COAST
UNIFIED SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coast Unified School District
CDS Code: 40-75465-0000000
School Year: 2025-26
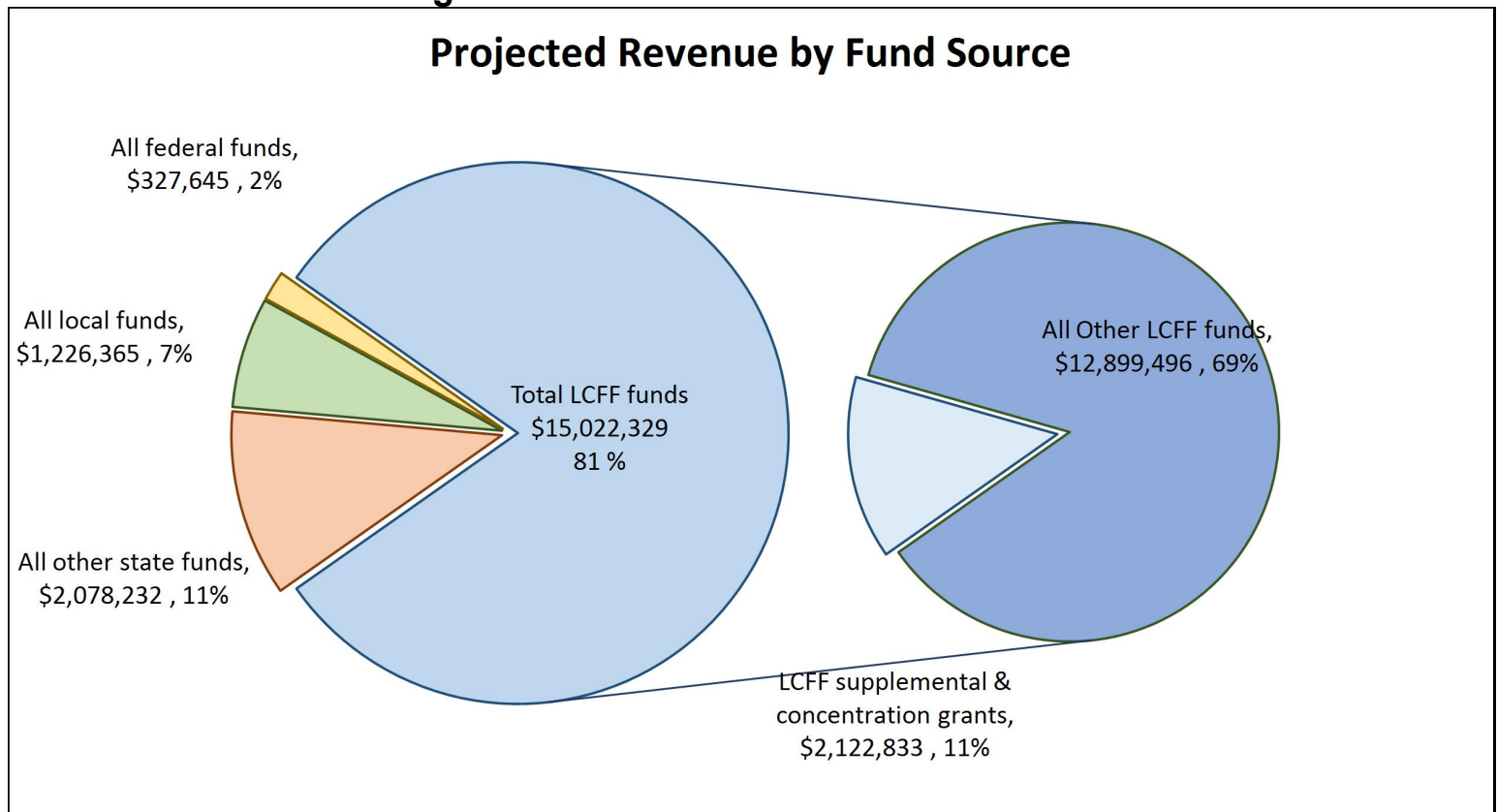LEA contact information:
Jill Southern
Superintendent
jsouthern@coastusd.org
805-927-6121

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

Projected Revenue by Fund Source

All federal funds, $327,645 , 2%

All local funds, $1,226,365 , 7%

Total LCFF funds $15,022,329 81 %

All other state funds, $2,078,232 , 11%

All Other LCFF funds, $12,899,496 , 69%

LCFF supplemental & concentration grants, $2,122,833 , 11%

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

The text description for the above chart is as follows: The total revenue projected for Coast Unified School District is $18,654,571, of which $15,022,329 is Local Control Funding Formula (LCFF), $2,078,232 is other state funds, $1,226,365 is local funds, and $327,645 is federal funds. Of the $15,022,329 in LCFF Funds, $2,122,833 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.

Budgeted Expenditures in the LCAP
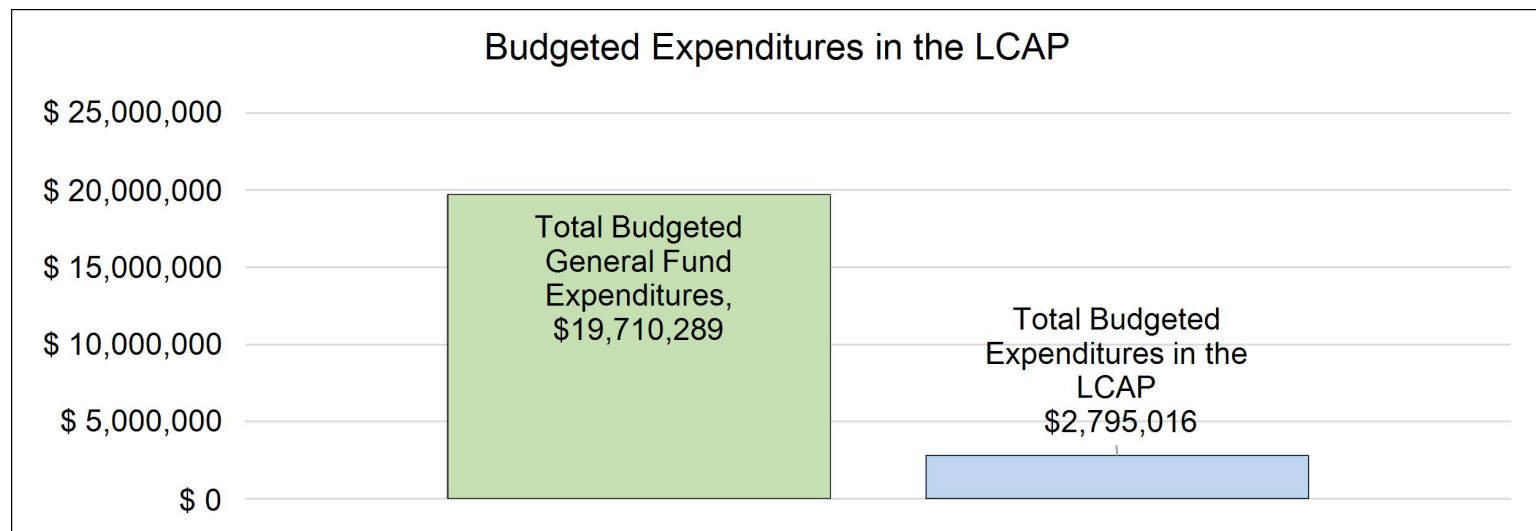
This chart provides a quick summary of how much Coast Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Coast Unified School District plans to spend $19,710,289 for the 2025-26 school year. Of that amount, $2,795,016 is tied to actions/services in the LCAP and $16,915,273 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year not included in the LCAP are for general operating expenditures including: maintenance, grounds, staff salaries not tied to LCAP, transportation needs not tied to LCAP, utilities, insurance, and other costs associated with the upkeep and maintenance of district facilities.

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

In 2025-26, Coast Unified School District is projecting it will receive $2,122,833 based on the enrollment of foster youth, English learner, and low-income students. Coast Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coast Unified School District plans to spend $2,635,213 towards meeting this requirement, as described in the LCAP.

Services and actions that increase or improve outcomes for unduplicated students include:

Goal 1: English Language Arts Achievement

Districtwide Integrated and Designated ELD Training to support English learners and Long-Term English Learners (LTELs)

Expansion of MTSS including staff training into the secondary level

Expanded staffing (credentialed and classified) to deliver targeted interventions

Updated curriculum, intervention tools, and materials aligned to state standards and designed to meet the needs of ELs and students with disabilities

Maintaining the Additional 0.75 FTE SPED Teacher to support instructional services for high-need students

Goal 2: Mathematics Achievement

Professional development focused on the language of math and ELD strategies to help staff better support English learners in math

Targeted math interventions, homework support, and summer school with explicit attention to scaffolds for foster youth, ELs, and low-income students

Dedicated staffing and curriculum/materials investments to strengthen math access and achievement

Goal 3: College and Career Readiness

Expanded access to CTE, AP, and college-credit courses at CUHS, with specific supports to increase participation among ELs and low-income students

Hands-on, engaging electives at all sites (e.g., Robotics, Mariachi, Art, Digital Design, Coding) that promote connectedness and achievement

Support Courses and Interventions (academic and social-emotional) including tutoring, credit recovery, counseling, and The Link

After-school and expanded learning programs (ASES/Champions) serving 90 students at CGS and now expanded at SLMS

Transportation services to ensure equitable access to programs for all students, especially those in rural or high-poverty areas

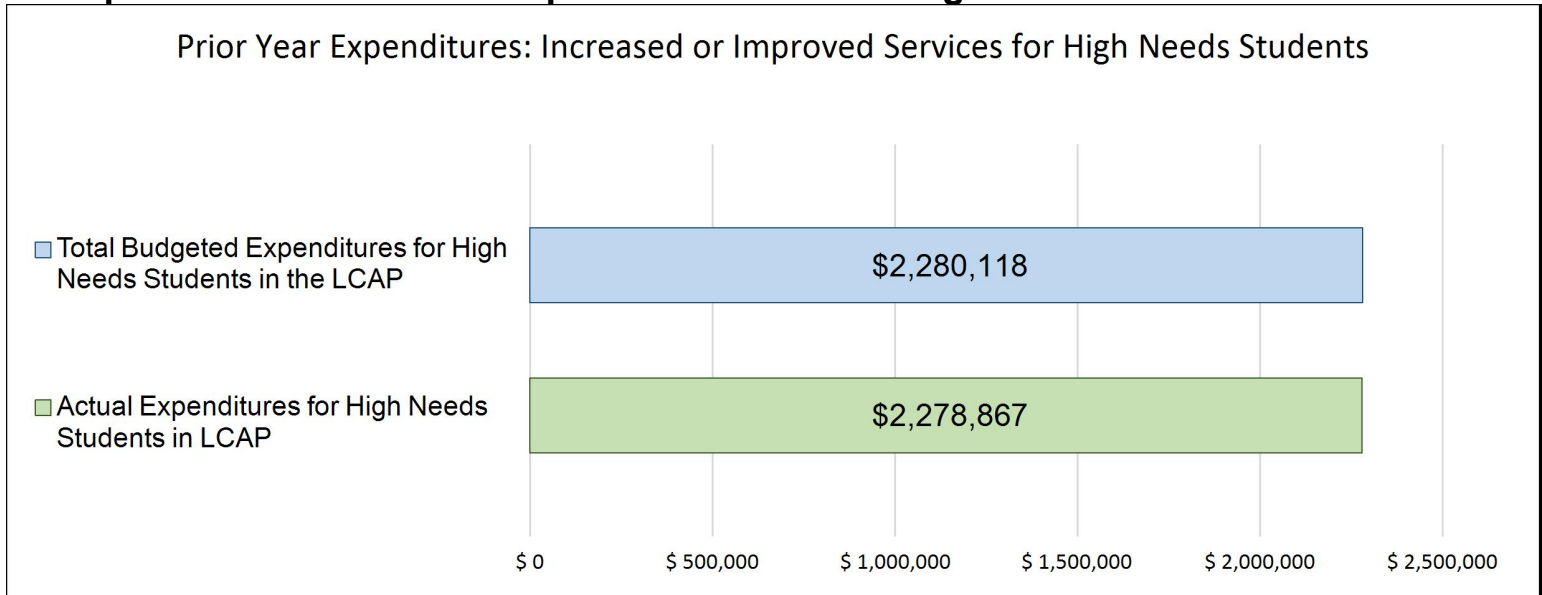1:1 technology access for students in Grades 1–12

District translator to improve communication with families of English learners

Parent engagement programs including two rounds of PIQE focused on early literacy, SEL, and college readiness, and increased participation in DELAC and PTA

These increased and improved services are designed to narrow opportunity and achievement gaps and ensure all students—particularly those who are low-income, English learners, and foster youth—have equitable access to rigorous academics, social-emotional supports, and college and career pathways.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $2,280,118

Actual Expenditures for High Needs Students in LCAP — $2,278,867

This chart compares what Coast Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Coast Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Coast Unified School District's LCAP budgeted $2,280,118 for planned actions to increase or improve services for high needs students. Coast Unified School District actually spent $2,278,867 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,251 had the following impact on Coast Unified School District's ability to increase or improve services for high needs students:

It is important to note that the budgeted amount for the 2024-25 LCAP of $2,280,118.04 was almost $850,000 more funds dedicated to services and programs for EL, SEO, Homeless, and Foster Youth than was required based on the amount indicated as supplemental and concentration funds ($1,430,150). This means the district commits far more that the required amount of funds for our Unduplicated students and provides an enormous amount of services and supports to increase and improve services for high needs students. The district actually spent $2,278,867.24 which was slightly less than our budgeted expenditures. Though the staff professional development indicated in the 2024-25 LCAP did happen, the majority of the professional development services ended up being funded by SLOCOE reimbursement funds, was provided at no cost by our curriculum publishers or through SLOCOE and Kern County at no cost., not LCAP funds. This fully explains the difference in planned expenditures vs. actual expenditures.

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
Coast Unified School District	Jill Southern Superintendent	jsouthern@coastusd.org 805-927-6121

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.

The Coast Unified School District is located on California's beautiful Central Coast in San Luis Obispo County. The District serves grades TK-8 student population of Cambria, San Simeon and surrounding rural areas and the grades 9-12 students of that area and the town of Cayucos. The District has one TK-5 school, one 6-8 middle school, one comprehensive high school, and one continuation high school (that currently does not have student enrolled). There are approximately 477 students with an ethnic makeup of 18% White, 78% Hispanic, and 4% other groups. 89% of our students are considered Unduplicated (socioeconomically disadvantaged, English Learner, Homeless, or Foster Youth).

The largest target populations served in the district are:

*Socioeconomically Disadvantaged: 87% (414 students) of our district population

CGS 85%

SLMS 88%

CUHS 89%

Leffingwell 80%

*English Learners

36% of the district population (173 students)

CGS 52%

SLMS 32%

CUHS 20%

Leffingwell 0%

*Long Term English Learners (LTELs)
6.3% of the district population: 37 students
SLMS LTEL (12 students) 10.7%
CUHS LTEL (18 students) 11.3%
*Homeless
21% of the district population (98 students)
CGS 21%
SLMS 26%
CUHS 16%
Leffingwell 20%
*Students with Disabilities (IEP and 504)
21% of the district population (75 students with IEPs and 24 students with 504s))
CGS 19%
SLMS 21%
CUHS 23%
Leffingwell 40%
Looking at these student groups across the school sites, it is clear that our demographics are changing within the community. Over the last year, our percentages of low socioeconomic students and SPED/504 students increased significantly in the district. There were particularly significant increases in socioeconomic disadvantaged students (83% to 87% of the district students). The percentage of homeless students remained the same and the percentage of English Learners has decreased from 38% to 36%.

Leffingwell Continuation High School is an Equity Multiplier Site. Leffingwell Continuation High School looks to have no enrollment at this time for next year. A goal specific to this school as an Equity Multiplier site has been included in this LCAP. The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) with school sites meeting non-stability and socioeconomically disadvantaged pupil thresholds in the prior year. This funding must be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these school sites beginning with the 2024-25 Local Control and Accountability Plan.

Reflections: Annual Performance

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

Reflections based on the CA Dashboard and other data:

The California Dashboard information for 2024 (the most recent information) presents a thorough picture of many elements of Coast Unified School District (CUSD). The CA Dashboard uses a color scale to measure performance on state indicators from low to high (red, orange, yellow, green, blue) with blue being the most positive outcome. College / Career is a state indicator not ranked by the color system, rather, it is ranked by a bar system (very low to very high). The performance indicator uses student data and growth measures to determine the

colors indicated for each indicator. It is important to note that with our district being small, there are many areas where school sites or specific student groups receive NO PERFORMANCE COLOR or rating due to the sample size being too small.

What are the state indicators? State indicators are based on data collected consistently across the state from LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators are:
* Academic - English language arts/literacy assessments
* Academic - Mathematics assessments
* English Learner Progress
* Chronic Absenteeism
* Graduation Rate
* Suspension Rate
* College/Career

As a whole district (CUSD), here is how we performed on the indicators:
* Academic - English language arts/literacy assessments - ORANGE (YELLOW last year) (Actions in the LCAP address this)
* Academic - Mathematics assessments - ORANGE (YELLOW last year) (Actions in the LCAP address this)
* English Learner Progress - BLUE (ORANGE last year)
* Chronic Absenteeism - YELLOW (ORANGE last year) (Actions in the LCAP address this)
* Graduation Rate - BLUE (YELLOW last year)
* Suspension Rate - ORANGE (RED last year) (Actions in the LCAP continue to address this)
* College/Career - GREEN (Very High last year)

Some interesting elements regarding CUSD's performance indicates there are equity elements regarding student performance we address through goals and actions in this LCAP. For example, for Academic - English language arts/literacy assessments, these student groups are RED: English Learners, Homeless, and Students with Disabilities. Long Term English Learners (LTELs), Socio Economically Disadvantaged , and Hispanic students performed in the ORANGE range. White students in CUSD performed in the GREEN range. The disparity for math was similar: RED: Students with Disabilities; ORANGE: English Learners, Hispanic, Homeless, Socioeconomically disadvantaged students, and LTELs; YELLOW: White students. A highlight is CUSD's College and Career Indicator which is GREEN for Socioeconomically disadvantaged students, the only student group large enough at our high school level to have an indicator rating. Another highlight is our English Learner Progress indicator which is BLUE.

An area for which specific Actions in this LCAP are written is Chronic Absenteeism, even with a district improvement from ORANGE to YELLOW. For CUSD, our LTELs were in ORANGE, and those students are a particular focus through actions in the LCAP. The district is concerned with the amount of students who were chronically absent and knows that being chronically absent is directly related to declines in student achievement. A specific positive data point is that while 41.9% of our students with disabilities are noted as being chronically absent in 2022-2023, we improved that to 18.6% chronically absent in 2023-24. We know there is still room for improved attendance for all students. While we know the COVID pandemic and related quarantining rules greatly contributed to the absences in that 2022-2023 school year, we recognize that there needs to be specific continued actions in place to remedy this issue. Fortunately, actions and activities put in place in 2023-2024 and continued in 2024-25 have already led to huge improvements in attendance, especially at Cambria Grammar School. As of March, 2025, the chronic absenteeism rate for K-8 is less than 12% for CUSD which is far better than the 23.4% chronic absenteeism rate for

2022-23. District actions that have contributed to this improvement (that will continue) are proactive and specific parent communication about the importance of attendance at Back to School Night, Parent Conferences, PTA, SSC, LCAP Forums, and DELAC. Parent communication through attendance letters and Parentsquare is done regularly and promptly when we notice attendance issues starting.

Another area, as indicated by the CA Dashboard that has Actions addressed in this LCAP is our Suspension Rate. English Learners, Homeless, and Long Term English Learners were listed in the RED category. With Socioeconomically Disadvantaged Students and Students with Disabilities in the ORANGE range, Actions addressing this are essential. A positive element in this area is the finding that White Students in CUSD are in the GREEN range (last year RED) when looking at the Suspension Rate.

Based on the above data, the district qualified for Differentiated Assistance for English Learners and Homeless Students as they were RED for both Suspension Rate and Academic Areas. Because of this, Actions are specifically written to make significant improvements in these areas.

For all the areas in the CA Dashboard area, Implementation of Academic Standards: Professional Development, Instructional Materials, Policy & Program Support, Implementation of Standards, and Engagement of School Leadership, CUSD Ranks either 4: Full Implementation or 5: Full implementation and Sustainability.

Below are some CA Dashboard site specific data. Leffingwell High School has too small of an enrollment to receive any performance color on the indicators.
As a school, Coast Union High School (CUHS), here is how we performed on the indicators:
* Academic - English language arts/literacy assessments - NO PERFORMANCE COLOR (not enough students)
* Academic - Mathematics assessments - NO PERFORMANCE COLOR (not enough students)
* English Learner Progress - NO PERFORMANCE COLOR (not enough students)
* Graduation Rate - BLUE
* Suspension Rate - YELLOW
* College/Career - BLUE

Highlights for CUHS are that the 5 year graduation rate for Hispanic students is 100% and both Graduation rate and College/Career were BLUE. Suspension rate improved from RED to YELLOW. ELA and MATH CAASPP Scores for 2024 were lower than the previous year. Though the sample size was too small for the dashboard, the CUHS results for ELA Meets or Exceeds Standards was: 20.93% and for Math: 20.45%.

As a school, Santa Lucia Middle School (SLMS), here is how we performed on the indicators:
* Academic - English language arts/literacy assessments - GREEN
* Academic - Mathematics assessments - YELLOW
* English Learner Progress - ORANGE
* Chronic Absenteeism - YELLOW
* Suspension Rate - ORANGE

The only subgroup that performed in the RED academically was English Learners in Math. For Suspension Rate, English Learners, Hispanic, and Socioeconomically Disadvantaged Students Performed in the RED range. An area of success for SLMS is the improvement on the number of students who Met or Exceeded standards on both the CAASPP ELA test (41% to 45%) from 2023 to 2024 (GREEN).

As a school, Cambria Grammar School (CGS), here is how we performed on the indicators:
* Academic - English language arts/literacy assessments - ORANGE
* Academic - Mathematics assessments - ORANGE
* English Learner Progress - BLUE
* Chronic Absenteeism - GREEN
* Suspension Rate - BLUE

An area of success for CGS is that the Chronic Absenteeism Rate went from RED to GREEN. Another area of success was that the English Learner Progress Rate went from RED to BLUE. CAASPP ELA and Math scores were both in ORANGE (ACTIONS are specifically written to address this for CGS and across the district, though no student groups at CGS were in the RED range for these categories)

The 2023 California School Dashboard identified several student groups within our LEA performing at the Red level for key indicators. Specifically, Chronic Absenteeism was marked Red for English Learners, Hispanic, Homeless, and Students with Disabilities, while Suspension was Red for Socioeconomically Disadvantaged and White students. At the school level, Cambria Grammar showed Red performance in Chronic Absenteeism for EL, Hispanic, Homeless, SED, and SWD students, and Coast Union High School had Red Suspension rates for SED and White students. In response, we have retained actions 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2, which are specifically designed to support these student groups and address these indicators.

Regarding LREBG Funds: CUSD does not have unexpended LREBG funds in the 2025-26 school yea

Reflections: Technical Assistance

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

CUSD is eligible for Differentiated Assistance based upon student performance in the following areas:
Student Group: English Learners
State Priorities: 4 and 6
State or Local Indicators: ELA / Math and Suspension Rate
Student Group: Homeless
State Priorities: 4 and 6
State or Local Indicators: ELA / Math and Suspension Rate

In collaboration with the San Luis Obispo County Office of Education, CUSD has analyzed dashboard and local data to surface strengths and gaps and investigate potential root causes contributing to low ELA and Math Performance and High Suspension Rates for English Learners and Homeless Students. CUSD has convened improvement teams (both an administrative team that worked collaboratively throughout the year with our San Luis Obispo County Office of Education and a newly formed in 2024-25 English Language Development

Committee/Improvement Team to study district systems through cycles of continuous improvement with high leverage practices/changes specifically designed to improve student outcomes. Teams are meeting regularly to monitor progress, consolidate learning, and make critical adjustments. Actions in Goals 1 and 2 focus on improved performance in ELA and Math for both English Learners and Homeless Students through use of proven, research-based strategies and strategic, focused, and consistent staff professional development. Actions in Goal 3 will support student engagement, social emotional services, and family connections to decrease absenteeism and suspension rates for English Learners and Homeless Students.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	LCAP details and programs and input solicited from teaching staff at monthly staff meetings at each school site. CUSD staff/Community LCAP forums held 2 times during the year. LCAP survey was sent out to all teachers. California School Staff Survey (part of the CHKS) was sent out to staff in March, 2025. McKinney Vento (Homeless Services Needs) Survey sent out to all teachers during staff meetings. The mid-year LCAP Report was presented at each of the sites during their staff meetings. Due to the comprehensive discussions and input opportunities, teachers influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, all 8 actions for goal 3, and the one action that makes up goal 4. Particularly strong advocacy for Professional development in ELA and Math, especially with Integrated ELD strategies (1.1 and 2.1).
Principals and Administration	During district Cabinet (monthly) and Principals' (monthly) meetings, LCAP programs, funding, and new ideas are discussed (at virtually every meeting). The Principals and the Superintendent worked with the SLO County Office of Education for four collaborative Differentiated Assistance Meetings. Due to the comprehensive discussions and input opportunities, principals and administration influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, all 8 actions for goal 3, and the one action that makes up goal 4. Particularly strong advocacy for Professional development in Integrated ELD Strategies for all teachers across all subject areas (1.1 and 2.1 - Differentiated Assistance Actions) and Math and ELA Interventions and Supports, particularly for LTELs (1.2 and 2.2) as

Educational Partner(s)	Process for Engagement
	well as 3.2, which includes social and emotional supports and counseling (Differentiated Assistance Action). Other actions heavily influenced by school administration were 1.3 (SPED Staff and Training) and 3.7, Parent training.
Other School Personnel (Classified, counselors, art instructors through CCP, One Cool Earth personnel, etc)	LCAP details and programs and input solicited from classified staff at staff meetings at each school site. CUSD staff/community LCAP forums held 2 times during the year. LCAP survey was sent out to all classified and other staff.. California School Staff Survey (part of the CHKS) was sent out to staff in March, 2025. McKinney Vento (Homeless Services Needs) Survey sent out to all staff during staff meetings. The mid-year LCAP Report was presented at each of the sites during their staff meetings. Due to the comprehensive discussions and input opportunities, other school personnel influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, and all 8 actions for goal 3. Particularly strong advocacy for Professional development in ELA and Math (1.1 and 2.1 - Differentiated Assistance Actions), 3.1 (staffing for college and career ready offerings) as will as for Math and ELA Interventions and Supports, particularly for LTELs (1.2 and 2.2).
Local Bargaining Units	Principal LCAP writer discussed LCAP elements and received input on LCAP through meetings with CSEA (classified) president and bargaining unit members. LCAP details and programs and input solicited from classified and certificated bargaining unit members at staff meetings at each school site including the mid-year LCAP report. CUSD staff/community LCAP forums held 2 times during the year (classified and credentialed bargaining unit members in attendance including the CTA (Teachers) President. LCAP survey was sent out to all bargaining unit members. California School Staff Survey (part of the CHKS) was sent out to bargaining unit members in March, 2025. McKinney Vento (Homeless Services Needs) Survey sent out to bargaining unit members through their staff meetings. Due to the comprehensive discussions and input opportunities, local bargaining units influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, all 8 actions for goal 3, and the one action that makes up goal 4. Particularly strong advocacy for Professional development in ELA and Math (1.1 and 2.1) as will as for Math and ELA Interventions and Supports, particularly for LTELs (1.2 and 2.2).

Educational Partner(s)	Process for Engagement
Parents	Multiple meetings involving LCAP discussion and input as well as LCAP, EL Needs, and other surveys were provided to parents throughout the year to gather authentic input and guidance from partners. LCAP is a standing agenda item for discussion and input at DELAC/ELAC meetings (10/22/24, 1/28/25, 4/15/25). LCAP is a standing agenda item for discussion and input at School Site Council meetings (three times a year). The primary LCAP writer presents the LCAP information and solicits input at SSC and DELAC/ELAC. The monthly CGS PTA meetings included a regular presentation by the principal where she discussed LCAP elements and gathered parent input for the LCAP. The LCAP survey was distributed through Parentsquare, and the LCAP Community Forum, at PIQE, the Immigration Information Forum, and at DELAC. Parents were also invited to and participated in the LCAP Educational Partner Forum. School sites held parent coffees and meetings with site principals throughout the year to gather input on services and programs. Due to the comprehensive discussions and input opportunities, parents influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, and all 8 actions for goal 3. Particularly strong advocacy was for actions 3.1 (staffing and supplies for college and career specific offerings), 3.2 (supports academic and social emotional), 3.3 (ASES after school care), 3.5 (Technology) 3.4 (Transportation), and 3.6 (District Translator). Actions 1.1 (ELD / ELA Professional Development) 1.2 (Supports for ELS and LTELS) 2.1 (Professional Development in Math) and 2.2 (Math intervention and support) were influenced by parent input.
Students	Multiple discussions involving LCAP elements and input as well were had with students with site administrators. LCAP, EL Needs, and CHKS surveys were provided to students throughout the year to gather authentic input and guidance from them. LCAP is a standing agenda item for discussion and input at DELAC/ELAC meetings. LCAP is a standing agenda item for discussion and input at School Site Council meetings (three times a year). Students are actively participating at SSC meetings as well as the 1/28/25 and 4/15/25 DELAC meetings. The primary LCAP writer presents the LCAP information and solicits input at SSC and DELAC/ELAC. CUSD has a student board member and an alternate student board member who

Educational Partner(s)	Process for Engagement
	are both active participants in LCAP discussions that are had at our monthly school board meetings. The primary writer of the LCAP regularly engaged students at CGS, SLMS, and CUHS in discussions and provided input regarding LCAP programs and services. Student input specifically influenced these actions: 1.2, 2.2, 3.1, 3.2, 3.3, 3.5, and 3.6
Community Members	Multiple discussions involving LCAP elements and input as well were had with the community with site administrators. Site administrators are members of local community organizations like Rotary and American Legion Auxiliary. LCAP and needs surveys were provided to the community throughout the year: at the beginning of the year as a part of registration, presented at School Board meetings, LCAP forums, DELAC / ELAC (community partners in attendance), and at the site offices. These surveys gathered authentic input and guidance from the community. LCAP is a standing agenda item for discussion and input at DELAC/ELAC meetings. LCAP is a standing agenda item for discussion and input at School Site Council meetings (three times a year). The primary LCAP writer presents the LCAP information and solicits input at SSC and DELAC/ELAC. LCAP and ways to provide input are discussed at multiple school board meetings where community members are present. An LCAP community public forum was held to gather input, discuss current LCAP elements, and solicit input for the next year's LCAP. Due to the comprehensive discussions and input opportunities, community members influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, and all 8 actions for goal 3. Particularly strong advocacy was done by the community for after school care (3.3), transportation (3.4), and parent training (3.7)
School Board	The primary LCAP writer presents LCAP elements, CA dashboard and assessment data, LCAP mid-year report, Local Indicators, and updates of LCAP programs and services throughout the year at board meetings. The school board members often asked clarifying questions and gave input during the LCAP presentations. The board was presented the LCAP survey access through a QR code, and it was also available as a paper version. The primary LCAP writer presented on LCAP elements at most board meetings throughout the year and was in attendance at every board meeting. The board has a

Educational Partner(s)	Process for Engagement
	student board member who contributes to the input. Due to the comprehensive discussions and input opportunities during board meetings which included a student board member, the School Board influenced the development of all 3 actions for goal 1, all 3 actions for goal 2, all 8 actions for goal 3, and the one action that makes up goal 4. Particularly strong advocacy for Professional development in ELA and Math (1.1 and 2.1) as well as for parent training (3.7) and Social / Emotional Supports (3.2). The academic support actions (1.2 and 2.2) as well as the actions promotion college readiness and a breadth of courses offered (3.1, 3.2) were strongly supported by the school board.
County Office of Education Personnel / Program Coordinator Ed Support Services, Homeless Liaison, and SELPA	The Superintendent and the three site principals met for a series of meetings with the SLO County Office of Education focusing on the LCAP through Differentiated Assistance that focused on areas of need. Meetings with Jessica Thomas, Program Coordinator, Education Support Services, SLOCOE were held throughout the year to discuss homeless and foster services, funding, McKinney Vento, and LCAP goals and actions that apply to homeless and foster youth. Meeting to discuss LCAP actions and services on April 8, 2025 was held with representatives from SLOCOE met to discuss the district's LCAP and the actions and services supporting the needs of students with special needs and those experiencing homelessness or foster care. The county representatives support CUSD having after school care (Champions) and transportation provided to EL, Homeless, Foster, and SED students at no cost. The primary LCAP writer met with the SLOCOE Homeless Liaison multiple times through the year to discuss homeless and foster youth services. Due to discussions and input opportunities, County Office of Education Personnel / Program Coordinator Ed Support Services, Homeless Liaison, SLOCOE Differentiated Assistance Team, and SELPA influenced the development of Actions 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.7, and 4.1.
Equity Multiplier Fund Educational Partners	Coast Unified School District is receiving Equity Multiplier Funds for the 2025-26 school year, specifically designated for Leffingwell Continuation High School, a qualifying Equity Multiplier school. These funds are legally required to be used to provide services and supports that go above and beyond regular educational expenditures, targeting

Educational Partner(s)	Process for Engagement
	improved academic, behavioral, social-emotional, and college and career readiness outcomes for students who have been historically underserved. At present, Leffingwell Continuation High School does not have students actively enrolled. If we do have enrollment, we are committed to utilizing the Equity Multiplier Funds to enhance and expand our program in a way that is sustainable and meaningful for future students. Multiple discussions were had with district administration, the Leffingwell High School Principal, Ed Arrigoni, District CBO, Christie Cosme, CUSD Superintendent, Jill Southern, and the CUSD School Board regarding Leffingwell and it's declining enrollment. The decision was made to go "dark" rather than officially close the school, allowing a reopening when there is a need and student enrollment. This educational partner input influenced the creation of Action 4.1

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

Coast Unified School District has a well-established process for securing meaningful engagement from educational partners. The LEA consulted with teachers, principals, administrators, SLOCOE Differentiated Assistance Team, other school personnel, certificated and classified bargaining unit members, parents, students, the District English Language Advisory Committee (DELAC), Parent Advisory Committee(s), including parents of English Learners, Foster Youth, Socio-economically disadvantaged, and students with disabilities, and Special Education Local Plan Area (SELPA) staff prior to adopting the Local Control Accountability Plan (LCAP).

Differentiated Assistance Meetings: As part of the LCAP continuous improvement process, Coast Unified School District engaged in a series of Differentiated Assistance meetings with the San Luis Obispo County Office of Education (SLOCOE) Differentiated Assistance Team. These meetings were held on February 28, March 6, March 18, and April 4, 2025. Participants included all three site principals, the district superintendent, and SLOCOE representatives Joe Koski and Stacy Summers.

During these sessions, we conducted in-depth analysis of student performance data with a targeted focus on English Language Arts (ELA), Mathematics, and suspension rates—particularly as they relate to English Learner and Homeless student groups. These meetings provided an opportunity to collaboratively examine achievement gaps, identify root causes, and discuss actionable strategies to address areas of need. The data review and collaborative planning from these meetings directly informed our LCAP goals and actions, ensuring alignment with student needs and state priorities.

The LCAP goals for Coast Unified School District are included as a standing item in all School Site Council Meetings, ELAC meetings, and DELAC meetings. Additional public hearings/meetings are also held for educational partner engagement and input. The following list summarizes how the LCAP was influenced by education partner feedback at each of these meetings:

Shared School Site Council Meetings - October 9, 2024; January 15, 2025; May 14 2025 (Administrators, Teaching Staff, Student Representatives, and Parents including parents of students with special needs of CUSD) Reviewed goals, actions and services from CUSD's LCAP; Surveys for input on LCAP. Students provided input at these meetings.

DELAC and Site ELACs - October 22, 2024; January 28, 2025; April 15, 2025 - 5p (Administrators, Family Advocate, K-12th Grade Parents of English Learners; Students that are English Learners) Reviewed goals from Coast Unified's LCAP; input / discussion / survey on LCAP goals and actions / survey for EL Needs Assessment. Students provided input at these meetings.

CGS PTA - 8/6/24; 9/3/24; 10/1/24; 11/12/24; 1/7/25; 2/4/25; 3/4/25; 4/1/25; 5/6/25 - Monthly report from school principal and staff addressed LCAP topics and solicitation of input from parents. Survey access provided on paper and digitally to parents through Parentsquare.

LCAP Educational Partner / Public Forum (May, 2025) and mid year LCAP Presentations (three meetings - one at each school site in March and April, 2025) - (Administrators, Representative of Certificated Staff, Representative of Classified Staff, and Parents of CUSD) - Had positive feedback and collected input for LCAP Goal and Action development during the meeting. Parents and staff were given paper and digital survey / input options.

Immigration Information Forum - February 4, 2025 - Over 80 parents and community members came together. Many of our unduplicated pupil count families were represented. We discussed the needs of families in depth. The LCAP surveys were made available this meeting. Families strongly advocated for things like Champions, counseling, transportation, parent training, and access to our district Family Advocate and Translator.

Meetings with Jessica Thomas, Program Coordinator, Education Support Services, SLOCOE (throughout the year) to discuss homeless and foster services, funding, McKinney Vento, and LCAP goals and actions that apply to homeless and foster youth. It was discussed that providing childcare and transportation at no cost to homeless and foster youth are suggested priorities for the LCAP.

CUSD Cabinet / Principals meetings (monthly) - ELD Professional Development and Differentiated Assistance elements were topics at most of these meetings. CA Dashboard and related required actions aligned to any RED areas and for ELs, LTELs, and Homeless students that would be addressed in the LCAP were discussed. Input from district administrators was received regarding professional development and other programs / services that we can add to the LCAP that will address the RED areas and areas noted through the Differentiated Assistance process.

Administrative Principals Meetings (approximately quarterly) (Jill Southern, Superintendent with individual principals Ed Arrigoni, Dave Nygren, and Celia Moses) - Discussed programs and services related to LCAP progress, staffing, curriculum, action and goal development, and student data.

Superintendent and District Chief Business Official met multiple times a week to go over actions, services, staffing, programs, and funding. ELD training for all staff came up as a prioritized need for the district.

CUSD/SELPA/SLOCOE (Homeless Foster Services) Meetings to discuss actions and services. Meeting with SLO SELPA on April 8, 2025 - Representatives from SLOCOE met to discuss the district's LCAP and the actions and services supporting the needs of students with special needs and those experiencing homelessness or foster care. The county representatives support CUSD having after school care (Champions) and transportation provided to EL, Homeless, Foster, SED, and SWD students at no cost. The primary LCAP writer met with the SLOCOE Homeless Liaison multiple times through the year to discuss homeless and foster youth services. Maintaining our expanded transportation and after school childcare at no cost for homeless and foster youth came up as priorities to include in the LCAP.

CUSD Classified and Certificated Bargaining Units (CSEA and CTA) input - During monthly staff meetings programs for unduplicated youth are consistently discussed, revised, and enhanced. Professional development that is consistent and coherent including coaching for ELD and math (This aligns with our Differentiated Assistance needs - Actions are specifically written), additional yard supervision, and quality SEL counseling came up as prioritized needs for the district during these meetings.

Coast Unified Board Meetings - NWEA / Student Data Presentation - Mid-Year LCAP Report; LCAP Local Indicators; June 26th, 2025 6pm (Public Meetings). Public hearing and discussion to review the CUSD LCAP. The student board member participated in the presentations and discussion of LCAP programs, data, and services.

Coast Unified School District is receiving Equity Multiplier Funds for the 2025-26 school year, specifically designated for Leffingwell Continuation High School, a qualifying Equity Multiplier school. These funds are legally required to be used to provide services and supports that go above and beyond regular educational expenditures, targeting improved academic, behavioral, social-emotional, and college and career readiness outcomes for students who have been historically underserved. At present, Leffingwell Continuation High School does not have students actively enrolled. If we do have enrollment, we are committed to utilizing the Equity Multiplier Funds to enhance and expand our program in a way that is sustainable and meaningful for future students. Multiple discussions were had with district administration, the Leffingwell High School Principal, Ed Arrigoni, District CBO, Christie Cosme, CUSD Superintendent, Jill Southern, and the CUSD School Board regarding Leffingwell and it's declining enrollment. The decision was made to go "dark" rather than officially close the school, allowing a reopening when there is a need and student enrollment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To expand students' communication and critical thinking in literacy (Priorities 1, 2, 4, 5, 7, and 8)	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.

Coast Unified has continued to focus on this literacy goal. Literacy skills are foundational to succeeding in other academic areas. Additionally, CUSD has a large English learner student population with whom strengthening literacy skills in English is critical for future achievement. Only 11.34% of English Learners in CUSD are meeting or exceeding standards on the ELA CAASPP. Additionally, the district currently has 30 LTELs (10.7% of SLMS enrollment and 11.3% of CUHS enrollment). The actions below, using the metrics stated, are designed to close the achievement gaps we identified. A specific action, 1.1, addresses the needs identified through Differentiated Assistance (ELA performance for ELs and Homeless students). This goal addresses the RED on the CA Dashboard for ELA Performance for English Learners, Homeless, and Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA State Dashboard English Language Arts Perfomance	All students (average) 12.1 points below standard Students with Disabilities (SWD): 48.4 points below standard Socioeconomically Disadvantaged (SED):	All students (average) 35.2 points below standard Students with Disabilities (SWD): 87.2 points below standard		All students (average): 5 points above standard SWD: 25 points below standard SED: 5 points below standard EL: 25 points below standard	All students (average) 23.1 points below baseline Students with Disabilities (SWD): 38.8 points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		26.2 points below standard English Learners (EL): 51 points below standard Homeless: 55.5 points below standard White: 47 points above standard Hispanic: 31.4 points below standard (2023 Data from CA Dashboard)	Socioeconomically Disadvantaged (SED): 47.8 points below standard English Learners (EL): 70.3 points below standard Homeless:73 points below standard White: 28.5 points above standard Hispanic: 57.7 points below standard (2024 Data from CA Dashboard)		Homeless: 25 points below standard White: 55 points above standard Hispanic: 5 points below standard	Socioeconomically Disadvantaged (SED): 21.6 points below baseline English Learners (EL): 19.3 points below baseline Homeless:14.8 points below baseline White: 18.5 points below baseline Hispanic: 26.3 points below baseline (2024 Data from CA Dashboard)
1.2	CAASPP Performance (ELA)	42.28% of All CUSD Students Meet or Exceed Standards 25% SWD Meet or Exceed Standards 36.45% SED Meet or Exceed Standards 24.52% Homeless Students Meet or Exceed Standards 11.83% EL Students Meet or Exceed Standards 63.77% EO Students Meet or Exceed Standards 60.79% Students Who are Considered English	35.80% of All CUSD Students Meet or Exceed Standards 11.76% SWD Meet or Exceed Standards 30.23% SED Meet or Exceed Standards 22.03% Homeless Students Meet or Exceed Standards 11.34% EL Students Meet or Exceed Standards 56.57% EO Students Meet or		58% of All CUSD Students Meet or Exceed Standards 38% SWD Meet or Exceed Standards 48% SED Meet or Exceed Standards 38% Homeless Meet or Exceed Standards 35% EL English Learners Meet or Exceed Standards 70% EO Meet or Exceed Standards 68% of CUSD Students Who are Considered	All Students 6.68% below baseline (BB = Below Baseline; AB = Above Baseline) 13.24% BB SWD Meet or Exceed Standards 6.22% BB SED Meet or Exceed Standards 2.49% BB Homeless Students Meet or Exceed Standards 0.49% BB EL Students Meet or Exceed Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Only, IFEP, or RFEP Meet or Exceed Standards 70.37% White Students Meet or Exceed Standards 33.87% Hispanic Students Meet or Exceed Standards (2023 data from https://caaspp-elpac.ets.org/caaspp/)	Exceed Standards 50.63% Students Who are Considered English Only, IFEP, or RFEP Meet or Exceed Standards 56.37% White Students Meet or Exceed Standards 27.47% Hispanic Students Meet or Exceed Standards (2024 data from https://caaspp-elpac.ets.org/caaspp/)		English Only, IFEP, or RFEP Meet or Exceed Standards 71% White Students Meet or Exceed Standards 46% Hispanic Students Meet or Exceed Standards	7.2% BB EO Students Meet or Exceed Standards 10.16% BB Students Who are Considered English Only, IFEP, or RFEP Meet or Exceed Standards 14% BB White Students Meet or Exceed Standards 6.4% BB Hispanic Students Meet or Exceed Standards (2024 data from https://caaspp-elpac.ets.org/caaspp/)
1.3	ELPAC Perfomance	50.27% of students who take the summative ELPAC scored a 3 or 4 (2023 data from https://caaspp-elpac.ets.org/caaspp/)	53.37% of students who take the summative ELPAC scored a 3 or 4 (2024 data from https://caaspp-elpac.ets.org/caaspp/)		60% of students who take the summative ELPAC get a 3 or 4.	All who take ELPAC: 3.10% above baseline
1.4	NWEA Perfomance (ELA)	NWEA District Average RIT Score (grades 1 - 12) and sites Growth %	NWEA District Average RIT Score (grades 1 - 12) and		NWEA District Average RIT Score (grades 1 - 12) and	NWEA District Average RIT Score (grades 1 - 12) and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 202.4 CGS Growth: 31% CGS Achievement: 27% SLMS Growth: 59% SLMS Achievement: 50% CUHS Growth: 32% CUHS Achievement: 37% LEFF Growth: 67% LEFF Achievement: 27% (23-24 Data from NWEA)	sites Growth % from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 198.7 CGS Growth: 58% CGS Achievement: 30% SLMS Growth: 48% SLMS Achievement: 37% CUHS Growth: 40% CUHS Achievement: 37% LEFF Growth: 99% (1 student) LEFF Achievement: 36% (1 student) (24-25 Data from NWEA)		sites Growth % from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 215 CGS Growth: 50% CGS Achievement: 45% SLMS Growth: 60% SLMS Achievement: 57% CUHS Growth: 50% CUHS Achievement: 50% LEFF Growth: 67% LEFF Achievement: 43%	sites Growth % from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 3.7 points below baseline CGS Growth: 27% above baseline CGS Achievement: 3% above baseline SLMS Growth: 11% below baseline SLMS Achievement: 13% below baseline CUHS Growth: 8% above baseline CUHS Achievement: maintained baseline LEFF Growth: 33%above baseline (1 student) LEFF Achievement: 11% above baseline (1 student) (24-25 Data from NWEA)
1.5	EL Reclassification Rate	7.5% of CUSD ELs reclassified (RFEP)	11% of CUSD ELs reclassified		15% of CUSD ELs reclassify (RFEP)	3.5% above baseline: CUSD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 from CA Dashboard)	(RFEP) (2024-25 from CA Dashboard)			EL Reclassification rate (24-25)
1.6	LTEL and At-Risk of LTEL numbers / %	6.7% of CUSD students are LTEL (33 students) 14.6% at SLMS (18 students) 8.4% at CUHS (13 students) 18% at LEFF (2 students) 4.7% of CUSD students are At-Risk of LTEL (23 students) 10.4% at CGS (21 students) 0.8% at SLMS (1 student) 0.6% at CUHS (1 student) 0% at LEFF (0 students) (23-24 Data from Dataquest)	6.3% of CUSD students are LTEL (30 students) 10.7% at SLMS (12 students) 11.3% at CUHS (18 students) 0% at LEFF (0 students) 4.8% of CUSD students are At-Risk of LTEL (23 students) 10.3% at CGS (21 students) 0% at SLMS (0 students) 1.3% at CUHS (2 student) 0% at LEFF (0 students) (24-25 Data from Dataquest)		3% of CUSD students are LTEL 7% at SLMS 4% at CUHS 9% at LEFF 3% of CUSD students are At-Risk of LTEL 6% at CGS 0.5% at SLMS 0.5% at CUHS 0% at LEFF	0.4% below baseline (meaning fewer students are LTEL, which is what we want. (24-25)
1.7	Access to Standards Based Curriculum	CUSD utilizes CA Common Core, standards-based curriculum and content (monitored internally)	CUSD utilizes CA Common Core, standards-based curriculum and content (monitored internally)		CUSD maintains use of CA Common Core, standards-based curriculum and content	Maintained Baseline
1.8	Access to Standards Based Curriculum and	CUSD utilizes CA Common Core,	CUSD utilizes CA Common Core,		CUSD maintains use of CA	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELD Standards for English Learners ad LTELs	standards-based curriculum and content for English Learners and LTELs (monitored internally)	standards-based curriculum and content for English Learners and LTELs (monitored internally)		Common Core, standards-based curriculum and content for English Learners and LTELs. There is proven effective, research-based curriculum and supports specifically designed for newcomers in use at all sites.	
1.9	EAP ELA (CAASPP for 11 grade ELA Meets or Exceeds Standards)	CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 65.63% of total 11 grade students 59.26% of SED students EL, Foster, SWD, and Homeless Youth - less than 11 students - data not reported (2023 data from https://caaspp-elpac.ets.org/caaspp/)	CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 20.84% of total 11 grade students 10.26% of SED students EL, Foster, SWD, and Homeless Youth - less than 11 students - data not reported (2024 data from https://caaspp-elpac.ets.org/caaspp/)		CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 70% of total 11 grade students 65% of SED students EL, Foster, SWD, and Homeless Youth - likely less than 11 students - data likely not reported	CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 44.81% below baseline(24-25)
1.10	Teacher Credentialing	100% of CUSD teachers are credentialed in their area on instruction	100% of CUSD teachers are credentialed in		100% of CUSD teachers are credentialed in	Maintained baseline of 100% of teachers credentialed in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(monitored internally)	their area on instruction (monitored internally)		their area on instruction	their area of instruction
1.11	Facilities	CUSD Facilities are in good repair (Annual FIT Report)	CUSD Facilities are in good repair (Annual FIT Report)		Maintain CUSD facilities in good repair	Maintained baseline
1.12	ELPI Rates (English Learner Progress Indicator)	CUSD: Orange CGS: Red SLMS: Blue CUHS: No color (less than 11 students) LEFF: No color (less than 11 students) (2023 data from CA Dashboard)	CUSD: Blue CGS: Blue SLMS: Orange CUHS: No color (less than 11 students) LEFF: No color (less than 11 students) (2024 data from CA Dashboard)		CUSD: Green or Blue CGS: at least Yellow SLMS: Green or Blue CUHS: No color (if less than 11 students) or Green or Blue LEFF: No color (if less than 11 students) or Green or Blue (2026 data from CA Dashboard)	District Orange to Blue (met three year goal outcome)

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.

This goal focused on improving outcomes for English Learners (ELs), Long-Term English Learners (LTELs), and Homeless students, particularly in English Language Arts (ELA), Math, and behavior (suspension rates). The district made strong progress in implementing actions aligned to this goal, including the expansion of professional development for language acquisition, use of evidence-based literacy tools (e.g., LETRS, iReady, UFLI, and Language for Learning), and the continuation of MTSS implementation at Cambria Grammar School

(CGS). Additionally, intensive collaboration with San Luis Obispo County Office of Education (SLOCOE) through Differentiated Assistance helped us identify root causes and align supports with student needs. We identified needs, particularly with the depth, coherence, and consistency of implementation of professional development across sites, the overall direction and actions stayed aligned to the goal.

Most planned actions were implemented as designed. The district, in partnership with SLOCOE (Joe Koski and Stacy Summers), conducted multiple data review sessions with site principals and district leadership to identify student performance trends and determine priorities. These meetings confirmed the urgency of improving supports for ELs and Homeless youth—student groups for whom we qualified for Differentiated Assistance based on ELA, Math, and Suspension Rate indicators.

Action 1.1 (Partially Implemented) - We describe this action as partially implemented because we did not offer the Thinking Maps and Write From the Beginning PD as originally planned. We chose, instead, to focus our PD time on ELD Strategies and curriculum (both adopted and supplemental) training. We discovered that, while the ELD training was very valuable, we need to implement a more robust and consistent throughout the year to all teachers Integrated ELD Strategy training for 25-26 because there was not enough training nor coaching to ensure sustainable use of the proven strategies.

Action 1.2 (Fully Implemented)

Action 1.3 (Fully Implemented)

Successes included:

Actions 1.1 and 1.2: Launching early literacy programs including staff trainings (LETRS, UFLI, iReady) with fidelity at CGS, contributing to improvements big district improvements in ELPI. LETRS and iReady data at CGS, for example, show that early interventions are proving successful. CGS will be moving from NWEA to iReady for 2025-26, so that will be a new metric added to the LCAP. There were also improvements in the NWEA scores (Growth and Achievement) at CGS and CUHS.

Santa Lucia Middle School showed an improvement on the ELA CAASPP from 22-23 to 23-24 (40.85% meets or exceeds standards to 45.3%) with a particular success of RFEP students moving from 54% to 62% meets or exceeds standards. This showcases that once students reclassify as fluent English proficient, they are performing well.

Action 1.1: Professional development and collaboration increased staff capacity to use language-rich strategies in instruction. Staff and educational partner input indicates that more training in this area is needed that is consistent and more frequent through the year including coaching for teachers on strategy use.

Challenges / Needs included:

Action 1.1: Varied levels of readiness and implementation of integrated ELD strategies across school sites, particularly where MTSS is just beginning and prior knowledge of integrated ELD strategies varies.
At CUHS, the CAASPP is given only to 11th grade. With our district having such small grade cohorts, year to year variances of achievement can be difficult to accurately name as official trends rather that anomalies that could be attributed to small cohort size. Examples of how

challenging some of this can be are when you look at the CA Dashboard for CUHS, many of the subgroups are "gray" because there are not enough students to show data.

Our ELA performance on state assessments (CAASPP) is concerning, especially for our Unduplicated Pupils (ELs, Homeless, SED students). An example of this is while our ELs did improve in ELA on the CAASPP for SLMS, they moved from 3% to 7% Meets or Exceeds Standards from 22-23 to 23-24. This could partially be attributed to our district in recent years enrolling many more newcomers in upper grades, but this is an area we are specifically addressing in Action 1 and identified through Differentiated Assistance.

Action 1.1: A need for more structured, ongoing support and feedback cycles for instructional strategies introduced through PD.

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

There was one material difference between Budgeted and Estimated Actual Expenditures in this goal area—the amount spent on ELA professional development. While the district had fully planned and budgeted for comprehensive ELA PD, actual expenditures were significantly lower than anticipated due to several key cost-saving factors:

The San Luis Obispo County Office of Education (SLOCOE) reimbursed the district for 50% of the cost of many professional development offerings.

Additional high-quality training, including monthly coaching and walkthroughs by ELD specialists Anna Lisa Vargas (Kern County) and Sammie Cervantez (SLOCOE), was provided at no cost to the district through ongoing partnerships.

ELA curriculum training was included at no additional cost as part of pilot materials and program adoption processes.

Internal staff provided extensive training on LETRS, UFLI, Heggerty, Language for Learning, and Sonday, further reducing reliance on external consultants.

Despite the lower expenditures, the percentage of improved services for unduplicated students (especially ELs and Homeless students) remained high and aligned with planned outcomes. The district delivered all planned actions with fidelity and even expanded teacher learning opportunities due to cost-efficiency and collaboration with partner agencies.

In summary, the material difference in actual spending reflects strategic and cost-effective implementation, not a reduction in services. The district maximized available resources to provide impactful professional development while maintaining and exceeding the intended level of improved services.

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

Actions targeting early literacy and EL supports showed clear effectiveness. Our ELPI rate was BLUE, and our LTEL % decreased for the district. At CGS, he combination of LETRS, iReady, UFLI, and Language for Learning improved student access to foundational literacy and led to measurable growth in ELPI and also was shown on assessments like our iReady pilot and LETRS assessments. Professional development increased teacher use of language-rich strategies, although we recognize that more coaching and improved feedback cycles will improve outcomes and consistency of strategy use.

Effectiveness was less evident at SLMS, where MTSS structures and PD are still in early phases. However, foundational planning is in place for the next year, including a full PD and coaching calendar focused on instructional language strategies.

The Differentiated Assistance work has been highly effective in creating shared understanding across leadership and aligning actions to student needs, especially for ELs and Homeless students.

Action 1: Professional Development and Action 2 (Supports for English Learners and LTELs) (Partially Effective): We see great positive results with our increase in our ELPI rates and our preliminary Spring 2025 ELPAC scores, district wide. We are also seeing super results with our newly implemented ELA support curriculum and assessments which we offered training for staff for, as shown by LETRS data and iReady assessment data at CGS. The ELA CAASPP scores at SLMS from 2023 to 2024 improved from Yellow to Green on the CA Dashboard. We saw improvements for achievement in ELA on the NWEA at CGS and both CGS and CUHS for ELA Growth. Our RFEP rate improved and our LTEL rate decreased by a small amount.   While we had these impressive improvements, we are concerned with how our CAASPP scores showed a decline in ELA, especially at CUHS. We recognize this is one grade of data, and it is a different cohort of students from one year to the next, but it is still a concern that our preliminary data for the CAASPP indicates that our ELA CAASPP performance at CUHS does not look to have had much improvement.

Action 3: Increased Special Education Staffing (Effective): We had great success with both staffing and use of a new SPED program called SONDAY. Because of the successes of our additional SPED teaching staff, we are expanding our offerings to have an SDC classroom at CGS in 2025-26, allowing us to better serve many students who have been placed in educational placement outside our district.

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

Reflections on last year's implementation led to several refinements:

We are adding a year-long, monthly PD series for all teachers and administrators focused on three specific instructional strategies: Language Embedded Objectives, Sentence Frames, and Academic Discourse.

The ELD team will now formally function as an improvement team, collaborating with SLOCOE's DA team and district leadership to review disaggregated data and provide implementation support.

We are expanding our coaching and feedback systems to ensure classroom implementation of PD content.

SLMS will begin structured MTSS PD and planning to build Tier 1 and intervention systems.

Data analysis will be more intentionally disaggregated by student group to ensure we are tracking progress and responding to specific needs.

These changes directly respond to gaps in depth and consistency of implementation and aim to increase both the impact and equity of services for ELs and Homeless students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development and Training	This action addresses the needs indicated through Differentiated Assistance and the RED on the CA Dashboard for ELA Performance for English Learners, Homeless, and Students with Disabilities.. PD and training with a focus on English Language Development, Specific Integrated ELD strategies and ongoing coaching, and supporting LTELs. The Integrated ELD strategies will be language embedded objectives, sentence frames, and academic discourse. We also will focus on MTSS leadership training for SLMS. Additional training includes ELA / ELD support curriculum and designated ELD curriculum training (LETRS, UFLI, Magnetics, English 3D).	$15,000.00	Yes
1.2	Supports for English Learners and LTELs	Last year, after looking at the red indicators on the dashboard at both the LEA and site levels, the LEA completed a needs assessment to examine the root causes of low performance in English learner progress on the ELPI at Cambria Grammar School, specifically, to address the following Red on the 2023 Dashboard: Cambria Grammar- ELPI. We made big progress on ELPI, moving that indicator to BLUE on the dashboard, indicating there was successful results from implementation of LCAP Actions. To build on that success, we will utilize evidence-based support curriculum (Language of Learning, UFLI, Magnetics, LETRS) and designated ELD curriculum (English 3D). The CUSD Board approved	$1,043,140.13	Yes

Action #	Title	Description	Total Funds	Contributing
		policy requiring 30 minutes daily or an every day block of designated ELD for our ELs. In addition to all teachers providing integrated ELD to English Learners, designated ELD will be taught and supported by the following teachers: 1.5 FTE ELD/ELA support teachers at CGS 1.25 FTE ELD teacher at SLMS 1.0 FTE ELD teacher at CUHS (increase from 0.25 FTE) Bilingual aides support English Learners across CUSD. Language needs and increased communication with families are supported by bilingual front office staff at each school site as well as the district office. 1 Bilingual Aide at CUHS 1 Bilingual aide at SLMS (increase from 0.5 in 23-24) 1 Bilingual Kindergarten Aide, 1 Bilingual SPED Aide, 2 Bilingual Gen ED Aides at CGS School libraries and library staff at each site support our English Learners and LTELs. This includes purchasing bilingual and native language literature and resources. Librarians play a critical role in promoting biliteracy, advocating for students' native language development, and promoting a welcoming diverse community. Displaying an abundant offering of texts in the students' native language sends the school community the message that multilingualism is relevant and important. CUSD will provide authentic texts written in the native languages of ELLs: Authentic texts are important because they're usually related to the country and culture of the ELL—not just translated into the native language of the ELL but written with the heart of a native speaker. We will purchase translated texts of popular titles: These books, including graphic novels, can help ELLs connect to other cultures and history while being accessible in their native language. We will continue to offer and purchase more bilingual texts: With these, students can view their native language along with English. They also promote the inclusion and development of the native language. Research based programs and curriculum to support ELD and to expand students' communication and critical thinking in literacy are purchased and		

Action #	Title	Description	Total Funds	Contributing
		implemented throughout the district. These programs and services include: English 3D (grades 4-12), Renaissance Place, Thinking Maps / Write from the Beginning, LETRS (Lexia), Language of Learning (McGraw Hill), SAVVAS - My Perspectives (secondary), and iReady Magnetics provide accessible tools, structure for language acquisition, rating materials, and comprehension quizzes that are leveled for emerging readers and those in need of bilingual support. We added Language of Learning and LETRS as curriculum for early reading instruction that provides EL and Newcomer needs and supports, and data shows great successes with these programs. Adding LETRS and Language of Learning specifically assists the district's LTEL population by proactively addressing reading and literacy needs in the early grades, promoting reclassification early to prevent LTEL status. The districtwide adoption of NWEA provides longitudinal assessments providing direction for RTI grouping and student scheduling and support. For grades k-5, iReady assessments will replace the NWEA giving similar growth and achievement data while providing teachers much more specific resources and strategies to use with students following the assessments.		
1.3	Special Education Staff and Training	CUSD is expanding instruction for students with learning disabilities (SWD) by maintaining the added 0.75 FTE RSP teacher and additional SPED instructional aide staff to address ELA and other needs for students with disabilities. For the 2025-26 school year, CGS will have both a resource class and a SDC class, each taught by a credentialed SPED teacher in their own classroom with SPED Instructional Aide assistance. SPED staff receive training throughout the year to address the language and school needs of SWD. Students with disabilities underperform other student groups on ELA assessments including the CAASPP. Only 11.76% of CUSD Students With Disabilities Meet or Exceed Standards. We have a goal to get this number to at least 38% meets or exceeds standards within two years. Metrics to monitor this action are: CAASPP, NWEA, and other ELA assessment scores for SWD as well as chronic absenteeism and suspension rates for SWD. This Action addresses the RED on the CA Dashboard for SWD for ELA and Math Performance.	$100,336.57	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To accelerate students' academic outcomes in mathematics (Priorities 1, 2, 4, 5, 7, and 8)	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.

Coast Unified has seen some recent improvements in the area of mathematics performance, however, student performance in mathematics continues to lag behind the performance in other academic areas. Success in mathematics is a critical element to higher education and a variety of careers. Only 9.58% of CUSD Students Who are Considered English Learners, 27.58% of CUSD Students Who are Considered Socioeconomically Disadvantaged, 21.88% of CUSD Students With Disabilities, and 24.53% of Homeless CUSD Students Meet or Exceed Standards. The actions below, using the metrics stated, are designed to close the achievement gaps we identified.

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 State Dashboard - Mathematics Performance	All students (average) 48.1 points below standard SWD: 78.3 points below standard SED: 59.2 points below standard EL: 75.2 points below standard Homeless: 55.6 points below standard	All students (average) 58 points below standard SWD: 113.8 points below standard SED: 69 points below standard EL: 82.9 points below standard		All students (average) 10 points below standard SWD: 45 points below standard SED: 35 points below standard EL: 45 points below standard	All students (average) 9.9 points below baseline SWD: 35.5 points below baseline SED: 9.8 points below baseline EL: 7.7 points below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 6.3 points below standard Hispanic: 63.3 points below standard (2023 data from CA Dashboard)	Homeless: 70.2 points below standard White: 14 points below standard Hispanic: 74.7 points below standard (2024 data from CA Dashboard)		Homeless: 35 points below standard White: 20 points above standard Hispanic: 35 points below standard	Homeless: 14.6 points below baseline White: 7.7 points below baseline Hispanic: 11.1 points below baseline (2024 data from CA Dashboard)
2.2	CAASPP Performance (Mathematics)	32.39% of All CUSD Students Meet or Exceed Standards 21.88% SWD Meet or Exceed Standards 27.58% SED Meet or Exceed Standards 24.53% Homeless CUSD Students Meet or Exceed Standards 9.58% EL Meet or Exceed Standards 50.73% EO Meet or Exceed Standards 46.40% English Only, IFEP, or RFEP Meet or Exceed Standards 56.61% White Meet or Exceed Standards 24.07% Hispanic Meet or Exceed Standards (2023 data from https://caaspp-elpac.ets.org/caaspp/)	28.19% of All CUSD Students Meet or Exceed Standards 8.82% SWD Meet or Exceed Standards 24.24% SED Meet or Exceed Standards 26.66% Homeless CUSD Students Meet or Exceed Standards 11.22% EL Meet or Exceed Standards 42.11% EO Meet or Exceed Standards 38.50% English Only, IFEP, or RFEP Meet or Exceed Standards 45.45% White Meet or Exceed		50% of CUSD students Meet or Exceed Standards 35% SWD Meet or Exceed Standards 40% SED Meet or Exceed Standards 38% Homeless CUSD Students Meet or Exceed Standards 30% EL Meet or Exceed Standards 60% EO Meet or Exceed Standards 55% English Only, IFEP, or RFEP Meet or Exceed Standards 65% White Meet or Exceed Standards 40% Hispanic Meet or Exceed Standards	4.2% below baseline for All CUSD Students Meet or Exceed Standards (BB= Below Baseline; AB = Above Baseline) 13.06% BB SWD Meet or Exceed Standards 3.34% SED Meet or Exceed Standards 2.13% BB Homeless CUSD Students Meet or Exceed Standards 1.64% BB EL Meet or Exceed Standards 8.62% EO Meet or Exceed Standards 7.9% BB English Only, IFEP, or RFEP Meet or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standards 21.54% Hispanic Meet or Exceed Standards (2024 data from https://caaspp-elpac.ets.org/caaspp/)			Exceed Standards 11.16% BB White Meet or Exceed Standards 2.53% Hispanic Meet or Exceed Standards (2024 data from https://caaspp-elpac.ets.org/caaspp/)
2.3	NWEA Performance (Mathematics)	NWEA District Average RIT Score (grades 1 - 12) and sites Growth % from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 211 CGS Growth: 46% CGS Achievement: 37% SLMS Growth: 62% SLMS Achievement: 40% CUHS Growth: 49% CUHS Achievement: 39% LEFF Growth: 30% LEFF Achievement: 17% (23-24 Data from NWEA)	NWEA District Average RIT Score (grades 1 - 12) and sites Growth % from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 205.8 CGS Growth: 52% CGS Achievement: 33% SLMS Growth: 48% SLMS Achievement: 37% CUHS Growth: 57% CUHS Achievement: 32% LEFF Growth: 2% (1 student)		NWEA District Average RIT Score (grades 1 - 12) and sites Growth % from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 211 CGS Growth: 55% CGS Achievement: 50% SLMS Growth: 65% SLMS Achievement: 50% CUHS Growth: 55% CUHS Achievement: 50% LEFF Growth: 50% LEFF Achievement: 35%	NWEA District Average RIT Score (grades 1 - 12) and sites Growth % from Fall to Winter, sites Achievement % Winter: District Winter Average RIT Score: 5.2 points below baseline CGS Growth: 6% above baseline CGS Achievement: 4% below baseline SLMS Growth: 14% below baseline SLMS Achievement: 3% below baseline CUHS Growth: 8% above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LEFF Achievement: 5% (1 student) (24-25 Data from NWEA)			CUHS Achievement: 7% below baseline LEFF Growth: 28% below baseline(1 student) LEFF Achievement: 12% below baseline(1 student) (24-25 Data from NWEA)
2.4	Teacher Credentialing	100% of CUSD teachers are credentialed in their area(s) of instruction (locally monitored)	100% of CUSD teachers are credentialed in their area(s) of instruction (locally monitored)		100% of CUSD teachers are credentialed in their area(s) of instruction	Maintained Baseline (100%)
2.5	Implementation of Standards-Based Curriculum	CUSD utilizes CA Common Core, standards-based curriculum and content (locally monitored)	CUSD utilizes CA Common Core, standards-based curriculum and content (locally monitored)		CUSD utilizes CA Common Core, standards-based curriculum and content. Additionally, CGS will have adopted a research-based, effective and proven standards-aligned math curriculum	Maintained Baseline
2.6	EAP Math (CAASPP for 11th grade) Meets or Exceeds Standards	CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding standards: 41.94% of total 11	CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or exceeding		CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or	CUSD (CUHS and LEFFINGWELL) 11 grade students meeting or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		grade students 30.77% of SED students EL, Foster, SWD, and Homeless Youth - less than 11 students - data not reported (2023 data from https://caaspp-elpac.ets.org/caaspp/)	standards: 18.37% of total 11 grade students 10% of SED students EL, Foster, SWD, and Homeless Youth - less than 11 students - data not reported (2024 data from https://caaspp-elpac.ets.org/caaspp/)		exceeding standards: 55% of total 11 grade students 40% of SED students EL, Foster, SWD, and Homeless Youth - less than 11 students - data not reported	exceeding standards: 23.57% below baseline for all 11 grade students 20.77% below baseline for SED students

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.

All actions under this goal were implemented as planned, including districtwide professional development focused on math instruction and targeted interventions at each school site. Trainings and staff meeting presentations addressed integrated ELD strategies in math, CAASPP interim assessments, and data analysis to align instruction with student needs as well as intensive training for CGS staff with iReady math curriculum. A notable challenge was the drop in CAASPP math scores at CUHS, which was primarily due to a very small 11th grade cohort with a high number of students with identified needs including learning disabilities, adverse experiences, and newcomers. Despite these challenges, we expanded support systems such as co-teaching and math interventions, and recent NWEA data indicates improvement.

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

There were no material or substantive differences between the budgeted expenditures and the actual expenditures for this goal. All allocated funds were fully spent as planned. This ensured full implementation of the intended math PD and intervention supports for our unduplicated student groups. As such, our estimated and actual percentages of improved services remained aligned.

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

While full implementation occurred, the impact on CAASPP math scores at CUHS was limited due to the unique characteristics of the 11th-grade cohort. However, math scores on the NWEA showed math growth at CGS and CUHS, suggesting the added interventions and co-

teaching models are making a difference. Staff report increased confidence in delivering math instruction using integrated language supports and was interested in having more coaching and training for integrated ELD strategy use in mathematics. The data indicate that while more time is needed for sustained growth, the actions taken are effectively laying a foundation for improved student outcomes.

Actions 2.1, 2.2, and 2.3: (Partially Effective): Successes: We successfully piloted and now are adopting a new Math program at CGS called iReady. This program has so many tools and features that provide teachers assessment data as well as the next steps for student supports and interventions. Both CGS and CUHS showed improvements on the GROWTH indicator on the Math NWEA. Both SLMS and CUHS put in place a new math curriculum that they adopted in 2024 called SAVVAS. Concerns: Where we are not showing effectiveness is that our preliminary CAASPP data for 2025 for Math is not showing growth (minimal for some, decline for other cohorts) for cohorts as they move up grades. For example 3rd graders in 2024 had 37% meets or exceeds standards and that group in 2025 shows preliminary results of 38%. For the 4th to 5th, they stayed at 26% both years. For 5th to 6th they went from 37% to 42% (Good Growth). For 6th to 7th 22% to 23%. For 7th to 8th grade, 34% to 24%. For 11th grade, though different students, math meets or exceeds from 24 and 25 (prelim) are: 20% to 8%.

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

Based on reflections and data analysis, no major changes to the goals or metrics are planned. Action 2.1, however, will be including more focused and specific training for math teachers as well as ongoing coaching for Integrated ELD Strategy use during mathematics instruction; however, targeted supports will be intensified for next year's 11th-grade class, which also has known academic and social-emotional needs. PD will be expanded to include alignment with newly adopted or piloted math curricula at the elementary level to ensure all teachers receive the training. The district will continue strengthening co-teaching and math support sections, particularly at CUHS, to provide more individualized instruction. These adjustments aim to ensure that our supports match the unique needs of our student cohorts year to year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development in Math for Staff	This is a Differentiated Assistance Action. PD and training with a focus on mathematics instruction at all grades. This includes Integrated ELD Strategies for Math training, iReady Math training, the language of math, sentence stems for mathematics, aligning instruction with the rigor of state assessments, and delivery of the CAASPP Interim Assessments in math. Across the district and notable at the high school level, math scores on the CAASPP have fallen. especially for ELs. Knowing that so much of math is language based, the district focus that all staff receives the integrated ELD strategies specifically addresses the language needs associated with math	$6,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction. The staff PD will include MTSS leadership training which focuses on data analysis and next steps. CGS staff will receive training on the iReady assessments and follow up instructional strategies. CGS adopted iReady as it's math curriculum. PD aligned with this adoption will be part of the 25-26 PD plan.		
2.2	Math Intervention and Support	The district provides math intervention and support at all sites. Support is provided during the school day and before / after school. Intervention and support is provided during regular instruction, as pullouts with a qualified intervention teacher / support staff, offered as a section of math support, or provided during school homeroom or advisory periods. Math support is offered in Spanish for students who need it. The high school is adding math support through additional sections of co-teaching.	$203,270.84	Yes
2.3	Math Curriculum and Materials	Math Curriculum that is aligned with the 2023 CA Mathematics Framework as well as the CA Common Core Standards for Mathematics will be purchased and used. This includes a new math curriculum (iReady which includes assessment which replace NWEA for CGS) for CGS as well as digital support elements for math foundational skills beyond what the adopted curricula addresses.	$9,465.50	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To advance students' college and career readiness (Priorities 3, 4, 5, 6, 7, and 8)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal of advancing college and career readiness for students aligns with CUSD Vision and Mission statements, which are: Vision: Produce healthy, contributing and resilient members of a global society. Mission: Coast Unified School District will commit their talents and resources every day to support the mental, physical, and emotional well-being of students and families, remove barriers to learning and development, and focus on developing tomorrow's leaders today. The actions below, using the metrics stated, are designed to close the achievement gaps we identified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA State Dashboard College / Career Readiness	Very High (96.9%) (2023 data from CA Dashboard)	Very High (96.7%) (2024 data from CA Dashboard)		Very High (100%)	0.2% below baseline
3.2	A-G Requirement Completion Rate	77.4% (2023) 60% (2024) (Data from School Reported Completion Rates)	21% (2025) (Data from School Reported Completion Rates)		90%	56.4% below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	AP Tests Passage Rate	59% (2023) (Data from AP passage rates, internally kept, based on actual scores)	48% (2024)		60%	11% below baseline
3.4	CUHS Graduation Rate	96.9% (2023) (Data from CA Dashboard)	100% (2024) (Data from CA Dashboard) 100% (2025) (School Reported)		100%	3.1% above baseline
3.5	Attendance Rates	CUSD: 94.13% CGS: 95.25% SLMS: 94.72% CUHS: 92.58% LEFF: 88.63% (2023-24 data from Infinite Campus Attendance ADA Report)	CUSD: 93.14% CGS: 94.61% SLMS: 94.06% CUHS: 90.87% LEFF: 80.91% (2024-25 data from Infinite Campus Attendance ADA Report)		CUSD: 96% CGS: 96% SLMS: 96% CUHS: 96% LEFF: 96%	CUSD: 0.99% below baseline CGS: 0.64% below baseline SLMS: 0.66% below baseline CUHS: 1.71% below baseline LEFF: 7.72% below baseline (2024-25 data from Infinite Campus Attendance ADA Report)
3.6	Middle School Drop Out Rate	0% (2023-24 Data - School Reported)	0% (2024-25 Data - School Reported)		0%	Baseline (0%) maintained
3.7	High School Dropout Rate	0% (2023-24 Data - School Reported)	0% (2024-25 Data - School Reported)		0%	Baseline (0%) maintained
3.8	Suspension Rates	All CUSD: 5% CUSD SWD: 7.60%	All CUSD: 5.7% CUSD SWD: 8%		All CUSD: 3% CUSD SWD: 3%	All CUSD: 0.7% above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CUSD ELD: 3% CUSD SED: 5.70% CUSD White: 9.50% CUSD Hispanic: 3.70% CUSD Homeless: 4.90% CUHS All: 8.7% CUHS SED: 10.3% CUHS White: 15.4% (2023 data from CA Dashboard)	CUSD ELD: 8% CUSD SED: 6.9% CUSD White: 3.4% CUSD Hispanic: 6.7% CUSD Homeless: 9.8% CUSD LTEL: 15.7% CUHS All: 8.1% CUHS: Hispanic: 10% CUHS SED: 9.5% CUHS White: 2.7% (2024 data from CA Dashboard)		CUSD ELD: 1% CUSD SED: 3% CUSD White: 3% CUSD Hispanic: 2% CUSD Homeless: 2% CUHS All: 4% CUHS SED: 4% CUHS White: 4%	CUSD SWD: 0.4% above baseline CUSD ELD: 5% above baseline CUSD SED: 1.2% above baseline CUSD White: 6.1% below baseline CUSD Hispanic: 3% above baseline CUSD Homeless: 4.9% above baseline CUSD LTEL: not a data point in 2023 CUHS All: 0.6% below baseline CUHS SED: 0.8% below baseline CUHS White: 12.7% below baseline (2024 data from CA Dashboard)
3.9	Expulsion Rates	0.2% All Schools 0% CGS 0% SLMS 0.6% CUHS 0% LEFF (2023 data from CA Dashboard)	0.4% All Schools 0% CGS 0% SLMS 1.2% CUHS 0% LEFF (2024 data from CDE)		0% All Schools 0% CGS 0% SLMS 0% CUHS 0% LEFF	0.2% above baseline for All Schools 0% CGS - maintained 0% SLMS - maintained 0.6% above baseline for CUHS 0% LEFF - maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(2024 data from CDE)
3.10	Chronic Absenteeism (Grades TK-8)	All K-8: 23.40% K-8 SWD: 41.90% K-8 EL: 20.60% K-8 SED: 22.70% K-8 White: 28.40% K-8 Hispanic: 21.30% K-8 Homeless: 25% (2023 data from CA Dashboard) ** Prelim data for 2023-24 CGS: 8.96% SLMS: 19.08% (2023-24 data from Infinite Campus Attendance Reports)	All K-8: 12.7% K-8 SWD: 18.6% K-8 EL: 12.8% K-8 SED: 12.2% K-8 White: 20% K-8 Hispanic: 9.8% K-8 Homeless: 13.5% K-8 LTEL: 13.8% (2024 data from CA Dashboard)		All K-8: 7% K-8 SWD: 12% K-8 EL: 6% K-8 SED: 6% K-8 White: 7% K-8 Hispanic: 5% K-8 Homeless: 7%	ALL K-8: 10.7% below baseline - big improvement in attendance
3.11	CTE Pathway Completion	7 students (2023) 6 students (2024) (Data from CUHS enrollment and completion rates - internal data)	27 (2025) (Data from CUHS enrollment and completion rates - internal data)		10 students	WELL above baseline and WELL beyond three year goal. 27 completers in 2025.
3.12	CAST (CA Science Test) Results	CUSD: 33.02% Grade 5: 30.56% Grade 8: 30.77% CUHS: 38.71% (2023 data from https://caaspp-elpac.ets.org/caaspp/)	CUSD: 20.35% Grade 5: 25.93% Grade 8: 32.43% CUHS: 9.09% (2024 data from https://caaspp-elpac.ets.org/caaspp/)		CUSD: 43% Grade 5: 42% Grade 8: 42% CUHS: 48%	CUSD: 12.67% below baseline Grade 5: 4.63% below baseline Grade 8: 1.66% above baseline CUHS: 29.62% below baseline (2024 data from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						https://caaspp-elpac.ets.org/caaspp/)
3.13	Parent involvement in programs designed to support unduplicated students (SED, homeless and foster youth, and EL) and SWD	PIQE: 60 Parent Graduates; 75 Parent Participants: approximately 25% of parents of district students represented (2023-24 data from internal data collection and sign in sheets from Parent trainings / programs)	PIQE and DELAC: 35 Parent Graduates; 80 Parent Participants approximately 30% of parents of district students represented. We also held an immigration / information forum with multiple presenters that approximately 80 parents attended. (2024-25 data from internal data collection and sign in sheets from Parent trainings / programs)		PIQE and other annual Parent Trainings: 50% of parents of district students represented	5% above baseline
3.14	California Healthy Kids Survey: Safety, Motivation, Drug / Alcohol Use, School Connectedness	CA Healthy Kids Survey from the 2023-24 school year: The CA Healthy Kids survey demonstrated the following results: School Connectedness: Grade 6: 63% Grade 7: 66% Grade 9: 61% Grade 11: 56%	CA Healthy Kids Survey from the 2024-25 school year: The CA Healthy Kids survey demonstrated the following results: School Connectedness:		CA Healthy Kids Survey from the 2026-27 school year: The CA Healthy Kids survey demonstrated the following results: School Connectedness:	CA Healthy Kids Survey from the 2024-25 school year: The CA Healthy Kids survey demonstrated the following results (AB = above baseline;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Perceived as Safe or Very Safe: Grade 6: 55% Grade 7: 83% Grade 9: 69% Grade 11: 69% Chronic Sad or Hopeless Feelings in the last 12 months: Grade 6: 31% Grade 7: 24% Grade 9: 31% Grade 11: 31% Being Afraid of Being Beat up at School (felt this at least 1 time): Grade 6: 43% Grade 7: 14% Grade 9: 17% Grade 11: 7% Academic Motivation: Grade 6: 71% Grade 7: 62% Grade 9: 45% Grade 11: 42% Current Alcohol or Drug Use: Grade 6: 3% Grade 7: 17% Grade 9: 11% Grade 11: 10% Cyberbullying: Grade 6: 52% Grade 7: 32% Grade 9: 44% Grade 11: 38% (2024 data from CHKS)	Grade 5: 72% Grade 6: not surveyed Grade 7: 66% Grade 9: 61% Grade 11: 54% School Perceived as Safe or Very Safe: Grade 5: 85% Grade 7: 75% Grade 9: 87% Grade 11: 79% Chronic Sad or Hopeless Feelings in the last 12 months: Grade 5 (frequent sadness): 18% Grade 6: not surveyed Grade 7: 22% Grade 9: 38% Grade 11: 33% Being Afraid of Being Beat up at School (felt this at least 1 time): Grade 5: not on survey Grade 6: not surveyed Grade 7: 21% Grade 9: 3% Grade 11: 7% Academic Motivation:		Grade 5: 85% Grade 7: 85% Grade 9: 85% Grade 11: 85% School Perceived as Safe or Very Safe: Grade 5: 85% Grade 7: 85% Grade 9: 85% Grade 11: 85% Chronic Sad or Hopeless Feelings in the last 12 months: Grade 5 (frequent sadness): 0% Grade 7: 0% Grade 9: 0% Grade 11: 0% Being Afraid of Being Beat up at School (felt this at least 1 time): Grade 7: 0% Grade 9: 0% Grade 11:0% Academic Motivation: Grade 5: 85% Grade 7: 80% Grade 9: 75% Grade 11: 70% Current Alcohol or Drug Use:	BB = Below Baseline): School Connectedness: Grade 5: (not surveyed baseline year) Grade 7: maintained baseline Grade 9: maintained baseline Grade 11: 5% AB School Perceived as Safe or Very Safe: Grade 5: 85% (not surveyed baseline year) Grade 7: 8% BB Grade 9: 18% AB Grade 11: 10% AB Chronic Sad or Hopeless Feelings in the last 12 months: Grade 5 (frequent sadness): 18% (not surveyed baseline year) Grade 7: 2% BB Grade 9: 7% AB Grade 11: 2% AB Being Afraid of Being Beat up at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 5: 72% Grade 6: not surveyed Grade 7: 74% Grade 9: 57% Grade 11: 58% Current Alcohol or Drug Use: Grade 5: not on survey Grade 6: not surveyed Grade 7: 5% Grade 9: 10% Grade 11: 3% Cyberbullying: Grade 5: 26% Grade 6: not surveyed Grade 7: 36% Grade 9: 15% Grade 11: 17% (2025 data from CHKS)		Grade 7: 0% Grade 9: 0% Grade 11: 0% Cyberbullying: Grade 5: 20% Grade 7: 20% Grade 9: 20% Grade 11: 20%	School (felt this at least 1 time): Grade 7: 7% AB Grade 9: 14% BB Grade 11: maintained baseline Academic Motivation: Grade 5: (not surveyed baseline year) Grade 7: 12% AB Grade 9: 12% AB Grade 11: 16% AB Current Alcohol or Drug Use: Grade 5: not on survey Grade 7: 12% BB Grade 9: 1% BB Grade 11: 7% BB Cyberbullying: Grade 5: (not surveyed baseline year) Grade 7: 4% AB Grade 9: 29% BB Grade 11: 21% BB (2025 data from CHKS)
3.15	% of students regularly participating in a fine arts program offered at school.	CGS: 100% SLMS: 52% CUHS: 82.6% LEFF: 100%	CGS: 100% SLMS: 58.4% CUHS: 80% LEFF: 100%		CGS: 100% SLMS: 80% CUHS: 90% LEFF: 100%	CGS: maintained baseline at 100% SLMS: 6.4% above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 from Student Enrollment data and classes offered)	(2024-25 from Student Enrollment data and classes offered)			CUHS: 2.6% below baseline LEFF: maintained baseline at 100% (2024-25 from Student Enrollment data and classes offered)
3.16	PFT (Physical Fitness Test) %	5th Grade 5/5 Criteria: 69% 5th Grade Mile Criteria: 86% 5th Grade Push Up Criteria: 76% 7th Grade 5/5 Criteria: 48% 7th Grade Mile Criteria: 89% 7th Grade Push Up Criteria: 57% 9th Grade 5/5 Criteria: 13.2% 9th Grade Mile Criteria: 57.9% 9th Grade Push Up Criteria: 76.3% (2024 PFT Results - Internally collected)	5th Grade 5/5 Criteria: 44% 5th Grade Mile Criteria: 53% 5th Grade Push Up Criteria: 64% 7th Grade 5/5 Criteria: 68% 7th Grade Mile Criteria: 97% 7th Grade Push Up Criteria: 88% 9th Grade 5/5 Criteria: 45% 9th Grade Mile Criteria: 67.5% 9th Grade Push Up Criteria: 60% (2025 PFT Results - Internally collected)		5th Grade 5/5 Criteria: 75% 5th Grade Mile Criteria: 90% 5th Grade Push Up Criteria: 81% 7th Grade 5/5 Criteria: 60% 7th Grade Mile Criteria: 93% 7th Grade Push Up Criteria: 67% 9th Grade 5/5 Criteria: 40% 9th Grade Mile Criteria: 70% 9th Grade Push Up Criteria: 86%	5th Grade 5/5 Criteria: 25% BB 5th Grade Mile Criteria: 33% BB 5th Grade Push Up Criteria: 12% BB 7th Grade 5/5 Criteria: 20% AB 7th Grade Mile Criteria: 9% AB 7th Grade Push Up Criteria: 31% AB 9th Grade 5/5 Criteria: 31.8% AB 9th Grade Mile Criteria: 9.6% AB 9th Grade Push Up Criteria: 16.3% BB (2025 PFT Results - Internally collected)

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.

This goal was implemented as planned, with all allocated funds expended on the intended actions. The actions supported a wide range of college and career offerings across the district, including CTE Pathways, AP courses, the arts, and social-emotional advisory programs. These offerings were delivered at all three school sites—CGS, SLMS, and CUHS—ensuring broad access to enrichment and college/career readiness experiences. There were no substantive differences between the planned and implemented actions.

Despite full implementation, SLMS did not demonstrate improvement in all targeted areas. Specifically, some social-emotional indicators on the CHKS showed declines, and chronic absenteeism remained a challenge. These outcomes highlight a need for strengthened MTSS systems and school climate supports, particularly at the middle school level. A notable challenge was the drop in CAASPP science CAST scores at CUHS, which was primarily due to a very small 11th grade cohort with a high number of students with learning disabilities, adverse experiences, and newcomers. Despite these challenges, we expanded support systems such as co-teaching and interventions.

The CHKS survey data indicates success in that most students indicate they are feeling connected and safe at school. CUHS added a lot of supports including additional counseling when traumatic school situations arose as well as consistent, additional yard supervision. The positive changes indicated on the healthy kids survey show CUHS students feel much safer, motivated, and connected at school since last year. These successes look to have transferred beyond the school grounds as their reports of cyberbullying have significantly decreased as well.

As a district, chronic absenteeism improved greatly. This improvement was primarily seen in the younger K-5 grade levels. The practices implemented at CGS were specific and included parents being informed before school started and throughout the year what effects missing school has on student performance.

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

There were no material differences. All funds budgeted for this goal were expended as planned, and the estimated actual percentages of improved services align with those originally planned.

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

While many actions under this goal continue to provide robust opportunities for students and remain valued by educational partners, effectiveness varied by site. The offerings helped maintain or enhance student engagement, especially through programs like One Cool Earth, arts education, and expanded CTE pathways. However, SLMS did not meet expectations in improving school connectedness or reducing chronic absenteeism. The CHKS data and attendance indicators show that further targeted efforts are needed to support middle school students' well-being and connection to school.

3.1 Staffing and Supplies for College and Career Offerings
(CUHS: CTE Pathways, AP, Theater, Cuesta Concurrent Enrollment; SLMS: Robotics, Digital Design, Business Computing, Mariachi, One Cool Earth; CGS: Art, Music, One Cool Earth, Additional Science, Coding for Kids)

Status: Partially Effective

Successes:

CCI: Increased from 70.2% (2019) to 96.97% (2024)

AP pass rate: Rebounded to 48% (2024) after pandemic dip

CTE Pathway Completers: Increased from 7 (2023) to 27 (2025)

New/Expanded Offerings: Mariachi and Coding for Kids enhanced student engagement

Concerns:

Preliminary 2025 CAST Scores suggest a decline in science performance at both CGS and CUHS

3.2 Support Courses and Interventions
(Summer School, Homework Club, Credit Recovery, After-School Tutoring, Counseling, The Link, Advisory)

Status: Partially Effective

Successes:

Graduation Rate (CUHS): Improved to 100% (2024)

Academic Motivation (CHKS): Improved in Grades 7, 9, and 11

School Safety Perception (CUHS, CHKS): Grade 9 students reporting they feel safe rose from 69% to 87%

Concerns:

Suspension Rate: RED Dashboard indicator in 2024 for Homeless, SWD, and EL students

Improvement anticipated in 2025 due to expanded interventions and SEL supports

3.3 After-School and Expanded Learning

(ASES/Champions at CGS and SLMS)

Status: Effective

Successes:

90 students participated at CGS

Program expanded to SLMS

Attendance Data: Linked to improved chronic absenteeism (from 23.4% to 12.7%)

3.4 Transportation

Status: Effective

Successes:

Attendance Improvement: Transportation supported daily attendance, contributing to the reduction in chronic absenteeism

Expanded services improved student access to after-school and academic support

3.5 Technology Access
(1:1 Devices for Grades 1–12)

Status: Effective

Successes:

Maintained equitable access to learning tools across all grade levels

No gaps reported in access or functionality

3.6 District Translator
Status: Effective

Successes:

Improved parent access to school communications

Supported engagement in DELAC, PIQE, and district immigration/information forums

3.7 Parent Training and Involvement
(PIQE, DELAC, Immigration Forums, PTA)

Status: Effective

Successes:

Parent engagement increased from 25% to 50% districtwide

80 parents attended districtwide informational forums

35 parents graduated from PIQE and DELAC combined

Surpassed baseline of 45% parent participation

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.

For the coming year, the district plans to build on strengths and maintain or augment the programs and practices that are proving to be successful while adjusting or replacing practices that are not providing the results we expect. In response to these findings, the 2025–26 LCAP will include the addition of MTSS leadership training to strengthen Tier 1 systems and climate supports at SLMS. To address ongoing concerns with student connectedness and well-being, particularly among English Learners and Homeless students, the site will utilize the School Connect 4.0 program (year one of a three-year commitment) and enhance yard supervision at SLMS. These changes are intended to improve social-emotional outcomes and support inclusive, safe learning environments. Action 3.2 is a Differentiated Assistance Action.

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	Staffing and Supplies for College and	To promote college and career readiness, CUSD offers many college and career courses including CTE Pathway courses, Advanced Placement Courses, Arts courses and instruction, Social / Emotional Advisories,	$605,451.64	Yes

Action #	Title	Description	Total Funds	Contributing
	Career Specific Offerings	Digital Media Instruction, our Agricultural Pathway, co-taught classes, and more.		
3.2	Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready	After looking at the red indicators on the dashboard at both the LEA and site levels, the LEA completed a needs assessment to examine the root causes of the Suspension Rate in the district which revealed that social / emotional counseling for students is needed to continue. Specifically, this action - social / emotional counseling (and social/emotional advisory at CUSD in action 3.1) addresses the following needs identified through the Differentiated Assistance process: CUSD ELD Students: Suspension Rate CUSD Homeless Students: Suspension Rate Summer School, Homework Clubs, Credit Recovery, and Interventions and offered to target students at risk of not graduating or at risk of not accessing college opportunities. This support includes providing students academic support through additional hours for credentialed and classified staff. Social / emotional counseling is offered to students at all sites. SLMS will implement MTSS Leadership training as well as utilize School-Connect 4.0, modules based on CASELs Social / Emotional Learning. This is a Differentiated Assistance Action as well as an action designed to address the suspension rates for Homeless, EL, LTEL, Homeless, and Hispanic students were in the RED category on the CA Dashboard.	$143,137.76	Yes
3.3	ASES After School Care	ASES (Champions) after school care includes homework support, enrichment opportunities, athletics, arts, and science curriculum). This action addresses the formerly RED now Yellow California Dashboard indicator for chronic absenteeism.	$387,600.00	Yes
3.4	Transportation	After looking at the red indicators on the dashboard at both the LEA and site levels, the LEA completed a needs assessment to examine the root causes of Chronic Absenteeism in the district. It was determined that providing home to school transportation at no cost to our EL, SED, Homeless and Foster Youth is essential to promote better attendance.	$102,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Specifically, this action addresses the following areas on the 2024 Dashboard: ALL: Chronic Absenteeism - YELLOW CUSD Provides Home to school transportation at no cost to students. This action addresses the California Dashboard indicator for chronic absenteeism.		
3.5	Technology	CUSD provides to it's students 1:1 devices grades 1 - 12. CGS will have multiple sets of Chromebooks replaced in 25-26	$75,000.00	Yes
3.6	District Translator	CUSD has a District Translator to promote the communication with and success of our students and families who speak Spanish as their native language.	$39,788.59	Yes
3.7	Parent Training and Involvement that promotes college and career readiness	Parent trainings (like Parent Institute for Quality Education) and parent involvement opportunities at school are offered throughout the year to maximize the home school connection, promote academic achievement, and improve attendance rates.	$13,310.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Leffingwell High School is an "equity multiplier school". This goal is to promote college and career readiness for our students that attend Leffingwell High School, our district's continuation high school. These funds are legally required to be used to provide services and supports that go above and beyond regular educational expenditures, targeting improved academic, behavioral, social-emotional, and college and career readiness outcomes for students who have been historically underserved. At present, Leffingwell Continuation High School does not have students actively enrolled. However, we are committed to utilizing the Equity Multiplier Funds to enhance and expand our program in a way that is sustainable and meaningful for future students. In the event enrollment resumes, these funds will support a comprehensive plan for student success. This goal / action is not contributing. Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Coast Unified School District is receiving $50,000 in Equity Multiplier Funds for the 2025-26 school year, specifically designated for Leffingwell Continuation High School, a qualifying Equity Multiplier school. These funds are legally required to be used to provide services and supports that go above and beyond regular educational expenditures, targeting improved academic, behavioral, social-emotional, and college and career readiness outcomes for students who have been historically underserved.

At present, Leffingwell Continuation High School does not have students actively enrolled. If we do have enrollment, we are committed to utilizing the Equity Multiplier Funds to enhance and expand our program in a way that is sustainable and meaningful for future students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP and NWEA (ELA, MATH, Science) and EAP ELA and Math results. We also keep track of where students go after graduation (college, career, etc). We plan to see improvements for all of these measures each year.	Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.	Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.		Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.	Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.
4.2	% of Leffingwell students having college and career experiences that align with instruction at least weekly in the Skills Pavilion.	Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.	Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.		100% of students, but because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.	Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.

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.

Leffingwell experienced a significant enrollment decline, with no students enrolled for part of the year and none currently projected for next year. As a result, we did not implement new "up and beyond" services using Equity Multiplier funds. However, the Skills Pavilion was utilized extensively to support hands-on, project-based learning aligned with academic, behavioral, social-emotional, and college/career goals.

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.

Due to the absence of eligible students, Equity Multiplier funds are not expended as budgeted because we do not have allowable expenses. The estimated actual expenditures and percentage of improved services are therefore significantly lower than planned.

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

The Skills Pavilion supported meaningful, standards-aligned learning for enrolled students early in the year. However, overall impact was limited by declining enrollment and lack of sustained student participation.

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

Given the continued absence of enrolled students, no new actions or expenditures are currently planned for Equity Multiplier funds. We will reassess and implement when eligible student enrollment resumes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	If we have enrollment, expanding and enhancing Leffingwell Continuation High School Supports	Leffingwell Continuation High School is an "equity multiplier school". This goal is to promote college and career readiness for our students that attend Leffingwell High School, our district's continuation high school. These funds are legally required to be used to provide services and supports that go above and beyond regular educational expenditures, targeting improved academic, behavioral, social-emotional, and college and career readiness outcomes for students who have been historically underserved. At present, Leffingwell Continuation High School does not have students actively enrolled. However, we are committed to utilizing the Equity Multiplier Funds to enhance and expand our program in a way that is sustainable and meaningful for future students. In the event enrollment resumes, these funds will support a comprehensive plan for student success. This goal / action is not contributing. Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally. This action is not contributing.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Because Leffingwell High School has less than 11 students, to protect privacy, data to measure the success of this action is kept internally.		

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
$$2,122,833	$

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
7.636%	0.000%	$0.00	7.636%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development and Training **Need:** This is a Differentiated Assistance Action. Data from CAASPP, ELPAC, NWEA, and other assessments like trimester writing assessments indicate ELs, LTELs, homeless, SWD, and socioeconomically disadvantaged students perform significantly lower than EO students. Examples of this are that only	PD and training with a focus on English Language Development, Integrated/Designated ELD instruction and strategies, MTSS, early childhood language acquisition, and support for LTELs specifically focus on the identified ELA achievement needs that were identified through data and the Differentiated Assistance process. The PD will be aligned with the principles and goals of the CA EL Roadmap. Information about the roadmap can be found at:	CAASPP ELA Meets / Exceeds Results for all demographic groups including EL and Homeless students; EL Reclassification Rate; LTEL rates; NWEA and iReady ELA Growth and Achievement; ELPAC scores, CA Dashboard ELA Performance Data,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	11.34% of ELs, 22.03% homeless, 0% of LTELs, and 30.33% socioeconomically disadvantaged students scored meets or exceeds standards on the 2024 ELA CAASPP compared to 56.57% of English Only students, 64.28% non SED, and 39.9%% Not Homeless students. CUSD has 33 (6.3%) LTEL students. We want to reduce that percentage to 3% in two years. Educational partner feedback (surveys and forums) indicate that the staff, parents, and community support specific training for staff on EL strategies and language acquisition. See also Educational Partner Feedback Reflections: Annual Performance, and Metric Sections. **Scope:** LEA-wide	https://www.cde.ca.gov/sp/el/rm/rmpolicy.asp. To address the challenge is limited access to rigorous content for LTELs, district staff will receive training that focuses on three integrated ELD strategies to support the reclassification of LTELs and receive ongoing coaching and feedback. This includes providing strategies for teachers to support LTELs though making connections to their background knowledge and explicit instruction according to literacy demands. Teachers (TK-12) will receive training that focuses on making grade level content more accessible while promoting language development and supporting the tools and knowledge LTELs need to reclassify. Realizing preventing students becoming LTELs can be supported at all grades, specifically the early grades, training on early reading strategies, phonics instruction, and language development will be offered to grades TK-3 teachers and support staff. Because our unduplicated (EL, SED, homeless and foster) student percentage is 89%, PD addressing the entire LEA will encompass all our ELD, socioeconomically disadvantaged (SED), homeless and foster youth students. We have already seen successes with the MTSS processes at CGS. We plan to expand MTSS training to upper grades. We expect that the LTEL rates will decrease, and the RFEP, ELPI, CAASPP, EAP, and ELPAC scores will increase for low-income, English Learners, Homeless, and Foster Youth students, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, Homeless, and Foster Youth	ELPI rates, and the EAP ELA scores We will also seek educational partner feedback regarding the progress on this action.

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
		students. However, because we expect that all students will benefit from the professional development and training staff receives, this action is provided on an LEA wide basis.	
2.1	**Action:** Professional Development in Math for Staff **Need:** Data from CAASPP, NWEA, and other assessments like curriculum assessments indicate ELs, LTELs, homeless, SWD, and socioeconomically disadvantaged students perform significantly lower than EO students in math. Examples of this are that only 11.22% of ELs, 26.66% homeless, and 24.42% socioeconomically disadvantaged students, and 8.82% SWD scored meets or exceeds standards on the 2024 ELA CAASPP compared to 42.11% of English Only students, 47.62% non-SED, and 28.64% Not Homeless students. Educational partner feedback (surveys and forums) indicate that the staff, parents, and community support specific training for staff on the language needs for math, math strategies, and interventions for students. CUSD performs lower on state assessments in mathematics. See also Educational Partner Feedback, Reflections: Annual Performance, and Metric Sections. **Scope:**	PD and training with a focus on math instruction at all grades. This includes training on math strategies, the language of math, word problems, rigor, and delivery of the CAASPP Interim Assessments in math. The staff PD will include data analysis of assessment results as well and elementary pilot math curriculum training. The PD will be aligned with the principles of the 2023 CA Mathematics Framework. Information about the framework can be found at: https://www.cde.ca.gov/ci/ma/cf/. To address the challenge of limited access to rigorous mathematics content for LTELs, the district training (see Goal 1) that focuses on strategies to support the reclassification of LTELs will support math achievement because so much of the mathematics challenges for ELs and LTELs is language based. The district has historically had a large discrepancy between EO and EL achievement in math, so addressing the language elements for EL students is important for the CUSD goal of improving math achievement. The math PD plan includes training on strategies for teachers to support all students in mathematics instruction including work on the language of math, word problems, and the rigor associated with the state assessments. Teachers (TK-12) will receive training on how to deliver the Interim Assessments as well as how to access and analyze the data and results. District Vertical Articulation time where the district math teachers work together will be a time	CAASPP MATH Meets / Exceeds Results, NWEA MATH Growth and Achievement, CA Dashboard MATH Performance Data, and the EAP MATH scores We will also seek educational partner feedback regarding the progress on this action.

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	for this PD. The math PD plan also includes pilot materials training. CGS plans to pilot math materials in 2024-25. PD aligned with the pilot materials will be part of the 24-25 CGS PD plan. Because our unduplicated student percentage is 85%, PD addressing the entire LEA will encompass all our ELD, SED, homeless and foster youth students.	
2.2	**Action:** Math Intervention and Support **Need:** Data from CAASPP, NWEA, and other assessments like curriculum assessments indicate ELs, LTELs, homeless, SWD, and socioeconomically disadvantaged students perform significantly lower than EO students in math. Examples of this are that only 11.22% of ELs, 26.66% homeless, and 24.42% socioeconomically disadvantaged students, and 8.82% SWD scored meets or exceeds standards on the 2024 ELA CAASPP compared to 42.11% of English Only students, 47.62% non-SED, and 28.64% Not Homeless students. Educational partner feedback (surveys and forums) indicate that the staff, parents, and community support specific training for staff on math strategies and interventions for students. CUSD performs lower on state assessments in mathematics. A new trend is emerging in this year's NWEA scores where math scores were higher that ELA throughout the district which	The district provides math intervention and support at all sites. Support is provided during the school day and before / after school. Intervention and support is provided during regular instruction, as pullouts with a qualified intervention teacher, offered as a section of math support, or provided during school homeroom or advisory periods. CGS: Intervention and Enrichment Staffing .5 FTE Math Support / Enrichment; Grade specific homework clubs (M, T 3-4p) SLMS: Staffing .5 FTE Math Support (homeroom time dedicated to math support); One day a week homework club / math support after school one hour CUHS: .625 FTE Math Foundations/Math Advisory Teacher; Advisory period for all students for math support as needed; before / after school math support / homework club 3 days a week. There are also math sections that have a second teacher through a co-teaching model. The math intervention and support is directed at students who, as identified through assessment and performance data, have academic needs in mathematics. The intervention and support will be aligned with the individual student needs identified	CAASPP MATH Meets / Exceeds Results, NWEA MATH Growth and Achievement, iReady math Growth and Achievement, CA Dashboard MATH Performance Data, and the EAP MATH scores We will also seek educational partner feedback regarding the progress on this action.

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
	indicates the recent additional math supports put in place this year are working. See also Educational Partner Feedback, Reflections: Annual Performance, and Metric Sections. **Scope:** LEA-wide	through assessments as well as the principles of the 2023 CA Mathematics Framework. Information about the framework can be found at: https://www.cde.ca.gov/ci/ma/cf/. To address the challenge of limited access to rigorous mathematics content for LTELs, the district training (see Goal 1) that focuses on integrated ELD strategies to support the reclassification of LTELs will be provided to all math intervention and support instructors because so much of the mathematics challenges for ELs and LTELs is language based. The district has historically had a large discrepancy between EO and EL achievement in math, so addressing the language elements for EL students during math intervention time is important for the CUSD goal of improving math achievement. CGS has a Math / Science / ELA TOSA (Teacher on Special Assignment) as well as a teacher who will support math instruction for approximately .2 FTE. With CGS math scores very near the level they were before the COVID pandemic, some of this instructional time will be dedicated to students performing above grade level in mathematics. These students would receive the regular class instruction but will also receive pull out services for above and beyond math instruction throughout the year. This TOSA and other teacher will specifically work on the above grade level problems, IABs and Performance Tasks available through the CAASPP Tools for Teachers portal and Interim Assessment portal. Because our unduplicated student percentage is	

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
		89%, intervention and support staff that addresses the entire LEA will encompass all our ELD, SED, homeless and foster youth students.	
3.1	**Action:** Staffing and Supplies for College and Career Specific Offerings **Need:** With our district mission and vision focused on creating young adults ready for the ever changing world, providing CUSD students with a wide variety of experiences in the arts, sciences, and technologies is necessary. CUSD CAASPP, iReady, and NWEA tests show that our unduplicated students perform lower than non-SED, non-Homeless, and EO students in math, ELA, and science, so it especially important these college and career offerings are accessible to our SED, EL, Homeless, and foster youth. Making sure all our students have access to a broad experience at school that promotes college and career readiness is essential. Having thorough support in CUSD classes (multiple co-teaching opportunities at CUHS, for example) is essential to address the discrepancies we see in achievement data. The CUSD college and career offerings promote communication, problem solving, presentation skills, artistic talents, and academic language production. Also, we hope to continue our success with reducing our chronic absenteeism rate by educating parents about the effects of being absent from school and by keeping school offerings engaging and	To promote college and career readiness, CUSD offers many college and career courses including CTE Pathway courses, Advanced Placement Courses, Arts courses and instruction, Social / Emotional Advisories, Digital Media Instruction, more Dual Enrollment offerings, and our Agricultural Pathway. SLMS and CUHS will offer classes promoting college and career readiness including Theater, Global/Ethnic Studies, Latino-Chicano Literature, Ag Mechanics, CTE Floral, and Social Emotional Advisory. CUHS, in partnership with Cuesta College, offers nine concurrent enrollment courses (Ag Mechanics, Career and Global Studies, Digital Media, Advanced Digital Media, CTE Work Experience, and more). This increases course access and increases college and career readiness. CUHS also offers a certified pre-apprentice program (multimedia and entertainment) through a partnership with SLOCOE. CGS and SLMS continues to offer enhanced science instruction with outdoor and sustainability education through our partnership through One Cool Earth. CGS maintains 2 days instead of one with One Cool Earth. CGS partners with Children's Creative Project for staffing for our music and art instruction for all grades TK-5. The increased arts, dance, and music offerings that occurred in 23-24 will be maintained or enhanced. CGS offers additional science instructional time with a credentialed teacher. SLMS will continue	Chronic Absenteeism rates; CHKS results; Suspension Rates; CAASPP ELA, Math, and Science (CAST) We will also seek educational partner feedback regarding the progress on this action.

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
	rigorous promoting students' wanting to come to school. **Scope:** LEA-wide	offering Mariachi Band Instruction as an innovative addition to their programming. Education partner feedback heavily influenced the development of this action. Through our EL Needs and LCAP surveys, college and career offerings including arts offerings, outdoor education, enhanced STEAM courses, and CTE Pathways were regularly advocated for by educational partners during the 2024-25 school year. Highlights: CGS: One Cool Earth (2 days), CCP (Art and Music choral and potentially ukulele TK-5), clay and ceramics (enhanced from last year), Dance, a well-participated in talent show program, STEAM lab (instruction and materials), computers, college and career offerings during Champions including music (piano, ukulele), science, technology, and art. SLMS: Mariachi; One Cool Earth (3 hours a week); Robotics; Business Computing; Product Design; Digital Design (1.0 FTE) CUHS: Co-Taught AP Environmental Science, Latino-Chicano Literature, Theater, AP Stats, AP Chem, AP Lit, AP Lang, AP Environ Science, AP Calc, AP Bio, Marine Science, ADV Social/Emotional, Global/Ethnic Studies, Ag Mechanics, Floral Design (1, 2, 3), Ag Exploration, SAE Project, Audio Production, Digital Tech, Digital Media (and Adv), 3D Design (1 and 2); Art (1, 2, AP), Spanish (1, 2, 3, AP), ASB /Leadership, and more (7.0 FTE) Because our unduplicated (EL, SED, Homeless and Foster Youth) student percentage is 89%,	

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
		college and career offerings that address the entire LEA will encompass all our ELD, SED, homeless and foster youth students. We expect that the Chronic Absenteeism and suspension rates will decrease, the CHKS survey results show improved student wellbeing and safety, and CAASPP scores will increase for low-income, English Learners, Homeless, and Foster Youth students, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all students will benefit from access to these college and career offerings, this action is provided on an LEA wide basis.	
3.2	**Action:** Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready **Need:** CUSD CAASPP and NWEA tests show that our EL, SED, Homeless, and Foster students perform lower than non-SED, non-Homeless, and EO students in math, ELA, and science, so it especially important that interventions and supports like summer school and homework clubs are accessible to our SED, EL, Homeless, and foster youth. Making sure all our students have access to these additional supports, enrichments, and counseling that promote college and career readiness is essential to address the discrepancies we see in achievement data.	Summer School, Homework Clubs, Credit Recovery, and Interventions are offered to target students at risk of not graduating or at risk of not accessing college opportunities. This support includes providing students academic support through additional hours for credentialed and classified staff. Social / emotional counseling is offered to students at all sites. Site specific offerings are listed below: CGS: 3 days a week counseling; After School homework help (2xweekly); After school Coding for Kids (2xweekly for 25 weeks); Grade-level specific summer school; bilingual support for newcomers for summer school SLMS: 2-3 days a week counseling; After School Tutoring with credentialed teacher (1 day a week); School Connect 4.0 Program; Culturize Training; MTSS Leadership Training; Subject specific / grade span summer school	Chronic Absenteeism rates; CHKS results; Suspension (for ELs, Homeless, and All) and Expulsion Rates; LTEL rates, RFEP/ELPI rates, CAASPP ELA, Math, and Science; ELPAC scores We will also seek educational partner feedback regarding the progress on this action.

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
	The recent California Healthy Kids Survey (CHKS) revealed that many CUSD students do feel connected to the school (for example 72% of 5th graders and 66% of 7th graders stated they feel connected and 87% of 9th graders feel safe at school. It is concerning that 21% of 7th graders reported they have been afraid of being beat up and 38% of 9th graders report having "Chronic Sad or Hopeless Feelings" in the past 12 months. Cyberbullying being reported by 36% of 7th graders is also concerning. CUSD does provide a lot of social and emotional counseling to address some of these concerning areas. The CUSD additional support offerings promote communication, problem solving, social emotional learning, self esteem, language development, bilingual skills, technology skills, artistic talents, and academic language production. Also, we hope to continue our success with reducing our chronic absenteeism rate by keeping these additional school offerings engaging and rigorous promoting students' wanting to come to school. The chronic absenteeism rate for K-8 in 2024 was 12.7%, which is an enormous improvement from the previous year, indicating that the supports designed to address absenteeism are working and should be continued. The suspension rates for ELs and Homeless students for 23-25 were both RED and were identified through the Differentiated Assistance process as important areas to improve upon. Also in the RED category for suspension were Hispanic and LTEL students. Through	CUHS: 5 days a week counseling (2 academic/ social emotional counselors - one is bilingual); Before and after school homework help; Credit Recovery summer school (2025, 30 students enrolled); Co-taught ELA and Math; Core Advisory

Education partner feedback heavily influenced the development of this action. Through our EL Needs, beginning of the year, and LCAP surveys, support courses and interventions like counseling, summer school and homework clubs were regularly advocated for by educational partners during the 2024-25 school year.

The district will be sharing out the CHKS survey results with staff at cabinet and staff meetings as well as with the school counselors and Family Advocate.

Because our unduplicated (EL, SED, Homeless and Foster Youth) student percentage is 89%, supports and interventions (academic and social/emotional) that address the entire LEA will encompass all our ELD, SED, homeless and foster youth students.

We expect that the Chronic Absenteeism, suspension/expulsion, and LTEL rates will decrease, the CHKS survey results show improved student well being and safety, and RFEP, ELPI, CAASPP and ELPAC scores will increase for low-income, English Learners, and Foster Youth students, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we | |

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
	improved practices through MTSS leadership training, School Connect 4.0, Culturize training, consistent school counseling, and improved yard supervision, we plan to have great improvements in these areas. **Scope:** LEA-wide	expect that all students will benefit from access to these interventions and supports, this action is provided on an LEA wide basis. This is a Differentiated Assistance Action.	
3.3	**Action:** ASES After School Care **Need:** Our after school program through Champions addresses one of the biggest needs for our families with unduplicated pupils. Through our EL Needs and LCAP surveys, Champions (and increasing the amount of spots in Champions was one of the biggest requests during the 2024-25 school year. With 89% of students being unduplicated and 87% being SED, parents need to work and are largely unable to pay for after school child care. Enrollment into Champions does prioritize EL, SED, Homeless and Foster students. We were able to open up to over 100 students TK-8 this year which allowed almost every family who wanted the care to get it at no cost to the families. We did finish the year with no wait list. **Scope:** Schoolwide	Our after school program through Champions addresses one of the biggest needs for district. Education partner feedback heavily influenced the development of this action. Through our EL Needs and LCAP surveys, Champions (and increasing the amount of spots in Champions) was one of the biggest requests during the 2024-25 school year. We moved from 75 to 90 spots for Champions at CGS in 24-25. Champions is maintaining their increased staffing and arts, music, and science for their programming next year. Champions provides homework assistance, nutrition components, social / emotional learning, arts instruction, and fitness elements. Students who attend Champions receive additional outdoor exercise time daily through Champions. Unduplicated students who did coding, art, and music at Champions performed what they learned at Champions at our annual talent show. Education partner feedback heavily influenced the development of this action. Through our EL Needs and LCAP surveys, maintaining the Champions program was one of the biggest requests made by	Chronic Absenteeism rates for students K-8; CHKS results; Suspension Rates; CAASPP ELA, Math, and Science; PFT scores We will also seek educational partner feedback regarding the progress on this action.

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
		educational partners during the 2024-25 school year to be included in the 25-26 LCAP. Because our unduplicated (EL, SED, Homeless and Foster Youth) student percentage is 89%, ASES / Champions After School Care offerings that address the entire school (at both CGS and SLMS) will encompass all our ELD, SED, homeless and foster youth students. We expect that the Chronic Absenteeism and suspension rates will decrease, the CHKS survey results show improved student wellbeing and safety, and CAASPP and PFT Scores will increase for low-income, English Learners, and Foster Youth students, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all TK-grade 8 students will benefit from access to Champions, this action is provided on a school wide basis (CGS and SLMS).	
3.4	**Action:** Transportation **Need:** CUSD is located in a semi-rural area. Most students are unable to walk nor bike to school, largely due to geographic separation and the fact that there are no sidewalks nor safe access to the school sites from neighborhoods. The students who live far from school are unduplicated students. Many students are living in areas up to 20 miles away (Ragged Point). Most students living in	We need our students to be at school, on time, every day. Additionally, when students take the bus to school, they arrive early enough to receive our breakfast at no cost. Chronic absenteeism is Yellow for many student groups at CGS, and getting students to school on our buses is one great way to combat that issue. Because our unduplicated (EL, SED, Homeless and Foster Youth) student percentage is 87%, transportation offered at no cost that addresses the entire LEA will encompass all our ELD, SED,	Chronic Absenteeism Rates We will also seek educational partner feedback regarding the progress on this action.

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
	the district have parents that work during the beginning of the school day, the end of the school day, or both. Also, with 87% of students being SED, many families do not have access to affording transportation for their children. Approximately 2/3 of CUSD students (almost all of whom are unduplicated) participate in home to school transportation in a given school year. **Scope:** LEA-wide	homeless and foster youth students. Additionally, because there are unduplicated students that are picked up or dropped off at every bus stop on our routes, serving our unduplicated students automatically serves all because every bus stop is accounted for. Education partner feedback influenced the development of this action. Through our EL Needs, McKinney Vento, and LCAP surveys as well as LCAP Forums, SSC, and DELAC input, home to school transportation was heavily advocated for by educational partners during the 2024-25 school year. It was also brought up by educational partners during parent meetings like the LCAP Forums, DELAC, and SSC as an important element to continue to promote school attendance. Because our school transportation gets students to school early enough to get the district provided breakfast, this action promotes students receiving a nutritional breakfast at no cost as well. We expect that the Chronic Absenteeism rate for low-income, English Learners, and Foster Youth students will decrease significantly, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all students will benefit from access to devices, this action is provided on a LEA wide basis.	
3.5	**Action:** Technology	All EL, SED, homeless and foster pupils will be part of the 1:1 device access. The CGS computer lab devices (which are used by CUSD students K-	CAASPP, NWEA, ELPAC, RFEP rates, ELPI rates, and EAP Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CUSD CAASPP, iReady, and NWEA tests (which are delivered electronically) show that our unduplicated students perform lower than non-SED, non-Homeless, and EO students. Making sure all our students (especially those who likely do not have the academic technology at home to practice with) are equipped at school with up to date, 1:1 devices that are equipped with access to the correct academic programs that support CUSD classes is essential to address the discrepancies. **Scope:** LEA-wide	5) were replaced in the summer of 2024. Many chromebooks at CGS are outdated and will be replaced in 2025. Because our unduplicated (EL, SED, Homeless and foster) student percentage is 89%, 1:1 technology being provided to students that addresses the entire LEA will encompass all our ELD, SED, homeless and foster youth students. We expect that the CAASPP, NWEA, iReady, ELPAC, RFEP and ELPI rates, and EAP Scores for low-income, English Learners, and Foster Youth students will increase significantly, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, Homeless, and Foster Youth students. However, because we expect that all students will benefit from access to devices, this action is provided on a LEA wide basis.	We will also seek educational partner feedback regarding the progress on this action.
3.7	**Action:** Parent Training and Involvement that promotes college and career readiness **Need:** Unduplicated Pupils have high chronic absenteeism rates and perform lower that non-at-risk populations on the NWEA, CAASPP, and EAP. Additionally, the district looks to improve our RFEP rates by moving more LTELs to RFEP. Lastly, we want to improve our suspension rates for students including ELs and Homeless (red on dashboard). Parent trainings that address home/school connections, social and emotional support,	Parents of ELs, SEDs, homeless and Foster Youth have requested through our recent PIQE, PTA meetings, SSC meetings, DELAC, and through the EL needs and LCAP surveys that they want more parent training in areas of supporting their children emotionally, social media and technology elements, and dug and alcohol awareness. Educational partner feedback indicates that parent training is a priority for the district, which is why this action was developed. CUSD is very unique in that so many families are related to each other. With over 20% of students being homeless (mostly due to multiple families living together), we are finding holding parent trainings that encompass all site parents is really beneficial because many	Chronic Absenteeism, Attendance, ELA CAASPP, Math CAASPP, LTEL rates, ELPI, RFEP, Parent participation rates in trainings for EL and Hispanic students, Suspension rates, Expulsion rates, CHKS survey results We will also seek educational partner feedback regarding the progress on this action.

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
	health, nutrition, school attendance issues, and how to promote college and career readiness at home are not only a need we see from the district perspective. Parents have requested through the EL needs and LCAP surveys that they want the parent trainings, too. Parents are wanting more training, specific to how to assist with social / emotional needs, monitoring social media and technology use, and drug / alcohol use awareness. Parents were offered to do the California School Parent Survey, and 41 parents (up from 8 last year!) (20 were high school parents or respondent, 13 were middle school parents, and 8 were CGS parents) chose to participate. The results did show that 75% of responding parents felt welcome to participate at school and 88% of respondents felt that the school actively seeks out parent input before making important decisions (agree or strongly agree). 97% of parent respondents reported feeling respected and welcomed by school staff. Only 91% of parents who respondent answered they feel the school takes parent concerns seriously (agree or strongly agree). 18% in 2025 compared to 60% in 2024 of parents responded "not very well" or "not at all" at informing parents of what parents can do to help their child prepare for college or vocational school. This indicates that parent training like PIQE and parent communication sessions like our college readiness evening session are improving this area. The recent California Healthy Kids Survey (CHKS) that students took revealed some concerning	households have children that attend all our sites. Parents are wanting more training. We plan to offer parent trainings throughout the year next year at no cost to families. We will provide needed childcare, too.

Because our unduplicated (EL, SED, homeless, and foster) student percentage is 89%, parent training being provided to parents / guardians that address the entire LEA will encompass all our ELD, SED, homeless and foster youth students and families.

We expect that the Chronic Absenteeism, suspension/expulsion, and LTEL rates will decrease, the CHKS survey results show improved student wellbeing and safety, and RFEP, ELPI, CAASPP and ELPAC scores will increase for low-income, English Learners, and Foster Youth students, as this action is designed to meet the needs most associated with the experiences of low-income, English Learners, and Foster Youth students. However, because we expect that all students will benefit from parental access to training and involvement opportunities, this action is provided on an LEA wide basis. | |

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
	issues: 21% of 7th graders reported they have been afraid of being beat up at school and 31% of 9th graders report having "Chronic Sad or Hopeless Feelings" in the past 12 months. Cyberbullying is decreasing based on what students are sharing through the CHKS. Most indicators show improvement from students on the CHKS, especially at CUHS. **Scope:** 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
1.2	**Action:** Supports for English Learners and LTELs **Need:** Data from CAASPP, ELPAC, NWEA, and other assessments like trimester writing assessments indicate ELs, LTELs, homeless, SWD, and socioeconomically disadvantaged students perform significantly lower than EO students. Examples of this are that only 11.34% of ELs, 22.03% homeless, 0% of LTELs, and 30.33% socioeconomically disadvantaged students scored meets or	ELD personnel (including bilingual staff), research-based curriculum, and the related training for staff will more accurately address the areas of need for English Learners and LTELs. Additional credentialed staffing at the high school (0.25 FTE to 1.0 FTE) will be able to address the ELD needs more thoroughly. Additional classified bilingual support at SLMS (0.5 to 1.0) will allow consistent support throughout the school day for our emerging and bridging EL students. The district recognizes that our LTEL numbers are higher than we want them at SLMS and CUHS. The additional staffing are specifically addressing this need to	CAASPP ELA Meets / Exceeds Results; EL Reclassification Rate; LTEL rates; NWEA ELA Growth and Achievement; ELPAC scores, CA Dashboard ELA Performance Data, and the EAP ELA scores for ELD Students; ELPI for CGS

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	exceeds standards on the 2024 ELA CAASPP compared to 56.57% of English Only students, 64.28% non SED, and 39.9%% Not Homeless students. CUSD has 33 (6.3%) LTEL students. We want to reduce that percentage to 3% in two years. Educational partner feedback (EL Needs Survey, LCAP surveys, DELAC input, and forums) indicate that the staff, parents, and community support specific training for staff on EL strategies and language acquisition. See also Educational Partner Feedback Reflections: Annual Performance, and Metric Sections. **Scope:** Limited to Unduplicated Student Group(s)	move more of these students to the RFEP status. Curriculum that is research-based like Write from the Beginning will have enhanced use throughout the district. We have already seen successes with the Write from the Beginning curriculum in the grades where it is being used (an example is on the ELPAC, writing domain, from 2021 to 2023, one cohort (current grade 6) went from 3.85% Well Developed to 42.86% Well Developed and another cohort (current grade 5) went from 5.56% Well Developed to 58.33% Well Developed. We plan to expand the Thinking Maps training to upper grades to promote that writing growth in upper grades. We expect that the LTEL rates will decrease, and the RFEP, ELPI, CAASPP, EAP, and ELPAC scores will increase for English Learners, as this action is designed to meet the needs most associated with the experiences of English Learners.	We will also seek educational partner feedback regarding the progress on this action.
3.6	**Action:** District Translator **Need:** With 38% of CUSD students being EL, 33 students being LTELs, and far more students have parents who speak English as their primary language (approximately 70% of families), our district has a huge need for a district translator. We are increasing our Spanish speaking parent participation in school meetings like PTA, SSC, DELAC, ELAC, PIQE, Back to School Night, TK/K	Data shows our EL students perform far lower on state assessments than our EO students. Also, our chronic absentee rate for EL students was 12.8% in 2024. We will specifically monitor our LTELs and regularly communicate with parents of LTELs about interventions, services, concerns, and progress. With more communication in Spanish to our families about the importance of attendance and notification of parent trainings and volunteer opportunities, we expect improvements in many areas.	Chronic Absenteeism, Attendance, ELA CAASPP, Math CAASPP, LTEL rates, Parent participation in trainings for EL and Hispanic students. We will also seek educational partner feedback regarding the progress on this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Orientation, Parent Coffees with Administration, LCAP Forums, parent conferences, SSTs, IEPs, and more. The CUSD district translator translate the documents and information we send home to all families. **Scope:** Limited to Unduplicated Student Group(s)	We expect that the Chronic Absenteeism and LTEL rates will decrease, and attendance, CAASPP scores and parent participation in trainings like PIQE will increase for English Learners and parents of ELs, as this action is designed to meet the needs most associated with English Learners.	

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.

Not applicable. CUSD is a Basic Aid district and does not receive additional concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:21.2 (23 classified staff delivering direct services)
Staff-to-student ratio of certificated staff providing direct services to students		1:10.4 (47 credentialed staff delivering direct services)

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	$15,022,328	$2,122,833	7.636%	0.000%	7.636%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,635,213.96	$150,336.57	$9,465.50	$0.00	$2,795,016.03	$2,495,921.85	$299,094.18

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 and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$15,000.00	$0.00	$15,000.00				$15,000.00	0.1%
1	1.2	Supports for English Learners and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-27	$902,511.45	$140,628.68	$1,043,140.13				$1,043,140.13	6.93%
1	1.3	Special Education Staff and Training	Students with Disabilities	No			All Schools	24-27	$100,336.57	$0.00		$100,336.57			$100,336.57	
2	2.1	Professional Development in Math for Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$6,800.00	$0.00	$6,800.00				$6,800.00	0..05%
2	2.2	Math Intervention and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$202,270.84	$1,000.00	$203,270.84				$203,270.84	1.3%
2	2.3	Math Curriculum and Materials	All	No			All Schools	24-27	$0.00	$9,465.50			$9,465.50		$9,465.50	
3	3.1	Staffing and Supplies for College and Career Specific Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$601,951.64	$3,500.00	$605,451.64				$605,451.64	4%
3	3.2	Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$135,637.76	$7,500.00	$143,137.76				$143,137.76	0.9%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	ASES After School Care	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cambria Grammar School and Santa Lucia Middle School TK-5 and 6-8	24-27	$387,600.00	$0.00	$387,600.00				$387,600.00	2.6%
3	3.4	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$92,715.00	$10,000.00	$102,715.00				$102,715.00	0.7%
3	3.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$0.00	$75,000.00	$75,000.00				$75,000.00	0.5%
3	3.6	District Translator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-27	$39,788.59	$0.00	$39,788.59				$39,788.59	0.3%
3	3.7	Parent Training and Involvement that promotes college and career readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-27	$11,310.00	$2,000.00	$13,310.00				$13,310.00	0.09%
4	4.1	If we have enrollment, expanding and enhancing Leffingwell Continuation High School Supports	All	No			Specific Schools: Leffingwell High SchoolLeffingwell High School 9-12	24-25	$0.00	$50,000.00		$50,000.00			$50,000.00	0%

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
$15,022,328	$2,122,833	7.636%	0.000%	7.636%	$2,635,213.96	0%	17.5%	**Total:**	$2,635,213.96
								LEA-wide Total:	$1,164,685.24
								Limited Total:	$1,082,928.72
								Schoolwide Total:	$387,600.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	0.1%
1	1.2	Supports for English Learners and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,043,140.13	6.93%
2	2.1	Professional Development in Math for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,800.00	0..05%
2	2.2	Math Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$203,270.84	1.3%
3	3.1	Staffing and Supplies for College and Career Specific Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$605,451.64	4%
3	3.2	Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,137.76	0.9%

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 (%)
3	3.3	ASES After School Care	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cambria Grammar School and Santa Lucia Middle School TK-5 and 6-8	$387,600.00	2.6%
3	3.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,715.00	0.7%
3	3.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	0.5%
3	3.6	District Translator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$39,788.59	0.3%
3	3.7	Parent Training and Involvement that promotes college and career readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,310.00	0.09%
4	4.1	If we have enrollment, expanding and enhancing Leffingwell Continuation High School Supports				Specific Schools: Leffingwell High School		0%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,280,118.04	$2,278,867.24

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 and Training	Yes	$15,000.00	$4,779.00
1	1.2	Supports for English Learners and LTELs	Yes	$895,326.02	$910,126.24
1	1.3	Special Education Staff and Training	No	$72,768.14	$72,769
2	2.1	Professional Development in Math for Staff	Yes	$4,300.00	$3,342
2	2.2	Math Intervention and Support	Yes	$163,695.83	$163,694
2	2.3	Math Curriculum and Materials	No	$9,465.50	$6,897
3	3.1	Staffing and Supplies for College and Career Specific Offerings	Yes	$557,658.09	$557,658
3	3.2	Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready	Yes	$113,064.11	$114,831
3	3.3	ASES After School Care	Yes	$205,000.00	$233,696
3	3.4	Transportation	Yes	$98,595.72	$98,595
3	3.5	Technology	Yes	$52,680.00	$52,680

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	3.6	District Translator	Yes	$29,754.63	$29,755
3	3.7	Parent Training and Involvement that promotes college and career readiness	Yes	$12,810.00	$30,045
4	4.1	Skills Pavilion at Leffingwell High School	No	$50,000.00	$0

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)
$1, 470,702	$2,147,884.40	$2,199,221.24	($51,336.84)	29%	30%	1%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development and Training	Yes	$15,000.00	$4,799	0.03%	0.03%
1	1.2	Supports for English Learners and LTELs	Yes	$895,326.02	$910,126.24	12.7%	12.9%
2	2.1	Professional Development in Math for Staff	Yes	$4,300.00	$3,342	0.03%	0.03%
2	2.2	Math Intervention and Support	Yes	$163,695.83	$163,694	2.2%	2.2%
3	3.1	Staffing and Supplies for College and Career Specific Offerings	Yes	$557,658.09	$557,658	7.7%	7.8%
3	3.2	Support Courses and Interventions (both academic and social/emotional) for Students to be College and Career ready	Yes	$113,064.11	$114,831	1.5%	1.5%
3	3.3	ASES After School Care	Yes	$205,000.00	$233,696	3.3%	3.4%
3	3.4	Transportation	Yes	$98,595.72	$98,595	1.2%	1.2%
3	3.5	Technology	Yes	$52,680.00	$52,680	0.4%	0.4%
3	3.6	District Translator	Yes	$29,754.63	$29,755	0.3%	0.3%
3	3.7	Parent Training and Involvement that promotes college and career readiness	Yes	$12,810.00	$30,045	0.3%	0.4%

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)
$7,260,571	$1, 470,702	0%	0.000%	$2,199,221.24	30%	0.000%	$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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o 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.

  o 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,

  o 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:

    o 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.

  o 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:

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

  o 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.

  o 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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

    o 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.

    o 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.

o   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.

    o   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.

    o   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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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:

    o 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.

    o 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.

    o 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).

o   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.

o   As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o   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:

  - o **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.

  - o **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.

  - o **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).

    o **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.

    o **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.

    o 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**

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

- o 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)**

  - o 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