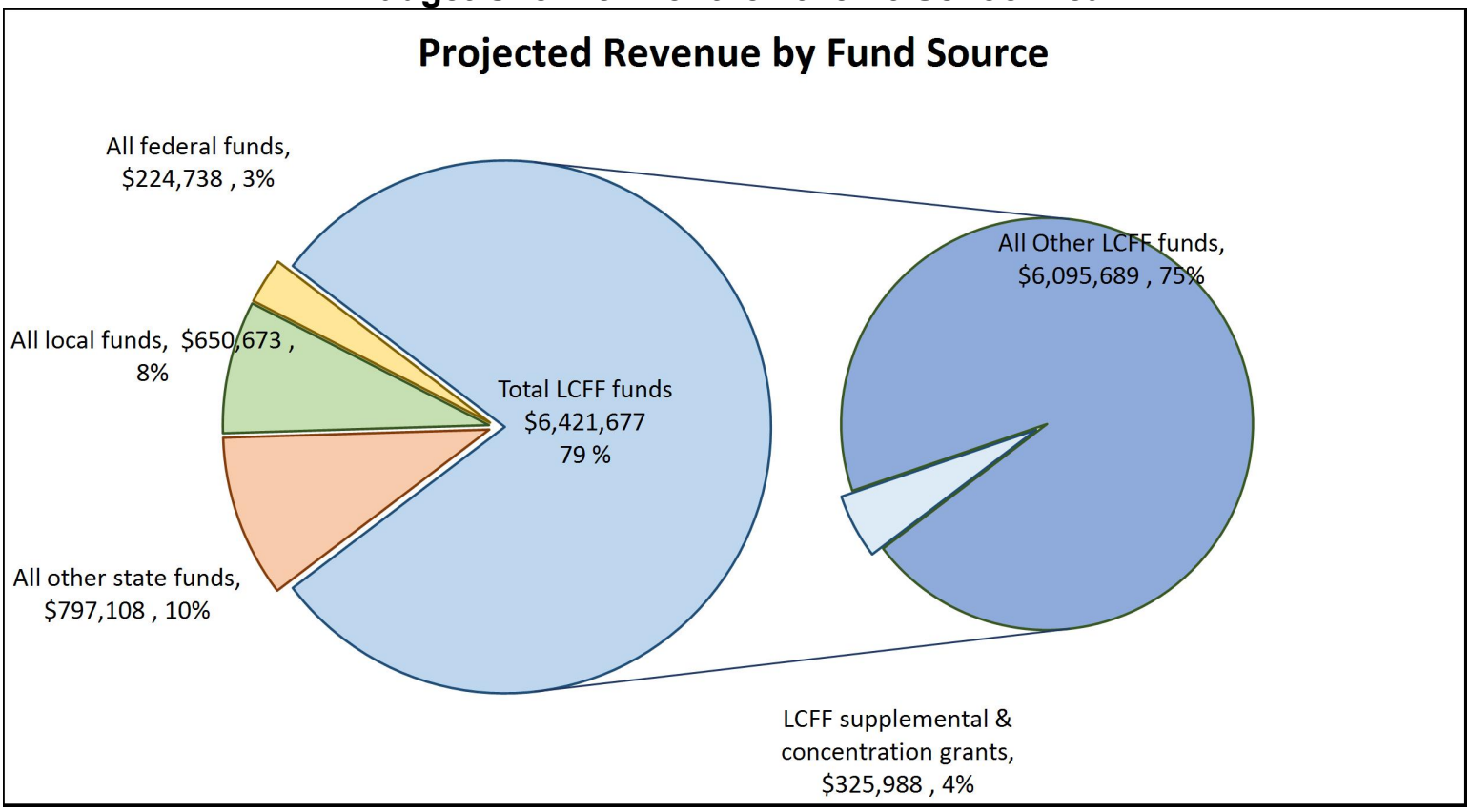
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Pasqual Union Elementary School District
CDS Code: 37-68353-6040331
School Year: 2025-26
LEA contact information:
Mark Burroughs
Superintendent/Principal
mark.burroughs@sanpasqualunion.net
(760) 745-4931

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

Budget Overview for the 2025-26 School Year

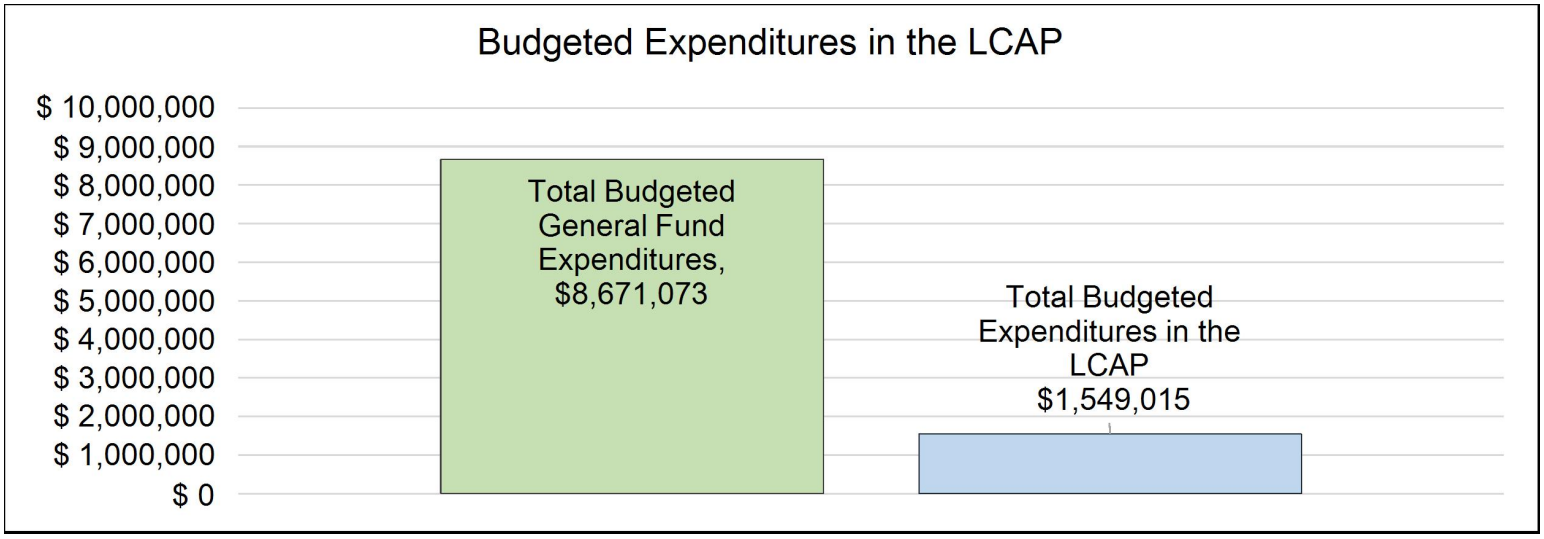


This chart shows the total general purpose revenue San Pasqual Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Pasqual Union Elementary School District is $8,094,196, of which $6,421,677.00 is Local Control Funding Formula (LCFF), $797,108.00 is other state funds, $650,673.00 is local funds, and $224,738.00 is federal funds. Of the $6,421,677.00 in LCFF Funds, $325,988.00 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 San Pasqual Union Elementary School District plans to spend for 2025-26. 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: San Pasqual Union Elementary School District plans to spend $8,671,073.00 for the 2025-26 school year. Of that amount, $1,549,015.00 is tied to actions/services in the LCAP and $7,122,058 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

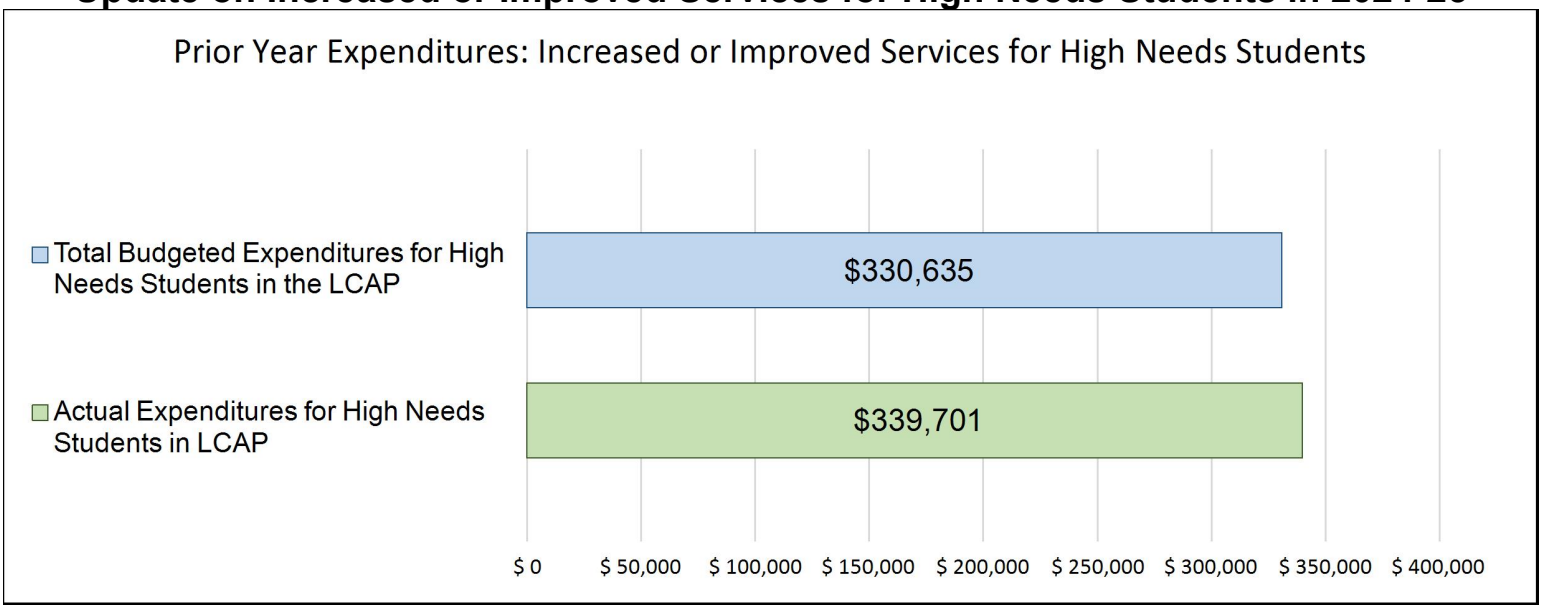
The majority of the budgeted expenditures not encompassed within the Local Control Accountability Plan (LCAP) will be designated for salaries and benefits.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Pasqual Union Elementary School District is projecting it will receive $325,988.00 based on the enrollment of foster youth, English learner, and low-income students. San Pasqual Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Pasqual Union Elementary School District plans to spend $354,797.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what San Pasqual Union 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 San Pasqual Union 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 2024-25, San Pasqual Union Elementary School District's LCAP budgeted $330,635.00 for planned actions to increase or improve services for high needs students. San Pasqual Union Elementary School District actually spent $339,701.00 for actions to increase or improve services for high needs students in 2024-25.

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
San Pasqual Union Elementary School District	Mark Burroughs Superintendent/Principal	mark.burroughs@sanpasqualunion.net (760) 745-4931

Plan Summary [2025-26]

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.

At San Pasqual Union School, we honor a proud history while embracing a future filled with limitless possibilities. Established over a century ago in a humble two-room schoolhouse in Escondido's San Pasqual Valley, our school has grown into a thriving educational community nestled on a beautiful 27-acre campus. Today, San Pasqual Union School offers a warm, welcoming environment where inspired teaching and learning flourish.

Our campus features 29 classrooms, including dedicated spaces for art and science, a 21,000-volume library, and the iconic red "Barn"—a multifunctional facility that serves as our gymnasium, theater, and event space. The District's boardroom, Trussell Hall, honors founding educator Jane Trussell and stands as a replica of the original schoolhouse. Outdoor spaces—including 18 acres of athletic fields, gardens, and playgrounds—are meticulously maintained to provide students with enriching opportunities for outdoor learning and play.

San Pasqual Union School District employs 77 dedicated team members who support the academic and social-emotional development of students from preschool through 8th grade. Our diverse student body of 527 students includes approximately 51% White, 37% Hispanic, 3% Asian/Pacific Islander, 1% Black, and 7% identifying as multiracial. Approximately 10% of our students are English Learners, 12% receive services through our Special Education program, and 24% are designated as Socioeconomically Disadvantaged. Less than 1% of our students are in foster care, while 9% are identified as homeless (Source: 2024 CA Dashboard).

Our teachers work collaboratively to design engaging lessons and use data to inform instruction. San Pasqual Union maintains a rigorous academic program, and our students consistently perform above both state and county averages.

We take pride in our core values, embodied in the S.A.I.N.T.S. acronym:

Student-centered
Academic achievement
Intentional actions with integrity
Nurturing growth
Transparency
Strength in community

Strong partnerships with families and the community enrich the student experience. Volunteer groups such as the Parent Teacher Organization (PTO), SP School Foundation, Red Barn Arts, School Site Council (SSC), and the District English Learner Advisory Committee (DELAC) contribute their time, raise funds, and help guide program improvements that benefit all students. Strategic partnerships with organizations like the San Diego Zoo Safari Park and California State University San Marcos offer students unique opportunities for real-world, hands-on learning.

All San Pasqual “Saints” are encouraged to S.O.A.R.—to be Safe, On-task, Accepting, and Respectful in both words and actions. We foster a culture of character grounded in the six pillars of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

At San Pasqual Union School, our mission is to ensure every child receives a high-quality education that nurtures character, builds confidence, and equips students with the knowledge and skills to become lifelong learners and compassionate citizens prepared for success.

Reflections: Annual Performance

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

(NOTE: Colors listed below reflect both District and School Performance on the California School Dashboard. Unless otherwise indicated, +/- indicators reflect change from prior year.)

ENGLISH LANGUAGE ARTS (ELA)

2024 ELA CAASPP Proficiency:
State Average: 47% (no change)
District Average: 51% (+1) GREEN

White 62% - GREEN
23 to 24: +2
22 to 23: -1

Hispanic 36% - YELLOW
23 to 24: +2
22 to 23: -4

Socioeconomically Disadvantaged 31% - YELLOW
23 to 24: -10
22 to 23: +7

English Learners 4% - YELLOW (RED per 2023 Dashboard - LCAP Action Required)
23 to 24: -5
22 to 23: +2
21 to 24: +9
It should be noted that Goal 1.3, English Language Development, specifically addresses this area of need.

Students with Disabilities 23% - ORANGE
23 to 24: -5
22 to 23: +16

2024 to 2025 WINTER MEASURE OF ACADEMIC PROGRESS (MAP) READING
Growth - 63th percentile, +16 from prior year (expected = 50th percentile)
Achievement - 65th percentile, +3 from prior year (expected = 50th percentile)

Grade Level MAP Growth/Achievement READING (percentile ranks):
2nd: 60th/72nd
3rd: 71st/71st
4th: 60th/66th
5th: 66th/61st
6th: 51st/60th
7th: 67th/55th
8th: 69th/63rd

ELA CAASPP results demonstrate scores above state averages. Increased performance was observed overall and in our White & Hispanic subgroups. Significant performance gaps remain between overall school performance and specific subgroups.

Reading MAP testing revealed high levels of growth and achievement (above 59th percentile) in all grades except 6th grade.

ENGLISH LEARNER PROGRESS - GREEN
57% making progress toward English language proficiency (State of California, 46%)
+7 percentage points from prior year

MATHEMATICS

2024 Math CAASPP Proficiency:
State Average: 36% (+1)
District Average: 45% (-7) YELLOW

White 54% - GREEN
23 to 24: -7
22 to 23: +5

Hispanic 36% - YELLOW
23 to 24: -3
22 to 23: +11

Socioeconomically Disadvantaged 29% - YELLOW
23 to 24: -2
22 to 23: +16

English Learners 11% - YELLOW
23 to 24: +2
22 to 23: +2

Students with Disabilities 25% - ORANGE
23 to 24: +9
22 to 23: +4

2024 to 2025 WINTER MEASURE OF ACADEMIC PROGRESS (MAP) MATHEMATICS
Growth - 56th percentile, -6 from prior year (expected = 50th percentile)
Achievement - 63rd percentile, +2 from prior year (expected = 50th percentile)

Grade Level Growth/Achievement (percentile ranks)
2nd: 59th/77th
3rd: 84th/83rd
4th: 56th/73rd
5th: 45th/61st
6th: 22nd/46th
7th: 81st/48th
8th: 73rd/58th

Math CAASPP results demonstrate scores above state averages despite the overall decline of 7 percentage points. Significant performance gaps remain between overall school performance and specific subgroups. Mathematics MAP testing revealed increased performance in most groups, including 2nd, 3rd, 7th, & 8th grades. High levels of both growth and achievement (above 55th percentile) were noted in grades 2nd through 4th, with the highest growth and achievement scores in 3rd grade. However, lower levels of growth (45th and 22nd percentiles, respectively) were observed in 5th and 6th grades. 7th-grade students demonstrated above-expected levels of growth (81st percentile) but still below-expected achievement (48th) percentile.

It should be noted that the District has no unexpended Learning Recovery Emergency Block Grant (LREBG) funds.

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
Staff (certificated, classified, administrative, San Pasqual Elementary Teachers' Association, Principal, Assistant Principal)	In person meetings on 12/12/24 & 3/26/25. California Healthy Kids Survey (59 responses) and local LCAP Survey (50 responses) administered.
School Site Council (PAC)	In person meetings on 10/1/24, 11/19/24, 2/4/25, & 4/1/25
District English Learner Advisory Committee	In person meetings on 10/14/24, 1/13/25, & 3/31/25.
Parent/Community Input Meetings	In person meetings on 10/24/24, 11/8/24, 1/10/25, 2/21/25, 3/14/25, 4/4/25, 5/1/25, 5/2/25. California Healthy Kids Survey (135 responses) and local LCAP Survey (107 responses) administered.
Students	California Healthy Kids Survey (112 responses) and local LCAP Survey (152 responses) administered.
SELPA Director	In person meeting on 4/22/25

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

As part of the LCAP development process, educational partners—including families, staff, students, and community members—were actively engaged through surveys, in-person meetings, and virtual forums.

Academic Achievement and Growth:
Throughout the engagement process, partners consistently voiced concerns about student academic performance, with a particular focus on mathematics achievement. In response, the District has included an action to adopt a new math curriculum to better support student learning and growth.
Aligned Goal: Goal #1 – Increase Academic Achievement, Growth, and Performance for All Students

Student Wellness and Nutrition:

Educational partners expressed encouragement regarding improved student wellness metrics but also raised concerns about nutrition—specifically the quality of food served on campus and the need for enhanced nutrition education. In response, actions have been added to implement a comprehensive wellness plan addressing these issues.
Aligned Goal: Goal #2 – Champion the Physical, Social, and Emotional Wellness and Safety for All Students

Family and Community Engagement:
Partners reported high levels of satisfaction with parental involvement, communication, and collaboration with the school. Building on this strong foundation, they expressed a desire to deepen community engagement and integrate more local resources to enrich student learning experiences. This input directly informed the development of the following goal:
Aligned Goal: Goal #3 – Create and Maintain Purposeful Family and Community Partnerships that Enhance Student Outcomes and Opportunities

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic Achievement, Growth, and Performance for All Students	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District holds high expectations for the academic outcomes of all students. Per the California Dashboard, overall academic performance has remained relatively flat since returning from school closures and gaps remain between overall school performance and statistically significant subgroups, including English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Reading Proficiency - English Language Arts (ELA) CAASPP	2023 ELA CAASPP Proficiency State Average: 47% - ORANGE District Average: 50% - YELLOW White 60% - GREEN Hispanic 34% - ORANGE Socioeconomically Disadvantaged 41% -	2024 Final ELA CAASPP Proficiency State Average: 47% - ORANGE District Average: 51% White 62% - GREEN Hispanic 36% - YELLOW Socioeconomically Disadvantaged		District Average: 60% proficiency English Learner: 20% proficiency	2024 to 2025 CAASPP: District Average: +13 White: +13 Hispanic: +11 Socioeconomically Disadvantaged: +16 English Learners: +28

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ORANGE English Learners 9% - RED (LCAP Action required - See Action 1.3) Students with Disabilities 28% - YELLOW Source: https://dq.cde.ca.gov/dataquest/ 2024 Preliminary ELA CAASPP Proficiency District Average: 51% White 62% Hispanic 36% Socioeconomically Disadvantaged 31% English Learners 4% Students with Disabilities 23%	31% - YELLOW English Learners 4% - YELLOW Students with Disabilities 23% - ORANGE Source: https://dq.cde.ca.gov/dataquest/ and caschooldashboard.org 2025 Preliminary ELA CAASPP Proficiency (change from prior year) District Average: 64% (+13) White: 76% (+14) Hispanic: 46% (+10) Socioeconomically Disadvantaged: 46% (+16) English Learners: 32% (+28) Students with Disabilities: 47% (+24)			Students with Disabilities: +24
1.2	Reading Proficiency - Measure of Academic Progress (MAP) Reading	WINTER MAP READING 2023-2024 - GROWTH (Expected = 50th percentile)	WINTER MAP READING 2024-25 All Students Growth: 63rd		All Students Growth: >56th percentile	All Students Growth: +16 All Students Achievement: +8 from prior year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 - ACHIEVEMENT (Expected = 50th percentile) All Students Growth: 47th percentile All Students Achievement: 57th percentile Grade Level Growth/Achievement (percentile ranks) 2nd: 45th/66th 3rd: 62nd/66th 4th: 52nd/60th 5th: 44th/61st 6th: 37th/45th 7th: 45th/50th 8th:38th/44th Source: MAP Growth and Achievement by Grade	percentile (+16 from prior year) All Students Achievement: 65th percentile (+8 from prior year) Grade Level Growth/ Achievement (percentile ranks) 2nd: 60th/72nd 3rd: 71st/71st 4th: 60th/66th 5th: 66th/61st 6th: 51st/60th 7th: 67th/55th 8th: 69th/63rd Source: MAP Growth and Achievement by Grade		All Students Achievement: >63rd percentile All Grade Levels Growth: >50th percentile All Grade Levels Achievement: >60th percentile	Grade Level Growth/ Achievement: 2nd: +15/+6 3rd: +9/+5 4th: +8/+6 5th: +22/No Change 6th: +14/+15 7th: +22/+5 8th: +31/+19
1.3	English Learner Progress - CA Dashboard	Students making progress toward English language proficiency State: 49% - YELLOW District: 50% - ORANGE (Source: 2023 CA Dashboard) 2023 Reclassification Rate: State: 17%	Students making progress toward English language proficiency State: 46% - ORANGE District: 57% - GREEN (Source: 2024 CA Dashboard)		56% students making progress 20% reclassification rate 24% LTELs	Progress toward English language proficiency: +7 Reclassification rate: +10 LTELs: -14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District: 19% 2024 Reclassification Rate: District: 16% (10/64) 2024 % Long-Term English Learners (LTELs): State: 24% (226,535/1,112,535) District: 31% (18/59)	2025 Reclassification Rate: District: 26% (15/58) 2025 % Long-Term English Learners (LTELs): District: 17% (10/58)			
1.4	Mathematics Proficiency - Mathematics CAASPP	2023 Math CAASPP Proficiency State Average: 35% - ORANGE District Average: 52% - YELLOW White 61% Hispanic 39% Socioeconomically Disadvantaged 31% English Learners 9% Students with Disabilities 16% Source: https://dq.cde.ca.gov/dataquest/ 2024 Preliminary Math CAASPP Proficiency District Average: 45% White 54%	2024 Final Math CAASPP Proficiency State Average: 36% - Orange District Average: 45% - YELLOW White 54% - GREEN Hispanic 36% - YELLOW Socioeconomically Disadvantaged 29% - YELLOW English Learners 11% - YELLOW Students with Disabilities 25% - ORANGE Source: https://dq.cde.ca.gov/dataquest/ and caschooldashboar		District Average: 60% proficiency English Learner: 20% proficiency	2024 to 2025 CAASPP: District Average: +5 White: +4 Hispanic: +3 Socioeconomically Disadvantaged: ++7 English Learners: +9 Students with Disabilities: +12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic 36% Socioeconomically Disadvantaged 29% English Learners 11% Students with Disabilities 25%	d.org 2025 Preliminary ELA CAASPP Proficiency (change from prior year) District Average: 50% (+5) White: 58% (+4) Hispanic: 39% (+3) Socioeconomically Disadvantaged: 36% (+7) English Learners: 20% (+9) Students with Disabilities: 37% (+12)			
1.5	Mathematics Proficiency - Measure of Academic Progress (MAP) Math	WINTER MAP MATH 2023-2024 - GROWTH (Expected = 50th percentile) 2024 - ACHIEVEMENT (Expected = 50th percentile) All Students Median Growth: 62nd percentile All Students Median Achievement: 58th Grade Level Growth/Achievement (percentile ranks) 2nd: 61st/65th 3rd: 75th/74th	WINTER MAP MATH 2024-25 All Students Growth: 56th percentile (-6 from prior year) All Students Achievement: 63rd percentile (+2 from prior year) Grade Level Growth/ Achievement (percentile ranks)		All Students Growth: >56th percentile All Students Achievement: >64th percentile All Grade Levels Growth: >50th percentile All Grade Levels Achievement: >60th percentile	All Students Growth: -6 All Students Achievement: +5 Grade Level Growth/ Achievement: 2nd: -2/+12 3rd: +9/+9 4th: -12/+10 5th: -30/No change 6th: -12/+13 7th: +36/-4 8th: +11/+4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th: 68th/63rd 5th: 75th/61st 6th: 34th/33rd 7th: 45th/52nd 8th: 62nd/54th Source: MAP Growth and Achievement by Grade	2nd: 59th/77th 3rd: 84th/83rd 4th: 56th/73rd 5th: 45th/61st 6th: 22nd/46th 7th: 81st/48th 8th: 73rd/58th Source: MAP Growth and Achievement by Grade			
1.6	Science CAST	Science CAST Proficiency 2023 All-State Average: 31% 2023 All District Average: 29% 2023 5th State Average: 32% 2023 5th District: 29% 2023 8th State Average: 29% 2023 8th District: 29% 2024 All State: 31% 2024 All District: 36% 2024 5th State Average: 33% 2024 5th District (Preliminary): 42%	2024 All State: 31% 2024 All District: 36% 2024 5th State: 33% 2024 5th District: 42% 2024 8th State: 29% 2024 8th District: 30% Source: https://dq.cde.ca.gov/dataquest/ 2025 Preliminary CAST Proficiency District Average: 44%		District Average: 45% 5th Grade Average: 50% 8th Grade Average: 40%	2024 to 2025 CAST: District Average: +8 5th Grade Average: -8 8th Grade Average: +25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 8th State Average: 29% 2024 8th District (Preliminary): 30% Source: https://dq.cde.ca.gov/dataquest/	5th District: 34% 8th District: 55%			
1.7	TK-5th Grade Social Studies Adoption	Stage 1 - Exploration	Stage 3 - Initial Implementation. K-5 Studies Weekly adopted in 2024. All teacher received training and materials.		Stage 4 - Full Implementation	+2 Levels
1.8	Basic Services	2023/24 School Year 89% (25 of 28) of teachers are appropriately assigned and fully credentialed in the subject areas. 100% of students have sufficient access to standards-aligned instructional materials. TK-5 Grade Social Studies materials are not from current adoption.	2024/25 School Year 94% (29 of 31) of teachers are appropriately assigned and fully credentialed in the subject areas. 100% of students have sufficient access to standards-aligned instructional materials. TK-5th grade is now using social studies curriculum from the current adoption.		92% or more teachers appropriately assigned and fully credentialed in the subject areas Maintain 100% of students have sufficient access to standards-aligned instructional materials. Adopt state-approved Social Studies curriculum for TK-5th grade.	Fully Credentialed: +5 Access to Materials: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Implementation of State Standards	100% of classrooms implemented state standards (CCSS and ELD) to ensure all students, including English Learners, have access to content as measured by self-assessment rubrics on the CA Dashboard, "Basics: Teachers, Instructional Materials, Facilities" 2023 Local Indicators approved by the Governing Board on 6/14/23. Per the 2023 CA Dashboard, the District has met standards for all local indicators.	100% of classrooms implemented state standards (CCSS and ELD) to ensure all students, including English Learners, have access to content as measured by self-assessment rubrics on the CA Dashboard, "Basics: Teachers, Instructional Materials, Facilities" 2024 Local Indicators approved by the Governing Board on 6/25/24. Per the 2024 CA Dashboard, the District has met standards for all local indicators.		Maintain	No change
1.10	Broad Course of Study	100% of students have access to a broad course of study, including unduplicated pupils and individuals with exceptional needs, as evidenced by master	100% of students have access to a broad course of study, including unduplicated pupils and individuals with		Maintain	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		schedules and student report cards.	exceptional needs, as evidenced by master schedules and student report cards.			

Goal Analysis [2024-25]

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.

Action 1.1 Professional Development for Teachers and Action 1.2 Instructional Effectiveness - The District successfully implemented these goals as reflected by the dedication of PLC time to RTI, Kagan Cooperative Learning, Orton-Gillingham (OG) Science of Reading, mathematics adoption, and CAASPP/Data analysis. Two (2) Instructional Leadership Teams (ILTS) focusing on Kagan Cooperative Learning and CAASPP/Data Analysis were formed to help guide and lead these staff development efforts.

Action 1.3 English Language Development - The District successfully implemented this goal by directly supporting ELs and RFEPS through integrated and designated English learner supports.

Action 1.4 Literacy Development - The District successfully implemented this goal by continuing to support at-risk readers through pull-out and push-in supports and by expanding OG teaching, training, and classroom implementation through the 2nd grade.

Action 1.5 Mathematics Development - The District successfully implemented this goal by researching, piloting, and adopting a new math curriculum for the upcoming school year. In the interim, the District continued the use of the current curriculum and assessment tools.

Action 1.6 Science Development - Implementation of science curriculum development was delayed. This was a strategic decision made to prioritize foundational work in ELA and math, which were identified as higher immediate needs based on stakeholder feedback and student performance data. However, additional efforts were placed on CAST testing preparation, resulting in significant increases in 8th-grade test scores.

Action 1.7 TK-5th Grade Social Studies Adoption - The District successfully implemented this goal as reflected by the adoption of this program during the 2024/25 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.

Action 1.1: The material difference between budgeted expenditures and estimated actual expenditures is due to increased participation in professional development programs.

Action 1.6: The material difference between budgeted expenditures and estimated actual expenditures is due to the release time for professional development (PD) not being implemented; PD occurred during contract hours instead.

Action 1.7: The material difference between budgeted expenditures and estimated actual expenditures is due to the release time for professional development (PD) not being implemented; PD occurred during contract hours instead.

There were no material differences notes in Actions 1.2-1.5.

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

Action 1.1 Professional Development for Teachers and Action 1.2 Instructional Effectiveness - Increased CAASPP scores in ELA, Math, and Science suggest the actions were effective in increasing student learning. Specifically, preliminary CAASPP scores in ELA and Math show overall gains of 13 and 5 points, respectively, with positive growth in among all subgroups. Similarly, preliminary 8th-grade CAST scores show a 25-point gain from the prior year.

Action 1.3 English Language Development - Increased reclassification rates and decreased LTELs suggest the actions were effective in increasing English language proficiency among English Learners. Specifically, reclassification rates increased 10 percentage points from the prior year (16% to 26%) while the percentage of students classified as LTELs decreased by 14 percentage points (31% to 17%). Additionally, ELs realized a 28 percentage point gain in CAASPP ELA proficiency.

Action 1.4 Literacy Development - Increased CAASPP scores in ELA suggest the actions were effective in increasing student learning. Specifically, preliminary CAASPP scores in ELA show overall gains of 14 percentage points. Additionally, from Winter 2024 to Winter 2025, students demonstrated significant growth in reading on MAP testing. The average growth percentile increased by 16 points, from the 47th to the 63rd percentile. During the same period, reading achievement also improved, rising by 8 percentile points, from the 57th to the 65th percentile. Based on MAP ELA results, overall, students are exceeding growth and achievement goals. Additionally, all grade levels are exceeding growth goals. With the exception of 7th grade, all students are meeting or exceeding achievement goals.

Action 1.5 Mathematics Development - Increased CAASPP scores in mathematics suggest the actions were somewhat effective in increasing student learning. Specifically, preliminary CAASPP scores in mathematics show overall gains of 5 percentage points with positive growth among all subgroups. While there was a 6 percentile point decline in year-to-year growth (from the 62nd to the 56th percentile) as reflected on MAP testing, overall achievement still increased by 2 percentile points, indicating continued progress in student performance despite slower growth rates. Based on MAP Mathematics results, overall, all students are meeting the growth goal and nearly all are meeting the achievement goals. Additionally, nearly all grade levels (with the exception of 5th and 6th grades) are exceeding growth goals. All elementary grades (2nd-5th) exceeded achievement goals. No middle school math grades (6th-8th) met achievement goals.

Action 1.6 Science Development - Despite the delays in implementation, additional science supports for teachers, significant increases (+25 percentage points) were realized in 8th-grade test scores.

Action 1.7 TK-5th Grade Social Studies Adoption - The District successfully implemented this goal as reflected by the adoption of this program during the 2024/25 school year.

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.

Although there were modest increases (5% on CAASPP, 2% on MAP) in math achievement, overall math performance remains an area of concern. In response to both assessment data and community feedback, the District has prioritized improvements in mathematics curriculum and instruction for the upcoming year. To address this, the District adopted a new math program for the 2025–26 school year. This adoption will be supported by intensive curriculum development and targeted professional learning to strengthen instructional practices in mathematics. As a result, the District will discontinue use of the MAP assessment program and will instead rely upon the iReady Assessment program for District growth and achievement measures in both ELA and math.

Additionally, the District will realign the middle school schedule to enhance instructional continuity, increase time on task, and support greater academic rigor, particularly in math instruction.

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	Professional Development for Teachers	Students are released 90 minutes early from school each Thursday to allow time for teacher development, collaboration, preparation, and planning. During half of these Thursdays, teachers will meet within a Professional Learning Community (PLC) and receive training and support on impactful, research-based, differentiated, Tier 1 instructional strategies to meet the needs of diverse learners. PLC sessions will focus on Kagan Cooperative Learning structures (https://www.kaganonline.com/), RtI2 (https://www.cde.ca.gov/ci/cr/ri/rtiresources.asp), and high-quality Tier 1 instruction. Consistent with Chart et al., 2008, features of high-quality,	$19,100.00	No

Action #	Title	Description	Total Funds	Contributing
		research-based, Tier 1 instruction include: 1. Standards-Based Curriculum: A curriculum based on the state/district standards. Training will be provided to effectively implement the adopted curriculum, including the new mathematics curriculum, K-5 Social Studies, and HMH Dimensions Science (https://www.hmhco.com/programs/hmh-science-dimensions). Additional training will also be provided to teachers to expand the implementation of the Orton-Gillingham "Science of Reading" program. 2. Systematic Explicit Instruction: Skills are taught from less to more complex using direct, clear, and concise instructional language. 3. Differentiated Instruction: Students have different levels of background knowledge and school readiness; differentiated instruction engages each student in active learning according to his/her needs. 4. Flexible Grouping: A combination of whole group, small group, and individual instruction allows teachers to create fluid groups that meet the needs of all students. 5. Active Student Engagement: Ensuring all students are actively involved during instruction and are not passive recipients; this can be accomplished with high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback. 6. Classroom Behavior Strategies: Proactively and explicitly teaching the expected behaviors and routines, frequent reinforcement and praise, quick and efficient transition times, and consistent instructional response to misbehavior. The RtI2 support schedule will be aligned to provide the majority of grade-level pullouts during a specified time period, reducing missed instruction and maximizing differentiated instruction opportunities for all students. The English Language Specialist will coordinate with teachers to ensure that the needs of our unduplicated students are considered first. Additional training will be provided to teachers and instructional aides to support		

Action #	Title	Description	Total Funds	Contributing
		English Learners. --- --- 2025/26 PLANNED EXPENDITURES PERSONNEL Kagan Cooperative Learning Staff Training - $7400.00 (Educator Effectiveness Grant) Tier 1/Effective Teaching Training - $2000.00 (Educator Effectiveness Grant) OG Training - $7500.00 (Educator Effectiveness Grant) NON-PERSONNEL Kagan Cooperative Learning Instructional Materials - $ 500.00 (Educator Effectiveness Grant) Tier 1/Effective Teaching Training and Materials - $500.00 (Educator Effectiveness Grant) OG Materials - $1200.00 (Educator Effectiveness Grant)		
1.2	Instructional Effectiveness	At least every other month, teachers will utilize PLC time to analyze student performance data (i.e., CAASPP, MAP, classroom assessments). Using Multiple Measures and CAASPP Tools for Teachers, teachers will have the tools to prioritize student performance and establish a shared understanding of district, class, and student achievement. Teachers will use this information to adjust instruction and target interventions. Administrators will also have access to schoolwide data to determine areas of success/need and to guide district interventions and programming. --- --- 2025/26 PLANNED EXPENDITURES NON-PERSONNEL Multiple Measures - $2,600.00 (LCFF BASE)	$2,600.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	English Language Development	A full-time English Language Specialist/Intervention teacher and two (2) instructional aides will directly support English Learners (ELs), students Reclassified Fluent English Proficient (RFEP), and other students failing to make adequate academic progress. This teacher works directly with school administrators, teachers, and support staff to utilize data to improve student outcomes. The English Language Specialist will also serve as EL Coordinator and DELAC Advisor, providing direct services to students and overseeing parent outreach efforts. EL students will be invited to participate in after-school tutorials twice weekly. To support Spanish-speaking families, the DELAC Advisor will facilitate evening parent-education workshops. Through the aforementioned supports, English learners will access CCSS and ELD standards to gain academic content knowledge and English language proficiency. The English Language Specialist will coordinate with both the Reading Specialist and Special Education coordinator to ensure that the needs of our unduplicated students are considered first. ---------- 2025/26 PLANNED EXPENDITURES PERSONNEL EL/Intervention Teacher - $119,698 ($112,534, LCFF Supplemental; $7,164 Title III) EL Aide (x2) - $86,048 ($42,623, LCFF Supplemental; $43,425 Title I) NON-PERSONNEL Instructional Materials $1,200.00 (LCFF Supplemental) DELAC Speakers/Adult Programs - $2,000.00 (LCFF Supplemental)	$208,946.00	Yes
1.4	Literacy Development	A full-time Reading Specialist and a highly qualified instructional aide will serve TK-8th grade students with a focus on unduplicated students with	$198,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reading deficiencies in the 1st-3rd grades. The Reading Specialist is trained to utilize a Universal Early Reading Inventory (screener) and will provide a systematic, structured literacy program (i.e. Orton Gillingham) as needed for students reading at least 6 months below grade level. The specialist and an instructional aide will provide direct services to students and coordinate with the classroom teacher and other specialists for appropriate in-class reading support. The reading specialist will coordinate with fellow educators (i.e., EL Teacher, Special Education teacher) to ensure that the needs of our unduplicated students are considered first. ---------- 2025/26 PLANNED EXPENDITURES PERSONNEL Reading Specialist $154,890.00 (LCFF Supplemental) Reading Instructional Aide $40,550.00 (LCFF Supplemental) Orton Gillingham Training, sub costs 10 days - $1,750.00 (Educator Effectiveness) NON-PERSONNEL Orton-Gillingham training and supplies - $500.00 (LCFF Base) Instructional Materials $500.00 (LCFF Supplemental)		
1.5	Mathematics Development	For the 2024/25 school year, students in grades 2-8 used Measure of Academic Progress (MAP) Accelerator, part of the Personalized Math Solution from NWEA. The program reduces the manual work of differentiating math instruction by automatically integrating Clever class rosters, MAP® Growth™ scores, and Common Core-aligned Khan Academy content to generate individualized learning pathways. These pathways include lessons, instructional videos, and practice problems.	$322,629.00	No

Action #	Title	Description	Total Funds	Contributing
		In May 2025, the Governing Board adopted a new math curriculum (iReady Classroom Mathematics) and assessment tool (iReady). As such, the MAP assessment tool and MAP Accelerator will be discontinued. --- 2025/26 PLANNED EXPENDITURES PERSONNEL Teacher Professional Development for Math Curriculum & Assessment Tool - $6,900.00 (Educator Effectiveness or 25/26 Block Grant TBD) NON-PERSONNEL New Math Curriculum - $151,774 ($51,774.00 LCFF Base; $100,000.00 Local Funds) New Assessment Tool - $163,955.00 (LCFF Base or 25/26 Block Grant TBD)		
1.6	Science Development	For 2024/25, teacher leaders to be provided with "release time" to create professional development sessions to train other teachers on the effective use of the HM Science Dimensions curriculum. For the 2025/26 school year, due to a change in middle school teaching assignments, additional training will be provided to middle school teachers of science. --- 2025/26 PLANNED EXPENDITURES PERSONNEL	$3,140.00	No

Action #	Title	Description	Total Funds	Contributing
		Science Teacher Lead Stipend and Sub Costs (10 days) - $3,140 (Educator Effectiveness)		
1.7	TK-5th Grade Social Studies Adoption	In the 2024/25 school year, K-5th grade Social Studies curriculum was adopted and teachers were trained. 2025/26 PLANNED EXPENDITURES K-5 Social Studies Curriculum - $4,500.00 (LCFF Base)	$4,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Champion the Physical, Social, and Emotional Growth and Wellness and Safety for All Students	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The COVID-19 pandemic was detrimental to the physical, social, and emotional welfare of the children of San Pasqual Union School. The goal is designed to promote physical health, connectedness, emotional resilience, and safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Physical Fitness Testing (PFT)	2024 PFT Flexed Arm Hang (% students passing) 5th Grade: 63% 7th Grade: 39% 2024 PFT 78% (passing 5 or 6 of 6 PFTs) 2023 PFT Participation Rates 5th Grade: 100% (56/56) 7th Grade: 100% (58/58)	As of 2025, the District discontinued the Flexed Arm Hang and replaced it with Push-Ups to measure upper body strength. Additionally, the mile run replaced the shuttle run as the test of aerobic fitness. 2025 PFT RESULTS Push-Ups (% students passing)		Upper Body Strength (% students passing) 5th Grade: 70% 7th Grade: 50% 85% (passing 5 or 6 of 6 PFTs) PFT Participation Rates 5th Grade: >95% 7th Grade: >95%	Upper Body Strength 5th Grade: +25 7th Grade: +48 Passing 5 or 6 of 6 PFTs : -5 PFT Participation Rates 5th Grade: -10 7th Grade: -4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 PFT Participation Rates 5th Grade: 100% (62/62) 7th Grade: 98% (49/50)	5th Grade: 88% 7th Grade: 87% % passing 5 or 6 of 6 PFTs) 5th Grade: 75% 7th Grade: 70% Overall: 73% 2025 PFT Participation Rates 5th Grade: 90% 7th Grade: 94%			
2.2	Feel Safe at School	2024 CA Healthy Kids Survey 5th Grade: 96% Do you feel safe at school? "Yes, most of the time" and "Yes, all of the time" 7th Grade: 89% "How safe do you feel when you are at school?" ("safe" and "very safe") Parents: 99% "This school is a safe place for my child." ("Agree" or "Strongly Agree") Teachers: 100%	2025 CA Healthy Kids Survey 5th Grade: 79% 7th Grade: 72% Parents: 97% Staff: 100%		Students >90% Parents - Maintain Teachers - Maintain	5th Grade: -17 7th Grade: -17 Parents: -2 Staff: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"This school is a safe place for staff." ("Agree" or "Strongly Agree")				
2.3	School Connectedness	2024 CA Healthy Kids Survey 5th Grade: 84% ("Yes, most of the time" and "Yes, all of the time.") Questions include: 1. Do you feel close to people at/from this school? 2. Are you happy to be at/with this school? 3. Do you feel like you are part of this school? 4. Do teachers treat students fairly? 5. Do you feel safe at school? 7th Grade: 77% ("Agree" or "Strongly Agree") Questions include: 1. I feel close to people at/from this school. 2. I am happy to be at/with this school. 3. I feel like I am part of this school.	2025 CA Healthy Kids Survey 5th Grade: 79% 7th Grade: 72% Staff: 100% Parents: 95%		5th Grade: 80% 7th Grade: 80% Staff: Maintain Parents: Maintain	5th Grade: -5 7th Grade: -5 Staff: No change Parents: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4. The teachers at this school treat students fairly? 5. I feel safe in my school? Staff: 100% "Adults who work at this school have close personal relationships with one another." ("Agree" or "Strongly Agree") Parents: 95% "Attended a school or class event." ("Yes" or "No")				
2.4	Antibullying Climate	2024 CA Healthy Kids Survey 5th Grade: 76% ("Yes, most of the time" and "Yes, all of the time." Questions include: 1. Teachers and other grown-ups make it clear that bullying is not allowed. 2. If you tell a teacher that you've been bullied, the teacher will do something to help. 3. Students at/from your school try to stop	2025 CA Healthy Kids Survey 5th Grade: 71% 7th Grade: N/A Data from 7th graders was not collected.		5th Grade: 82% 7th Grade: 71%	5th Grade: -5 7th Grade: Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		bullying when they see it happening. 7th Grade: 65% ("Agree" or "Strongly Agree") 1. If another student was bullying me, I would tell one of the teachers or staff at school. 2. Students tell teachers when other students are being bullied. 3. If I tell at teacher that someone is bullying me, the teacher will do something to help. 4. Students here try to stop bullying when they see it happening.				
2.5	Optimism Scale	2024 CA Healthy Kids Survey 7th Grade: 60% ("pretty much true" or "very much true") Questions include: 1. Each day I look forward to having a lot of fun. 2. I usually expect to have a good day.	2025 CA Healthy Kids Survey 7th Grade: 73%		69%	+13

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3. Overall, I expect more good things to happen than bad things.				
2.6	Student Resliency	Kelvin App Baseline Pending	Due to expiration of grant, the District plans to discontinue the use of the Kelvin App.		N/A	N/A
2.7	Responsible and Proficient Use of Technology	Digital Citizenship Pre-Test 7th Grade: Baseline Pending	Effective 2025/26, the 7th Grade Digital Citizenship Class will no longer be offered to students.		N/A	N/A
2.8	Attendance Rate	2023/24 Attendance Rate (ADA as of P2) 95.85%	2024/25 Attendance Rate (ADA as of P2) 96.16%		>96%	+0.31%
2.9	Chronic Absenteeism	2022/23 - ORANGE (Source: CA Dashboard) State: 25% District: 6.6% (Source: https://dq.cde.ca.gov/dataquest/)	2024 Dashboard - GREEN State: 18.6% District: 4.3% (Source: 2024 CA Dashboard)		<5%	-2.3
2.10	Conditions and Climate Local Indicator - Suspension Rate	2022/23 - GREEN (Source: CA Dashboard All - 0.8%	2024 Dashboard - BLUE All - 0.4%		<1%	All: -0.4 Foster Youth: N/A Students with Disabilities: -1.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth - Not Reported Students with Disabilities 3.1% Socioeconomically Disadvantaged 1.4% (Source: https://dq.cde.ca.gov/dataquest/)	Foster Youth - Not Reported Students with Disabilities 1.4% Socioeconomically Disadvantaged 1.3%			Socioeconomically Disadvantaged: -0.1
2.11	Conditions and Climate Local Indicator - Expulsion Rate	2022/23 0%	2023/24 0%		0%	No change
2.12	Middle School Drop Out Rate	2022/23 0%	2023/24 0%		0%	No change
2.13	School Facilities in Good Repair	2024 FIT Score - Exemplary	2025 FIT Score - Exemplary		Maintain	Maintain

Goal Analysis [2024-25]

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.

Action 2.1 Physical Fitness - The District successfully implemented this program by providing high-quality PE instruction to TK-8th-grade students. Additionally, community feedback has increased discussion of student wellness with new educational programming planned for the upcoming school year.

Action 2.2 Student Wellness - The District successfully implemented this goal by providing SEAL and a school social worker to support students.

Action 2.3 Campus Safety and Maintenance - The District successfully implemented this goal by continuing to collaborate with law enforcement and through the creation and frequent updates to the Comprehensive School Safety Plan. Additionally, the District created a 5-year deferred maintenance plan and continues to employ adequate staff for both regular and preventive maintenance.

Action 2.4 Online Safety and Netiquette - The implementation of the Online Safety and Netiquette program was not completed during the current year. This action has been deferred and is now scheduled for implementation in the upcoming 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.

Action 2.1: The material difference between budgeted expenditures and estimated actual expenditures is due to a veteran Physical Fitness teacher's resignation, and a new hire is lower on the Certificated Salary Schedule.

Action 2.3: The material difference between budgeted expenditures and estimated actual expenditures is due to higher-than-estimated Labor and Operating costs.

Action 2.4: The material difference between budgeted expenditures and estimated actual expenditures is due to accessing Common Sense School open-access materials at no cost and not renewing the SmartSocial subscription.

There were no material differences notes in Action 2.2.

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

Action 2.1 Physical Fitness - The District has made good progress toward this goal. While the assessment was changed, PFT data suggests gains in upper body strength despite a slight decrease in overall pass rates. Additionally, community feedback has increased discussion of student wellness with new educational programming planned for the upcoming school year.

Action 2.2 Student Wellness - Data suggests mixed effectiveness of this action. Optimism among 7th graders increased by 13 points from the prior year. However, while staff connectedness remains high, student connectedness dropped by 5 points in both 5th and 7th grades.

Action 2.3 Campus Safety and Maintenance - While adult perception of safety remains high, student perception of safety dropped significantly among both 5th (-24) and 7th (-17) graders.

Action 2.4 Online Safety and Netiquette - As noted above, implementation of the Online Safety and Netiquette program has been deferred to the upcoming school year.

The overall effectiveness of the implemented actions has been mixed. On one hand, students are expressing increased optimism, which suggests some progress in supporting emotional well-being. However, student survey data also indicates a decline in perceived safety and sense of connection compared to previous years. These findings highlight the need for continued focus and targeted efforts to strengthen school climate and student connectedness.

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

As noted above, the District will be using new metrics to determine upper body strength and aerobic fitness. Additionally, per Board direction, the District will no longer be using California Healthy Kids Survey data and will instead collect relevant feedback through an internal survey. For the 2025/26 school year, the District will also discontinue use of the Kelvin app. Additionally, as required by State Priority #6, a parent connectedness metric was added to Metric 2.3.

As a result of the expiration of COVID-related funding, the District will discontinue both the SEAL program and the school social worker position for the upcoming year. In response, efforts to strengthen classroom and campus culture will continue through the use of Kagan Cooperative Learning strategies, which promote student engagement and positive peer interactions.

To further support student well-being and enrichment, the District is in the process of developing a new arts program, funded through Proposition 28. Additionally, the District is exploring the creation of a pupil services position to help fill the gap left by the loss of the social worker and to enhance proactive, prosocial behavior interventions.

Lastly, due to an inability to reach a contractual agreement, the District will discontinue its partnership with SmartSocial beginning in the 2025–26 school year. Due to a change in middle school elective classes, the District will no longer offer a 7th-grade digital citizenship class. As such, the baseline and monitoring of "Responsible and Proficient Use of Technology" (Metric 2.7) will not be established or tracked.

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	Physical Fitness	Improve the physical and mental well-being of all students by providing physical education classes led by a credentialed physical education teacher to teach all TK-8th-grade students. To address weakness in upper body strength, instruction and activities will emphasize building upper body strength in students, while other metrics will track participation and overall fitness. For the 2025/26 school year, based on feedback received from the school community, add instruction in health and nutrition. It is expected that the curriculum will be provided at no cost through the California Dairy Council. ----------	$56,438.00	No

Action #	Title	Description	Total Funds	Contributing
		2025/26 PLANNED EXPENDITURES PERSONNEL Physical Education Teacher - $41,032.00 (LCFF Base) Physical Education Aide - $13,406.00 (LCFF Base) NON-PERSONNEL PE Supplies - $2,000.00 (LCFF Base)		
2.2	Student Wellness	2025/26 Due to the expiration of COVID and other grant funding, the SEAL program, the Social Worker position, and the use of the Kelvin App will be discontinued. All teachers have been trained in SEL through the Kagan Cooperative Learning program. A Kagan Instructional Leadership Team (ILT) was also established to plan, prepare, and deliver professional learning opportunities and direct coaching for staff. At the time of this writing, the Board is considering a position that would provide counseling and behavior management support. ---------- 2025/26 PLANNED EXPENDITURES PERSONNEL School Psychologist - $125,062.00 ($79,306.00 IDEA Federal, $45,745.00 AB602 State) Pupil Services Specialist - $84,085.00 (LCFF BASE) Kagan Instructional Leadership Team (ILT) Stipends - $6,000.00 ((Educator Effectiveness)	$215,147.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Campus Safety and Maintenance	Collaborate with local law enforcement and first responders to regularly update and maintain a plan for student, staff, and visitor safety. Update the District's Comprehensive School Safety Plan (CSSP) using the updated template from the San Diego County Office of Education (SDCOE). Maintain a 5-year deferred maintenance plan to include anticipated facilities expenditures. Continue preventive and deferred maintenance efforts to maintain a clean, safe, and well-functioning school. ---------- 2025/26 PLANNED EXPENDITURES PERSONNEL Maintenance and Grounds Salaries - $384,800.00 (LCFF Base) NON-PERSONNEL Maintenance and Grounds Operating Expenses - $114,500.00 (LCFF Base) Security Cameras x4 $8,650.00 (LCFF Base)	$507,950.00	No
2.4	Online Safety and Netiquette	Educate students on the responsible and ethical use of technology. In furtherance of this goal, all teachers will be trained in how to teach digital citizenship/digital safety, and each student will participate in 3 lessons per school year. Specifically, using the Common Sense Media platform: 1. Teachers take the "Teaching Digital Citizenship" course. https://www.commonsense.org/education/training/teaching-digital-citizenship 2. Students receive 3 grade-specific Digital Citizens lessons per year	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		(1/trimester). https://www.commonsense.org/education/digital-citizenship 3. The district tracks all lessons taught. https://docs.google.com/document/d/1YZNk-d0l6m6myXXmauPR1Fk2xTWj-r-MO0nQx1GFc1k/edit#bookmark=id.gjdgxs 4. District shares 3 Common Sense Media resources with parents per year (1/trimester). The district also periodically shares Smart Social tutorials with staff and parents. 5. The District applies for recognition as a Common Sense School. --- 2025/26 PLANNED EXPENDITURES Common Sense Media provides open-source resources, there are no costs associated with this action.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create and Maintain Purposeful Family and Community Partnerships that Enhance Student Outcomes and Opportunities	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Effective family engagement practices are directly correlated with positive outcomes for children, including increases in academic performance, attendance, motivation, and school connectedness. San Pasqual Union School welcomes parents, guardians, and other family members as active and engaged partners. Additionally, the District actively seeks community partnerships to offset financial costs, leverage industry expertise, and enhance the learning opportunities for all students. The District is also focused on increasing enrollment. By enhancing partnerships and programmatic offerings (including the arts, garden, preschool and YClub), the District anticipates enrollment will continue to increase and all students will be better served. Progress toward this goal will be measured by school surveys, establishing and maintaining community partners, and District enrollment trends.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Promotion of Parent Involvement, specifically, how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.	2024 CA Healthy Kids Survey Promotion of Parental Involvement Scale 97% (Agree/Strongly Agree) Survey Questions: 1. School promptly responds to my phone calls, messages, or emails.	2025 CA Healthy Kids Survey Promotion of Parental Involvement Scale 93% (Agree/Strongly Agree)		Maintain >95%	-4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2. School encourages me to be an active partner with the school in educating my child. 3 . School actively seeks the input of parents before making important decisions. 4. Parents feel welcome to participate in this school. 5. School staff treat parents with respect. 6. School staff take parent concerns seriously.				
3.2	Communication with Parents	2024 CA Healthy Kids Survey Communication with Parents About School Questions Scale 98% Agree/Strongly Agree 1. School keeps me well-informed about school activities. 2. Teachers communicate with parents about what students are expected to learn in class.	2025 CA Healthy Kids Survey Communication with Parents About School Questions Scale 94% Agree/Strongly Agree		Maintain >95%	-4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Student Enrollment	2024/25 Projected Enrollment: 507	Enrollment (as of 6-10-25): 551		525 students	+44
3.4	Social Media - Saints180	2023/24 Instagram 163 posts 33 reels 2 highlights 198 Total 693 Followers (6-15-24)	2024/25 Instagram Since 7/1/24: 217 posts 27 reels 2 highlights 246 total Overall (as of 5/3/25): 772 posts 774 Followers		540 Instagram posts (180 posts/reels/highlights x 3 years) 1000 followers	+54 posts +81 followers
3.5	Student Engagement Opportunities for Elementary Students	No access to the school library during break times (recess, lunch). 2 after school activies for elementary students (YClub and Garden Club)	Students have access to the library 4 days/week 3 after-school activities for elementary students (YClub, Garden Club, Writers' Workshop). Working toward a partnership with Dos Osos Golf Course for a Golf Club.		Allow break time access to the school library at least 2 days per week 5 after school activities for elementary students.	+1

Goal Analysis [2024-25]

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.

Action 3.1 Effective Parent Communication - The District successfully implemented this goal through active parent engagement, a strong social media presence, and an updated school website. There were no substantive differences between planned and actual implementation.

Action 3.2 Student Engagement Opportunities - The District successfully implemented this goal by building additional programs and partners to engage elementary students. There were no substantive differences between planned and actual implementation.

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

Action 3.1: The material difference between estimated and actual expenditures is due to the Final Site hosting fees being attributable to the prior fiscal year.

There were no material differences notes in Action 3.2.

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

Action 3.1 Effective Parent Communication - The actions taken to strengthen parental partnerships appear to be effective. Despite slight declines from previous years, 93% of parents indicated they "Agree" or "Strongly Agree" that the school actively promotes parent engagement.
In addition, 94% of parents reported feeling well-informed about school activities and expectations, reflecting strong satisfaction with school communication efforts. Another positive indicator of community trust and engagement is the 9% increase in student enrollment compared to the prior year. These outcomes suggest that efforts to build meaningful connections with families are yielding positive results.

Action 3.2 Student Engagement Opportunities - The actions to increase student engagement have been effective. Students now have library access during lunch breaks and are engaging in additional afterschool activities, including a young writers' club.

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

Based on reflection and ongoing feedback, the District will continue to seek out and implement additional student engagement opportunities specifically for elementary students. This includes exploring new programs, activities, and partnerships designed to enhance student

connection, motivation, and overall school experience at the elementary level. The District is re-evaluting middle exploratory options to promote more student choice and engagement.

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	Effective 2-Way Parent Communication to Promote Parent/Guardian Engagement and Involvement	School staff and teachers will maintain open lines of communication with parents, which invite parents and provide ample opportunities to be partners in their child's education. Tools will include Google Classroom, GSuite (including Gmail), improvement to the school website, and proactive mass media communications (i.e., phone, email, text) via FinalSite and Synergy. District officials will promote a positive social media presence via Instagram, YouTube, and PeachJar. The District will continue the Saints180 program, posting at least 1 social media post for each of the 180 days school is in session for students. The District's website will be upgraded to highlight District programs and accomplishments, increasing enrollment and parent/community engagement. The District hosts periodic DELAC meetings to promote parent participation for unduplicated pupils, especially our English learners and students living in poverty. The District also promotes parental participation for students with exceptional needs via the IEP and CAC process. ---------- 2025/26 PLANNED EXPENDITURES NON- PERSONNEL FinalSite Mass Communications System - $2,825.00 (LCFF Base) Synergy Student Management System - $7,550.00 (LCFF Base)	$10,375.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Student Engagement Opportunities for Elementary Students	The Master Schedule will be amended to align instructional supports and to increase library access during student breaks. Additionally, the District will seek contracts and/or staffing to provide after school activities for elementary students. ---------- ---------- PERSONNEL Creative Writing After School Program	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$325,988.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.432%	0.000%	$0.00	5.432%

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
1.4	**Action:** Literacy Development **Need:** CAASPP ELA, Math, and Science assessments reveal a large achievement gap between English Learners and their peers. **Scope:**	While all students could benefit from these actions, we will prioritize actions to improve student literacy for our EL and low income students due to currently observed academic deficiencies.	1.1

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Language Development **Need:** CAASPP ELA, Math, and Science assessments reveal a large achievement gap between English Learners and their peers. **Scope:** Limited to Unduplicated Student Group(s)	We will continue to implement integrated and designated ELD, provide professional development for classroom teachers and instructional aides in utilizing the curriculum, and provide training opportunities for parents of EL students to enable them to assist their students at home.	ELPAC; CAASPP ELA, Math, Science

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 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	6,001,629	325,988.00	5.432%	0.000%	5.432%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,236,474.00	$82,646.00	$100,000.00	$129,895.00	$1,549,015.00	$1,081,121.00	$467,894.00

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	Professional Development for Teachers	All	No			All Schools	2025/26	$16,900.00	$2,200.00		$19,100.00			$19,100.00	
1	1.2	Instructional Effectiveness	All	No			All Schools	2025/26	$0.00	$2,600.00	$2,600.00				$2,600.00	
1	1.3	English Language Development	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	2025/26	$205,746.00	$3,200.00	$158,357.00			$50,589.00	$208,946.00	
1	1.4	Literacy Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025/26	$197,190.00	$1,000.00	$196,440.00	$1,750.00			$198,190.00	
1	1.5	Mathematics Development	All	No			All Schools 3rd-8th grade	2025/26	$6,900.00	$315,729.00	$215,729.00	$6,900.00	$100,000.00		$322,629.00	
1	1.6	Science Development	All	No			All Schools	2025/26	$0.00	$3,140.00		$3,140.00			$3,140.00	
1	1.7	TK-5th Grade Social Studies Adoption	All	No			All Schools	2025/26	$0.00	$4,500.00	$4,500.00	$0.00			$4,500.00	
2	2.1	Physical Fitness	All	No			All Schools	2025/26	$54,438.00	$2,000.00	$56,438.00				$56,438.00	
2	2.2	Student Wellness	All	No			All Schools	2025/26	$215,147.00	$0.00	$84,085.00	$51,756.00		$79,306.00	$215,147.00	
2	2.3	Campus Safety and Maintenance	All	No			All Schools	2025/26	$384,800.00	$123,150.00	$507,950.00				$507,950.00	

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
2	**2.4**	Online Safety and Netiquette	All	No			All Schools	2025/26	$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Effective 2-Way Parent Communication to Promote Parent/Guardian Engagement and Involvement	All	No			All Schools	2025/26	$0.00	$10,375.00	$10,375.00				$10,375.00	
3	**3.2**	Student Engagement Opportunities for Elementary Students	All	No			All Schools	2025/26	$0.00	$0.00	$0.00	$0.00			$0.00	

2025-26 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
6,001,629	325,988.00	5.432%	0.000%	5.432%	$354,797.00	0.000%	5.912 %	**Total:**	$354,797.00
								LEA-wide Total:	$196,440.00
								Limited Total:	$158,357.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$158,357.00	
1	**1.4**	Literacy Development	Yes	LEA-wide	English Learners Low Income	All Schools	$196,440.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,214,261.50	$1,316,082.89

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**	Professional Development for Teachers	No	$19,521.00	$30,750.00
1	**1.2**	Instructional Effectiveness	No	$0.00	$0.00
1	**1.3**	English Language Development	Yes	$206,799.00	$196,066.00
1	**1.4**	Literacy Development	Yes	$196,298.00	$194,497.00
1	**1.5**	Mathematics Development	No	$3,937.50	$3,937.50
1	**1.6**	Science Development	No	$2,500.00	$0.00
1	**1.7**	TK-5th Grade Social Studies Adoption	No	$7,020.00	$4,322.39
2	**2.1**	Physical Fitness	No	$78,879.00	$53,060.00
2	**2.2**	Student Wellness	No	$332,621.00	$337,751.00
2	**2.3**	Campus Safety and Maintenance	No	$350,226.00	$487,149.00
2	**2.4**	Online Safety and Netiquette	No	$3,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Effective 2-Way Parent Communication to Promote Parent/Guardian Engagement and Involvement	No	$13,460.00	$8,550.00
3	**3.2**	Student Engagement Opportunities for Elementary Students	No	$0.00	$0.00

2024-25 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)
$303,663.00	$330,635.00	$339,701.00	($9,066.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	English Language Development	Yes	$152,479.00	$147,424.00		
1	1.4	Literacy Development	Yes	$178,156.00	$192,277.00		

2024-25 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)
$5,716,839.00	$303,663.00	0.000%	5.312%	$339,701.00	0.000%	5.942%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024