Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,322.00	
3	**3.2**	3.2 Social Worker/ MTSS Counselor (Foster Youth, Homeless, & English Learners)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$496,151.00	
3	**3.3**	3.3 Attendance Support/Clerical Specialists I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$430,759.00	
3	**3.4**	3.4 Health Clerks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$386,214.00	
3	**3.5**	3.5 PBIS & Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$547,239.00	
3	**3.6**	3.6 Second Step	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
3	**3.7**	3.7 Data Analysis Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$232,815.00	
3	**3.8**	3.8 Parent Support Services Translators (English Learners)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$183,523.00	
3	**3.9**	3.9 District Front Office Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,733.00	
3	**3.10**	3.10 Communication Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,210.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,322,862.00	$12,661,744.00

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**	1.1 Access to Resources	Yes	$1,000,000.00	$1,006,317.00
1	**1.2**	1.2 Tech Support Specialists & Clerical Specialists I	Yes	$518,793.00	$536,178.00
1	**1.3**	1.3 Textbooks, Materials, Resources (Supplemental)	Yes	$221,259.00	$474,706.00
1	**1.4**	1.4 Curriculum and Instruction Support and Resources	Yes	$415,342.00	$430,087.00
1	**1.5**	1.5 Instructional Intervention Materials	Yes	$45,000.00	$45,000.00
1	**1.6**	1.6 Supplemental Programs	Yes	$595,632.00	$639,354.00
1	**1.7**	1.7 Collaboration & Professional Development	Yes	$462,984.00	$462,984.00
1	**1.8**	1.8 Teacher Assistance Program (TAP)	Yes	$10,000.00	$10,000.00
1	**1.9**	1.9 Safety	Yes	$530,250.00	$575,250.00
1	**1.10**	1.10 STEAM, Innovative Learning, & Signature Practices	Yes	$50,000.00	$47,470.00
2	**2.1**	2.1 Reduce Class Size	Yes	$1,018,529.00	$1,529,699.00

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)
2	2.2	2.2 Gifted and Talented Education (GATE)	Yes	$10,479.00	$10,479.00
2	2.3	2.3 Information Access Support	Yes	$391,071.00	$376,130.00
2	2.4	2.4 Data Analysis Programs	Yes	$170,000.00	$185,500.00
2	2.5	2.5 Learning Center Model (English Learners)	Yes	$899,427.00	$901,585.00
2	2.6	2.6 Dual Language Immersion (DLI)	Yes	$535,909.00	$741,869.00
2	2.7	2.7 Universal Preschool/Expanded Transitional Kindergarten (TK)	Yes	$1,000.00	$7,171.00
2	2.8	2.8 Additional Certificated Teachers	Yes	$1,175,488.00	$1,215,806.00
2	2.9	2.9 Transitional Kindergarten (TK) Aide	Yes	$612,139.00	$800,865.00
2	2.10	2.10 Instructional Aides (IA)	Yes	$294,915.00	$281,178.00
3	3.1	3.1 Parent Engagement & Community	Yes	$132,432.00	$136,671.00
3	3.2	3.2 Social Worker/ MTSS Counselor (Foster Youth, Homeless)	Yes	$482,261.00	$466,465.00
3	3.3	3.3 Attendance Support/Clerical Specialists I	Yes	$356,321.00	$422,129.00
3	3.4	3.4 Health Clerks	Yes	$368,657.00	$382,395.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	3.5 PBIS & Restorative Practices	Yes	$369,037.00	$318,429.00
3	**3.6**	3.6 Second Step	Yes	$2,000.00	$2,000.00
3	**3.7**	3.7 Data Analysis Support	Yes	$235,293.00	$241,704.00
3	**3.8**	3.8 Parent Support Services Translators (English Learners)	Yes	$180,611.00	$170,201.00
3	**3.9**	3.9 District Front Office Support	Yes	$108,466.00	$112,599.00
3	**3.10**	3.10 Communication Specialist	Yes	$129,567.00	$131,523.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$10,619,661.00	$10,909,878.00	$12,198,760.00	($1,288,882.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Access to Resources	Yes	$1,000,000.00	$1,006,317.00		
1	1.2	1.2 Tech Support Specialists & Clerical Specialists I	Yes	$518,793.00	$536,178.00		
1	1.3	1.3 Textbooks, Materials, Resources (Supplemental)	Yes	$221,259.00	$474,706.00		
1	1.4	1.4 Curriculum and Instruction Support and Resources	Yes	$415,342.00	$430,087.00		
1	1.5	1.5 Instructional Intervention Materials	Yes	$45,000.00	$45,000.00		
1	1.6	1.6 Supplemental Programs	Yes	$595,632.00	$639,354.00		
1	1.7	1.7 Collaboration & Professional Development	Yes	$50,000.00	$0.00		
1	1.8	1.8 Teacher Assistance Program (TAP)	Yes	$10,000.00	$10,000.00		
1	1.9	1.9 Safety	Yes	$530,250.00	$575,250.00		
1	1.10	1.10 STEAM, Innovative Learning, & Signature Practices	Yes	$50,000.00	$47,470.00		
2	2.1	2.1 Reduce Class Size	Yes	$1,018,529.00	$1,529,699.00		
2	2.2	2.2 Gifted and Talented Education (GATE)	Yes	$10,479.00	$10,479.00		
2	2.3	2.3 Information Access Support	Yes	$391,071.00	$376,130.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	2.4 Data Analysis Programs	Yes	$170,000.00	$185,500.00		
2	**2.5**	2.5 Learning Center Model (English Learners)	Yes	$899,427.00	$901,585.00		
2	**2.6**	2.6 Dual Language Immersion (DLI)	Yes	$535,909.00	$741,869.00		
2	**2.7**	2.7 Universal Preschool/Expanded Transitional Kindergarten (TK)	Yes	$1,000.00	$7,171.00		
2	**2.8**	2.8 Additional Certificated Teachers	Yes	$1,175,488.00	$1,215,806.00		
2	**2.9**	2.9 Transitional Kindergarten (TK) Aide	Yes	$612,139.00	$800,865.00		
2	**2.10**	2.10 Instructional Aides (IA)	Yes	$294,915.00	$281,178.00		
3	**3.1**	3.1 Parent Engagement & Community	Yes	$132,432.00	$136,671.00		
3	**3.2**	3.2 Social Worker/ MTSS Counselor (Foster Youth, Homeless)	Yes	$482,261.00	$466,465.00		
3	**3.3**	3.3 Attendance Support/Clerical Specialists I	Yes	$356,321.00	$422,129.00		
3	**3.4**	3.4 Health Clerks	Yes	$368,657.00	$382,395.00		
3	**3.5**	3.5 PBIS & Restorative Practices	Yes	$369,037.00	$318,429.00		
3	**3.6**	3.6 Second Step	Yes	$2,000.00	$2,000.00		
3	**3.7**	3.7 Data Analysis Support	Yes	$235,293.00	$241,704.00		
3	**3.8**	3.8 Parent Support Services Translators (English Learners)	Yes	$180,611.00	$170,201.00		
3	**3.9**	3.9 District Front Office Support	Yes	$108,466.00	$112,599.00		
3	**3.10**	3.10 Communication Specialist	Yes	$129,567.00	$131,523.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$43,936,119.00	$10,619,661.00	0.00%	24.171%	$12,198,760.00	0.000%	27.765%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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