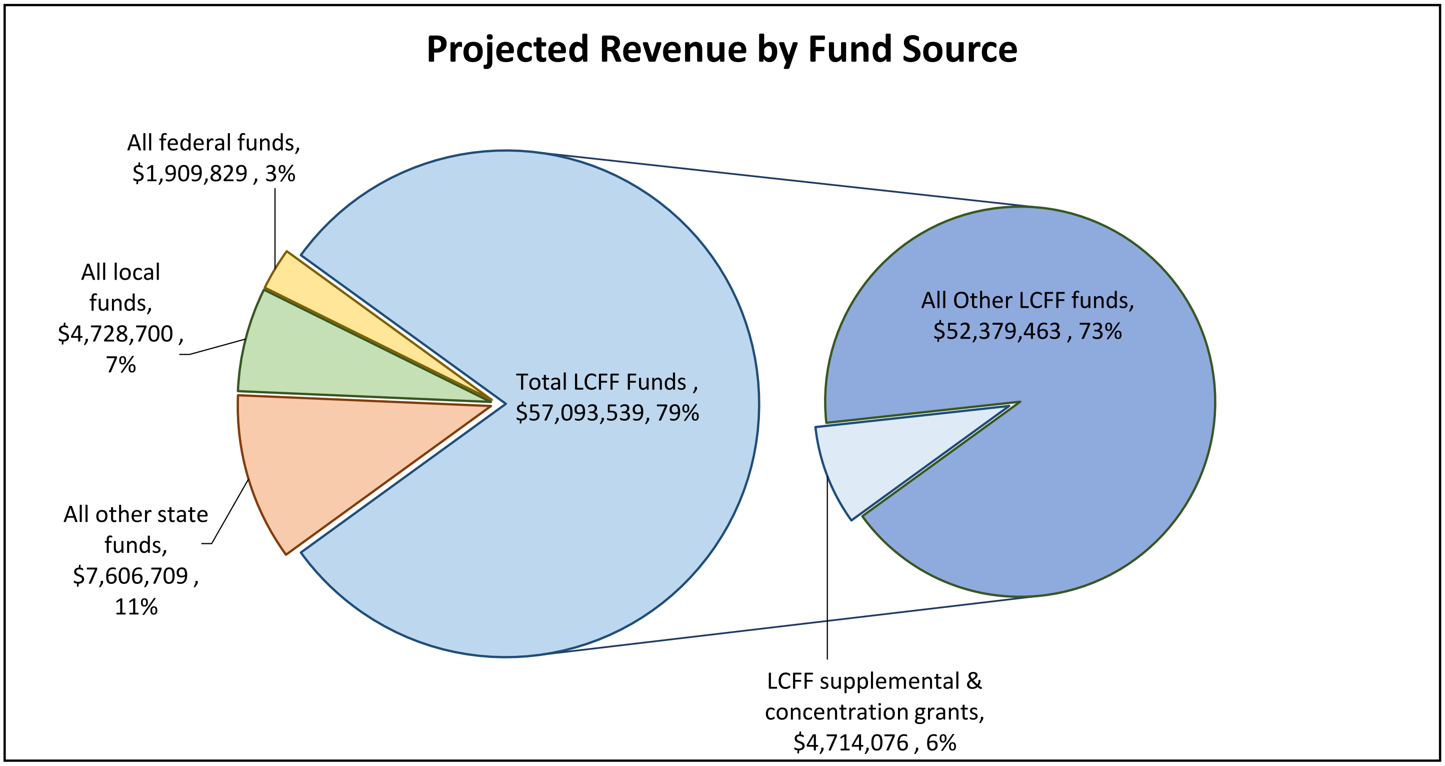
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Atascadero Unified School District
CDS Code: 68700
School Year: 2026-2027
LEA contact information: E.J. Rossi, Assistant Superintendent

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

Budget Overview for the 2026-2027 School Year



This chart shows the total general purpose revenue Atascadero 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 Atascadero Unified School District is $71,338,777.00, of which $57,093,539.00 is Local Control Funding Formula (LCFF), $7,606,709.00 is other state funds, $4,728,700.00 is local funds, and $1,909,829.00 is federal funds. Of the $57,093,539.00 in LCFF Funds, $4,714,076.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

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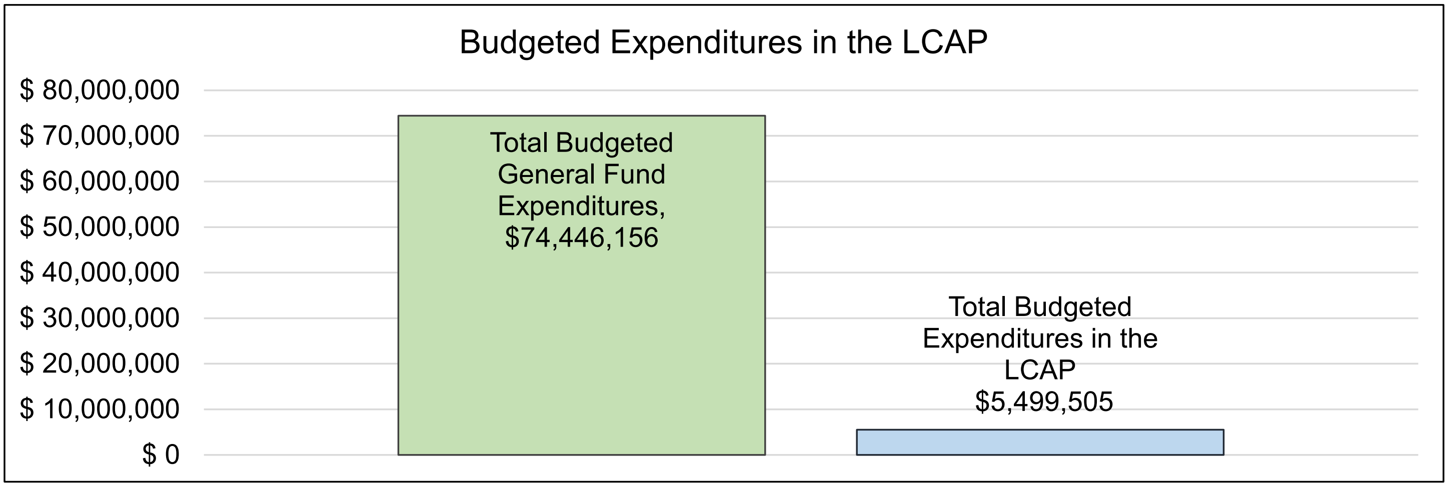


This chart provides a quick summary of how much Atascadero Unified School District plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Atascadero Unified School District plans to spend $74,446,156.00 for the 2026-2027 school year. Of that amount, $5,499,505.00 is tied to actions/services in the LCAP and $68,946,651.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

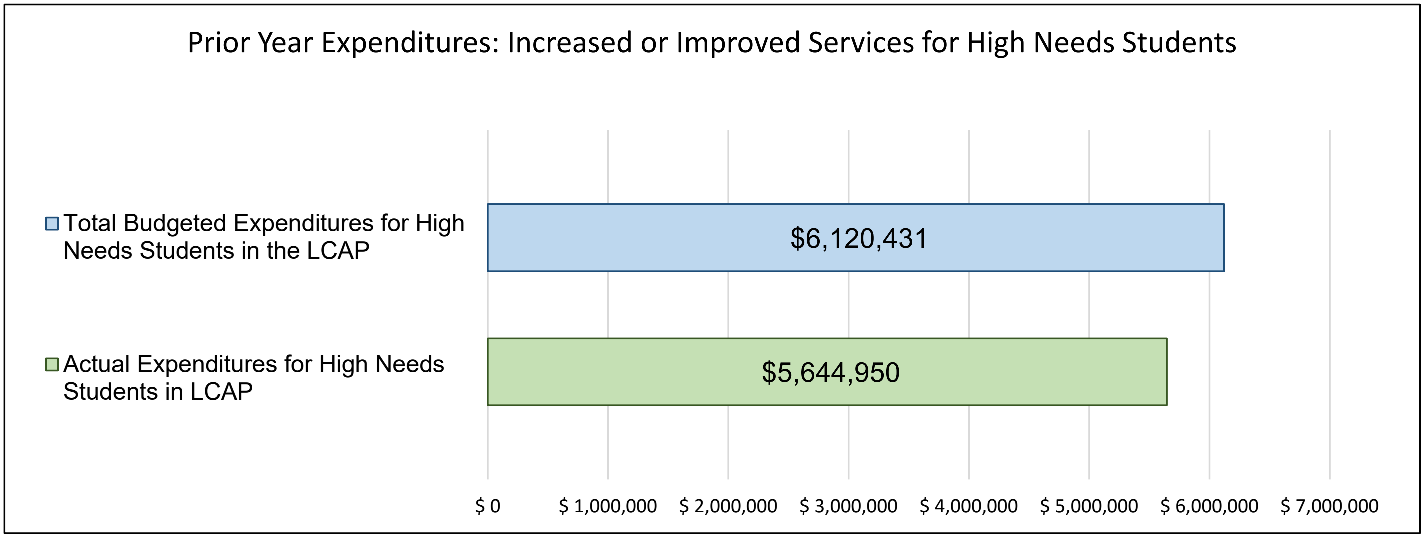
Instructional programs, classified and certificated staff, school administration, district administration, technology, and transportation.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Atascadero Unified School District is projecting it will receive $4,714,076.00 based on the enrollment of foster youth, English learner, and low-income students. Atascadero Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Atascadero Unified School District plans to spend $5,499,505.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what Atascadero 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 Atascadero 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 2025-2026, Atascadero Unified School District's LCAP budgeted $6,120,431.00 for planned actions to increase or improve services for high needs students. Atascadero Unified School District actually spent $5,644,950.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $475,481.00 had the following impact on Atascadero Unified School District's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name Contact Name and Title	Email and Phone
Atascadero Unified School District E.J. Rossi, Assistant Superintendent	ejrossi@atasusd.org 805-462-4220

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

District Goals:

1. Student Success: All students will graduate, having gained the knowledge, skills, and understandings to be college, career, and citizenship ready.
2. Staff Collaboration: All personnel will actively engage in high quality professional learning that supports employee performance, job satisfaction, and student learning.
3. Family and Community Partnership: We will actively seek authentic parent and community involvement and develop meaningful partnerships to support student learning.

District Mission:
Dedicated to Student Success, Staff Collaboration, Family and Community Partnership, and Committed to Excellence.

District Vision:
Ensure Students will be College, Career, and Citizenship Ready through Talent and Teamwork.

Graduate Profile:

- Critical Thinker: Our graduates are original thinkers. They have the ability to solve real world problems by observing, wondering, creating, and evaluating informational sources.
- Effective Communicator: Our graduates convey their thoughts and responses clearly and comprehensively. They have highly refined reading, writing, speaking and listening skills.
- Teammate and Collaborator: Our graduates are skilled collaborators and understand the value of achieving common goals through teamwork.
- Self-Directed Individual: Our graduates accept responsibility for their learning and regularly monitor their personal well-being. They recognize their strengths and work to their full potential. They value learning as a lifelong skill and are accountable for their individual actions.
- College and Career Ready Scholar: Our graduates navigate the pathways that connect education and employment to a productive, rewarding and secure life.
- Responsible and Contributing Citizen: Our graduates display integrity and civic responsibility. They aim to make a positive contribution to

their communities.

Students:

Atascadero Unified School District has an enrollment of approximately 4,300 students. Approximately 58% of our population is White, 31% are Hispanic, and 11% are other ethnicities including American Indian, Asian, African American, Filipino, and Two or More Races. Approximately 48% of the district population is low-income, 8.3% of our students are categorized as English Language Learners, students identified as Homeless is 4%, Foster Youth is 0.7%, and Students with Disabilities is 15.6%.

School Facilities:

Atascadero Unified School District is a TK-12 rural district comprising twelve schools. Geographically, three of the District's schools lie in the unincorporated areas of Santa Margarita, Carrisa Plains and Creston. All other school sites are located within Atascadero city limits. The District is served by seven TK-5 elementary schools, one 4-8 Fine Arts Academy, one middle school, one comprehensive high school, one continuation high school and one 6-12 alternative education school serving independent study students. Home-school and independent studies are also available to students in K-5 within San Benito Elementary School. Improvements were made to every classroom through a $117 million facilities bond passed by our community in 2010 and reauthorized in 2014.

Geographic Areas:

Our district serves one of the largest unified school district geographic areas in the state of California encompassing 1,213 square miles. The district stretches from the City of Atascadero to the Carissa Plains in eastern San Luis Obispo County. Although our student population is not considered ethnically diverse, the regions that comprise the unified school district draw from a wide range of socially and economically diverse citizens.

Schools Receiving Equity Multiplier funding:

Carrisa Plains Elementary is receiving Equity Multiplier funding for the 2026-2027 school year.

Reflections: Annual Performance

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

Successes:

Our greatest successes from the 2025-26 school year were in the areas of California School Dashboard ELA and Math Average Distance from Standard. Both categories showed improvements in overall and for all subgroups.

The California School Dashboard ELA Average Distance from Standard increased for overall (+11.1 points), and for all subgroups. The most significant increases were in the subgroups of Foster Youth (+48.8 points), Long-Term English Learners (+18.9 points), Students with Disabilities (+17 points), White (+13.9 points), Socioeconomically Disadvantaged (+11.8 points), and Two or More Races (+10.7 points).

The California School Dashboard Math Average Distance from Standard increased for overall (+8.5 points), and for all subgroups. The most significant increases were in the subgroups of Foster Youth (+71.7 points), Long-Term English Learners (+10.9 points), Students with Disabilities (+12.4 points), Socioeconomically Disadvantaged (+11.9 points), White (+10.7 points), and Two or More Races (+10.5 points).

This kind of growth is a strong indicator that our targeted interventions and our Tier 1 instructional strategies are supporting accelerating learning across both core subjects.

Local ELA Assessments: The "All" students group maintained steady, incremental progress across both core subjects, increasing by 0.2 percentage points in ELA (58.4% to 58.6%) and 0.5 percentage points in Math (62.0% to 62.5%). Many subgroups did not see the same trend. Many staff and students are feeling the tool is lacking the rigor needed to mirror state testing, and that the foundational skills within the assessment are not engaging to students, causing a lack of effort being placed on the test.

College Career Indicator (CCI) - Overall Preparedness: A “Maintained” level was seen in the overall percentage of graduates identified as prepared by the CCI (+0.5%). The greatest improvement was for our Long-Term English Learners (+6.7%). Other positive and/or maintained trends are noted for Hispanic (+0.4%) and Socioeconomically Disadvantaged (+0.5%). Specific CCI indicators also showing growth include:
● AP & College Coursework: AP requirement completion spiked sharply by 17.8 percentage points, and 70% of seniors completed at least one semester of a college course.
● Pathway Completion: A-G completion rose by 6.5%. Students completing both A-G and CTE pathways surged by 21.2%. ● Subgroup Pathway Gains: English Learners (ELs) and LTELs increased their dual A-G/CTE pathway completion by 13.6% and 17.6% respectively.
● Early Readiness: Academic readiness increased by 7% on Early Assessment Program (EAP) exams for both ELA and Math.

Recent trends for School Climate and Behaviors show local improvements:
Local second-trimester data reveals expulsion rate at under 0.01% and strong double-digit drops in students suspended:
● All students: Down 15.6% (179 to 151)
● Low-Income students: Down 18.6% (129 to 105)
● English Learners: Down 13.0% (23 to 20)
● Students with Disabilities: Down 12.5% (56 to 49)
Professional development and climate culture evidence also showed improvements, with MRA survey results showing a positive culture shift from PBIS and Leader in Me. Staff PD satisfaction rose to an average of 4.53 out of 5 (a 0.36 increase), led by curriculum training at 4.6 out of 5.

Another key area of success was in attendance. Mid-year local data shows chronic absenteeism dropping from 16.9% to 13.0% overall. Major subgroup improvements include:
● Low-Income: Improved from 23.1% to 18.6%
● English Learners: Improved from 28.4% to 18.2%
● Students with Disabilities: Improved from 27.1% to 19.5%

Challenges:

While we celebrate successes, we also acknowledge areas needing attention:

English learner progress was flat on the state's English Learner Progress Indicator and student reclassification rates. This challenge is further emphasized by local FastBridge data, which revealed flat results for ELs and a 15% drop in proficiency for Long-Term English Learners (LTELs) in both ELA and Math assessments. These combined data points highlight a critical district-level need to pivot professional development toward targeted Tier 1 language acquisition strategies and more rigorous local benchmarks.

As reported on the California School Dashboard, College Career Indicators (CCI) showed a Maintained level of -1.4% but is still lower than we feel they should be, with only 42.2% of students prepared according to the CCIs. We saw increases in multiple components of the CCI as noted above but want to continue to increase the overall percentage of students meeting CCI.

Academic Counseling & Accountability: Counselors are primarily addressing social-emotional needs across the grades but continue to struggle to meet with students for academic support and career planning. There was an increase from 34% of students in 2024 to 49% of students in 2025, but continued growth is needed in this area.

The 2024-2025 CA Dashboard showed an overall slight increase in suspensions, with a slight increase for Homeless and Students with Disabilities subgroups. The CA Dashboard data showed a larger increase for the English Learner (+3%), Foster Youth (+22.1%), and Long-Term English Learner (+2.3%) subgroups. As noted above, current local data suggests improvements in suspensions and we anticipate parallel success in the final CA School Dashboards results.

California School Dashboard shows a Maintained level in the category of Chronic Absenteeism, with a slight overall increase of 0.4%. We had a specific increase in the student group categories of English Learners (+3.8%), Socioeconomically Disadvantaged (+1.8%), African American (+3.7%), Asian (+7.7%), Foster Youth (+14.3%), Long-Term English Learners (+9.8%), and Students with Disabilities (+2.5%).

The information below reflects subgroups or schools that received the lowest performance level on one or more state indicators on the California School Dashboard. Results from the 2023 Dashboard were utilized as the foundation for developing the goals, actions, and services for this three-year LCAP plan that spans from 2024-2027. Student results differ from year to year and are used to adjust each coming year with the LCAP. To reflect both the foundational red indicators from 2023 as well as the most current results, the reporting year will be listed in front of each indicator.

Schools that received the lowest performance level on one or more state indicators on the California School Dashboard:

- 2023 = Atascadero Choices in Education in the area of Math SBAC results. Reference Actions 1.1
- 2023 = Atascadero Middle School in the area of English Language Progress. Reference Actions 1.4
- 2023 = Creston Elementary in the area of Chronic Absenteeism. Reference Actions 4.1
- 2023 = Paloma Creek High School in the area of College Career Indicators. Reference Action 5.1
- 2023 = Santa Rosa Elementary in the area of Suspensions. Reference Actions 2.1

- 2024 = Atascadero Choices in Education in the area of ELA SBAC results.
- 2024 = Paloma Creek High School in the area of College Career Indicators.

- 2025 = Atascadero Choices in Education in the areas of ELA and Math SBAC results.
- 2025 = Atascadero Middle School in the area of Chronic Absenteeism results.
- 2025 = Paloma Creek High School in the area of College Career Indicators.
- 2025 = San Benito Elementary in the area of Chronic Absenteeism results.
- 2025 = Santa Rosa Academic Academy in the areas of Chronic Absenteeism, Suspension Rate, and English Learner Progress results.

Student groups within a school within the LEA that received the lowest performance level on one or more state indicators on the California School Dashboard:

Atascadero Choices in Education:
- 2023 = Math SBAC results for White students. Reference Actions 1.7

- 2024 = ELA SBAC results and College Career Indicators for White students

- 2025= Math SBAC results for White students

Atascadero High School:
- 2023 = College Career Indicators for Students with Disabilities. Reference Actions 1.3

- 2024 = English Language Proficiency for English Learners
- 2024 = English Language Proficiency for Long-Term English Learners
- 2024 = Suspensions for Homeless
- 2024 = Math SBAC for Low-Income
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- 2025 = Math SBAC for Hispanic
- 2025 = Suspension Rate for English Learners, Homeless, and Long-Term English Learners

Paloma Creek High School:
- 2023 = College Career Indicators for White. Reference Action 5.1

- 2024 = College Career Indicators for Low-Income
- 2025 = College Career Indicators for Socioeconomically Disadvantaged

Atascadero Middle School:
- 2023 = ELA SBAC results for English Learners. Reference Actions 1.4. And for Students with Disabilities. Reference Actions 1.3
- 2023 = Math SBAC results for English Learners. Reference Actions 1.4. And for Hispanic. Reference Actions 1.7 ● 2023 = Suspensions for English Learners and Low-Income. Reference Actions 2.2. And for Hispanic. Reference Actions 2.4

- 2024 = ELA & Math SBAC results for English Learners
- 2024 = Math SBAC results and Chronic Absenteeism for Long-Term English Learners
- 2024 = Math SBAC results, Suspensions, and Chronic Absenteeism for Hispanic
- 2024 = Math SBAC results and Chronic Absenteeism for Low-Income
- 2024 = ELA & Math SBAC results for Students with Disabilities

- 2025 = Chronic Absenteeism for English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White
- 2025 = Suspension Rate for English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Creston Elementary:
- 2023 = Chronic Absenteeism for Low-Income. Reference Actions 2.2. And for White. Reference Actions 2.4

Fine Arts Academy:
- 2024 = Suspension for Students with Disabilities

Monterey Road Elementary:
- 2024 = Suspensions for Low-Income
- 2024 = Suspension and Chronic Absenteeism for Students with Disabilities

San Benito Elementary:
- 2024 = Chronic Absenteeism for English Learners
- 2024 = ELA SBAC results and Suspension for Students with Disabilities

- 2025 = Chronic Absenteeism for Socioeconomically Disadvantaged, Students with Disabilities, and White

San Gabriel Elementary:
- 2025 = Chronic Absenteeism for Two or More Races
- 2025 = Suspension rates for Students with Disabilities

Santa Margarita Elementary:
- 2023 = Chronic Absenteeism for Students with Disabilities. Reference Actions 2.4
- 2023 = Suspension for Students with Disabilities. Reference Actions 2.4

Santa Rosa Elementary:
- 2023 = Suspension for Low-Income. Reference 2.2. And for Hispanic, Students with Disabilities, and White students. Reference Actions 2.4
- 2024 = ELA SBAC results and Chronic Absenteeism for English Learners
- 2024 = Suspensions for Low-Income
- 2024 = ELA SBAC results and Suspension for Students with Disabilities

- 2025 = ELA SBAC results for English Learners, Hispanic, and Students with Disabilities
- 2025 = Math SBAC results for Students with Disabilities
- 2025 = English Learner Progress for English Learners
- 2025 = Chronic Absenteeism for English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White
- 2025 = Suspension Rate for English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White

Student groups within the LEA that received the lowest performance level on one or more state indicators on the California School

Dashboard:
- 2023 = ELA & Math SBAC results for English Learners. Reference Actions 1.4
- 2023 = Suspensions for Foster Youth. Reference Actions 2.2
- 2023 = Math SBAC & College Career Indicators results for Homeless. Reference Actions 1.7
- 2023 = College Career Indicators for Students with Disabilities. Reference Actions 1.3

- 2024 = Suspensions for African American
- 2024 = ELA & Math SBAC results and Chronic Absenteeism for English Learners
- 2024 = Chronic Absenteeism for Foster Youth
- 2024 = Chronic Absenteeism for Hispanic
- 2024 = Suspensions for Homeless
- 2024 = ELA SBAC results, Chronic Absenteeism, and College Career Indicators for Long-Term English Learners
- 2024 = ELA & Math SBAC results and Suspensions for Students with Disabilities

- 2025 = Suspensions, ELA and Math SBAC results, and Chronic Absenteeism for English Learners
- 2025 = College Career Indicators and Suspension Rate for Homeless
- 2025 = Suspension Rate for Foster Youth
- 2025 = Suspension Rate for Long-Term English Learners
- 2025 = Suspension Rate, Chronic Absenteeism and College Career Indicators for Students with Disabilities
- 2025 = Chronic Absenteeism for Hispanic
- 2025 = Chronic Absenteeism for Socioeconomically Disadvantaged

Learning Recovery and Emergency Block Grant:

AUSD has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions are found in Goal 1, Actions 1.4 and 1.8.

Utilizing the needs assessments within the process for LCAP, Differentiated Assistance (DA), and Compliance and Improvement Monitoring (CIM), evidence substantiated findings from the 2024 & 2025 Dashboards related to student achievement, combined with a review of all data and systems within LCAP, DA, and CIM, there was a demonstrated discrepancy in each student group's achievement on local assessments in comparison to State SBAC assessments. This evidence showed that unduplicated students are improving on foundational skills as measured locally, but not at the same rate as their peers on deep and transfer learning as measured by State assessments. Based on this, Goal 1, Action 1.8 provides teachers on special assignment (TOSA) who will provide targeted interventions to directly address both targeted small group Tier II & III academic foundational improvement, support Tier I direct instruction, and teacher coaching to improve in Tier I instructional practices that address academic language acquisition. Within Action 1.4, LREBG funds are utilized to hire classified staff to provide small group instruction and targeted interventions. These actions align with allowable uses of LREBG funds in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.

Reflections: Technical Assistance

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

Atascadero Unified School District is eligible for Differentiated Assistance based upon the 2024 CA Dashboard for English Learners in ELA & Math (CAASPP) (Priority #4) and Chronic Absenteeism (Priority #5), Long-Term English Learners in ELA & Math (CAASPP), Chronic Absenteeism (Priority #5) and College Career Indicator (Priority #8), and for Students with Disabilities in ELA & Math (CAASPP) (Priority #4) and Suspension (Priority #6). On the 2025 CA Dashboard, AUSD is eligible for English Learners in ELA & Math (CAASPP) (Priority #4), Chronic Absenteeism (Priority #5) and Suspension (Priority #6), for the Homeless student group in Suspension (Priority #6) and College Career Indicator (Priority #8), and for Students with Disabilities in Chronic Absenteeism (Priority #5) and Suspension (Priority #6). In collaboration with the San Luis Obispo County Office of Education, AUSD has analyzed Dashboard and local data to surface strengths and gaps and investigate potential root causes contributing to the area(s) of concern. Improvement teams have been convened to identify high leverage practices/changes and develop implementation plans specifically designed to improve student outcomes. The teams meet regularly to monitor progress, consolidate learning and make critical adjustments.

Actions 1.7 in Goal 1 will support student academic improvement.

Actions 2.2 & 2.4 in Goal 2 will support students in improving attendance and suspension rates. Particular focus will be on ELs, LTELs, and SWD.

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.

No schools are eligible 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.

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. Insert or delete rows, as necessary.

Educational Partner(s)	Process for Engagement
District Leadership Team: District Administrators, Principals, Directors, & Classified Managers	AUSD's administrators and leadership team actively lead efforts to provide meaningful feedback that directly informs executive planning and district-wide decision-making. By prioritizing collaboration, this vital input is collected systematically through formal meetings to review current progress and map out future strategies. During these sessions, leadership analyzed current data, examined the implementation of active district services, evaluated student needs, and brainstormed actionable solutions to drive the development of the upcoming 2026–2027 LCAP.
LCAP Steering Committee: Composed of parents who represent unduplicated subgroups, teachers, classified staff, CSEA union leadership, ADTA & CSEA union leadership, school board members, and community members.	AUSD makes great efforts to solicit feedback to inform the district's Local Control and Accountability Plan (LCAP) providing staff with valuable input to inform the district's planning in academics, interventions, attendance & engagement, and mental health & well-being. Input is gathered through formal meetings with educational partners, and parent/staff/student surveys. Throughout the 2025-2026 school year, the LCAP Steering Committee met to update members of the progress of the current LCAP and to seek input on the student needs, possible solutions, feedback on the district's implementation of our actions and services, and for the 2026-2027 LCAP. Engagement of educational partners at the meetings included presentation of actions and services, with solicitation of specific input to inform how to support students with

	extended and accelerated learning opportunities and identification of engaging courses, programs, and opportunities.
Student Ambassadors: composed of students who represent unduplicated student groups from each secondary school (AHS, AMS, FAA, & PCHS).	Throughout the 2025-2026 school year, the Superintendent and Assistant Superintendent held Student Ambassador meetings with each secondary school, to seek input on the student needs, possible solutions, and feedback on engaging courses, programs, and opportunities. The goal of the meetings was to solicit specific input to inform how to engage students with challenging and engaging learning opportunities as well as meeting social/emotional needs of students.

Board of Trustees: 7 publicly elected members that serve as school board members.	Throughout the year, updates are given to the Board of Trustees on the current process of actions and metrics within the current LCAP, input received from educational partners, and potential updates and changes to the upcoming LCAP. Extended information is shared during the mid-year annual review. At each meeting, the Board and the public have an opportunity to provide input.
SELPA & Foster/Homeless Liaison Meeting	Each year, we consult with SELPA and the Foster/Homeless Liaison from SLOCOE to review specific actions and services for students who are foster, homeless, or have a disability. Consultation occurred on 4/24/26. At the meeting we discussed specific actions that are targeted on Students with Disabilities, and the alignment of the LCAP plan with our Special Education goals.

District English Learner Advisory Committee (DELAC): composed of parents from each school who have students who are English Learners.	In addition to the parents of EL that are represented on the LCAP Steering Committee, we annually consult with the DELAC to review specific actions and services for students who are English Learners. Consultation occurred on 5/12/26. At the meeting we discussed specific actions that are targeted to ELs, and the alignment of the LCAP plan with our Title III plan.
Carrisa Plains School Site Council: Equity Multiplier School	Each school site within AUSD makes great efforts to solicit feedback to inform the school's School Site Plan for Student Achievement (SPSA). Site administration solicits parents and staff input to inform the site's planning in academics, interventions, attendance & engagement, and mental health & well-being. Input is gathered through formal meetings and parent/staff/student surveys. Throughout the 2025-2026 school year, each Principal held School Site Council meetings to seek input on the student needs, possible solutions, and feedback on the district's implementation of our actions and services, and for the SPSA. Meetings included presentation of actions and services and solicitation of specific input to inform how to support students with extended and accelerated learning opportunities and meeting social/emotional needs of students and additional training needed for staff. Input was used to develop both the school's SPSA as well as how to best utilize the school's Equity Multiplier funds for the school that qualified.

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

Influence on LCAP:

Throughout each meeting and survey, educational partners identified support for continuing our current LCAP actions and services. Each partner group felt there is steady incremental growth to maintain services, recognizing the flat funding does not fully fund continuing the same level of services. In reviewing student evidence and data, the common needs identified were in the areas of: continuing to improve attendance and suspensions by providing engaging opportunities for kids, utilization of more rigorous interim assessments, continuing small group targeted interventions in our Multi-Tiered System of Support across elementary schools and targeted interventions at the middle and high school levels, continuing counseling across schools, and continuing full implementation of PBIS and Leader in Me character education. Overall, input reinforced the need to continue current academic initiatives and school climate and culture efforts. Educational Partners recognized that while we were not able to increase services, we collected input from each group on what engaged students, so that if revenues increase, we could investigate providing engaging opportunities for students to improve college readiness, attendance, and discipline. The key areas of engagement for students as shared by students, staff, and parents include:

- Hands-on, create, build, & design (CTE)
- Band, choir, music, dance, arts, PE (VAPA)
- Advanced Courses, Dual Enrollment, or challenging courses/content
- Academic Supports
- Classes that require teamwork & communication
- Opportunities for choice and ownership
- SELPA administrator reaffirmed the actions within the LCAP support Students with Disabilities during district consultation meetings

Influence on Equity Multiplier Schools:

Carrisa Plains educational partners were clear that the priority continues to be maintaining additional staff to support targeted intervention through small group instruction.

Goals and Actions

Broad Goal: Academic Achievement

Goal #	Description	Type of Goal
1	Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students. Student achievement will be evident through both local and state indicators, measuring academics by subgroup in the areas of ELA, math, and science. Our students will be college and career ready upon graduation, navigating the pathways that connect education and employment and are demonstrated by the College Career Indicators on the California School Dashboard.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement
Priority 7: Course Access
Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Data shows achievement gaps for English Learners (EL) and Students with Disabilities (SWD) student groups. EL scores declined on recent assessments, while overall scores showed modest improvement. The district's Special Education Plan addresses core subject achievement and college/career readiness for SWD students. While college readiness metrics are promising overall, there is a gap for minority students, including EL and Homeless students. There is a similar gap in participation and completion of Advanced Placement (AP) and Career Technical Education (CTE) programs.

To address these gaps, the district will provide targeted local assessments supported by the full implementation of a multi-tiered system of supports (MTSS) with additional staff. This approach is aligned with research which shows that MTSS can be effective in improving achievement for all students, specifically those who are struggling [1]. The MTSS will provide targeted interventions and small group instruction, as well as 1:1 support through counseling, guidance, and accountability. The effectiveness of these actions will be monitored through a combination of local progress monitoring measures (e.g., local academic assessments, documentation of student contact for additional services) and state achievement indicators. Research suggests that local progress monitoring data can be a valuable tool for informing instruction and improving student outcomes [2].

Sources:

[1] "https://www.branchingminds.com/mtss-professional-learning"

[2] "https://www.naesp.org/resource/data-that-guides-teaching-and-learning/"

Metrics Table: Measuring and Reporting Results

Metric #	Metric	Baseline Year 1 Outcome		Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1A Priority 4: Pupil Achievement	California School Dashboard: English Learner Progress Indicator	2022 – 2023 Making progress towards English language	2023 – 2024 Making progress towards English	2024 – 2025 Making progress towards English language proficiency: 40.%	2025 – 2026 Making progress towards English language proficiency: 46%	+0.7%

		proficiency: 39.3% language proficiency: 40.6%			
1.1B Priority 4: Pupil Achievem en t	Dataquest English Learner reclassification rate	2022 – 2023 Reclassification rate: 4.7% 2023 – 2024 Reclassification rate: 4.5%	2024 – 2025 Reclassification rate: 4.1%	2025 – 2026 Reclassification rate: 15%	-0.6%
1.2A Priority 4: Pupil Achievem en t 1.2B Priority 4: Pupil Achievem en t	District Local Assessments FastBridge, Percent On Track ELA District Local Assessments FastBridge, Percent on Track Math	Spring 2023 – 2024 ELA% All = 53.4% LI Students = 44% SWD Students = 17.7% EL = 13.7% LTEL = 8.4% Foster = 24.4% Homeless = 29.6% Spring 2024 – 2025 ELA% All = 58.4% LI Students = 47.9% SWD Students = 19.6% EL = 15.2% LTEL = 19.6% Foster = 44.4% Homeless = 30.5% Spring 2023 – 2024 Math% All = 56.2% LI Students = 44.9% Spring 2024 – 2025 Math% All = 62% LI Students =	Spring 2025 – 2026 ELA% All = 58.6% LI Students = 47.5% SWD Students = 18.6% EL = 15.1% LTEL = 5.6% Foster = 34.3% Homeless = 35% Spring 2025 – 2026 Math% All = 62.5% LI Students = 50.8% SWD Students = 26.0% EL = 23.3% LTEL = 9.2% Foster = 32.1% Homeless = 38.6%	Spring 2026 – 2027 ELA% All = 70% LI Students = 67% SWD Students = 40% EL = 45% LTEL = 43% Foster = 65% Homeless = 65% Spring 2026 – 2027 Math% All = 70% LI Students = 67% SWD Students = 40% EL = 45% LTEL = 43% Foster = 65% Homeless = 65%	ELA% All = +5.2 LI Students = +3.5 SWD Students = +0.9 EL = +1.4 LTEL = -2.8 Foster = +9.39 Homeless = +5.4 Math% All = +6.3% LI Students = +5.9% SWD Students = +5.9% EL = +9% LTEL = -0.4% Foster = +2.9% Homeless = +5.7%

		SWD Students = 20.1% EL = 14.3% LTEL = 9.6% Foster = 29.2% Homeless = 32.9% 51.7% SWD Students = 26.1% EL = 25.9% LTEL = 25.6% Foster = 43.9% Homeless = 39.7%			

1.3A Priority 4: Pupil Achievem en t	California School Dashboard: ELA average distance from Standard	2022 – 2023 ELA All = -2.8 LI = -32 SWD = -101.5 EL = -74.7 LTEL = N/A Foster = N/A Homeless = -60.9 2023 – 2024 ELA All = -10.3 LI = -37.1 SWD = -106.2 EL = -85.2 LTEL = -120 Foster = -89.1 Homeless = -67.7	2024 – 2025 ELA All = +.7 LI = -25.3 SWD = -89.2 EL = -83.4 LTEL = -101.2 Foster = -40.3 Homeless = -64.6	2025 – 2026 ELA All = +28 LI = +8 SWD = -50 EL = -25 LTEL = N/A Foster = N/A Homeless = -10	ELA All = +9.8 LI = +6.7 SWD = +12.3 EL = -8.7 LTEL = N/A Foster = N/A Homeless = -3.7

1.3B Priority 4: Pupil Achievem en t	California School Dashboard: Math average distance from Standard	2022 – 2023 Math All = -40.4 LI = -71.2 SWD = -132.4 EL = -109.2 LTEL = N/A Foster = N/A Homeless = -118 2023 – 2024 Math All = -44.1 LI = -75.6 SWD = -136.9 EL = -114.2 LTEL = -180.1 Foster = -118.8 Homeless = -106.3	2024 – 2025 Math All = -35.6 LI = -63.7 SWD = -124.5 EL = -113.9 LTEL = -169.3 Foster = -47.1 Homeless = -98.7	2025 – 2026 Math All = -25 LI = -35 SWD = -85 EL = -60 LTEL = N/A Foster = N/A Homeless = -70	Math All = +4.8 LI = +7.5 SWD = +7.9 EL = -4.2 LTEL = N/A Foster = N/A Homeless = +19.3
1.3C Priority 4: Pupil Achievem en t	California School Dashboard: CAST average distance from Standard	Baseline Data 2022 – 2023 CAST All = TBD LI = TBD SWD = TBD EL = TBD LTEL = N/A Foster = N/A Homeless = TBD 2023 – 2024 CAST All = -11.4 LI = -17.6 SWD = -28.3 EL = -27.4 LTEL = -36.2 Foster = N/A Homeless = -26.4	2024 – 2025 CAST All = 55.9 LI = 50.5 SWD = 41.1 EL = 38.2 LTEL = 34.2 Foster = N/A Homeless = 41.2	2025 – 2026 CAST All = 60 LI = 57 SWD = 48 EL = 45 LTEL = N/40 Foster = N/A Homeless = 48	CAST All = +67.3 LI = +68.1 SWD = +69.4 EL = +65.6 LTEL = +70.4 Foster = N/A Homeless = +67.6

1.4 Priority 7: Course Access	Students in grades 8-12 completing an academic plan	2023 – 2024 96.5% 2024 – 2025 95.2%	2025 – 2026 64.9%	2026 – 2027 100%	-31.6%
1.5 Priority 4: Pupil Achievem en t	California School Dashboard College Career Indicator (CCI): Graduates identified as prepared	2022 – 2023 All = 38.3% LI = 29.8% SWD = 5.8% EL = 20.8% LTEL = N/A Foster = N/A Homeless = 8% 2023 – 2024 All = 41.7% LI = 30.4% SWD = 8.2% EL = 0% LTEL = 0% Foster = N/A Homeless = 13.3%	2024 – 2025 All = 42.2% LI = 33.3% SWD = 6% EL = 5% LTEL = 6.7% Foster = N/A Homeless = 5.3%	2025 – 2026 All = 60% LI = 50% SWD = 40% EL = 50% LTEL = N/A Foster = N/A Homeless = 40%	All = +3.9% LI = +3.5% SWD = +0.2% EL = -15.8% LTEL = N/A Foster = N/A Homeless = -2.7%

1.6 Priority 4: Pupil Achievem en t	California School Dashboard College Career Indicator (CCI): Graduates met via CTE Pathway Completion	2022 – 2023 All = 32.8% LI = 37.3% SWD = 33.3% EL = 0% LTEL = N/A Foster = N/A Homeless = 0% 2023 – 2024 All = 41.7% LI = 39.7% SWD = 75% EL = 0% LTEL = 0% Foster = N/A Homeless = 25%	2024 – 2025 All = 38.9% LI = 43.9% SWD = 50% EL = 100% LTEL = 100% Foster = N/A Homeless = 100%	2025 – 2026 All = 55% LI = 50% SWD = 40% EL = 40% LTEL = N/A Foster = N/A Homeless = N/A	All = 6.1% LI = +6.3% SWD = +16.7% EL = 100% LTEL = N/A Foster = N/A Homeless = 100%

1.7 Priority 4: Pupil Achievement	CAASPP Dashboard: EAP Ready (4) or Conditionally Ready (3) ELA & Math	2022 – 2023 ELA Math All = 53% 22% EL = 0% 0% LI = 40% 12% LTEL = N/A Foster = N/A Homeless = N/A	2023 – 2024 ELA Math All = 48% 20% EL = 0% 0% LI = 40% 12% LTEL = N/A Foster = N/A Homeless = N/A	2024 – 2025 ELA Math All = 55% 27% EL = 0% 0% LI = 43% 19% LTEL = N/A Foster = N/A Homeless = 27% N/A	2025 – 2026 ELA Math All = 65% 40% EL = 55% 35% LI = 60% 38% LTEL = N/A Foster = N/A Homeless = N/A	ELA Math All = +2% +5% EL = 0% 0% LI = +3% +7% LTEL = N/A Foster = N/A Homeless = N/A
1.8 Priority 4: Pupil Achievement	California School Dashboard College Career Indicator (CCI): Graduates met via Advance Placement	2022 – 2023 All = 19.7% LI = 13.4% SWD = 0% EL = 0% LTEL = N/A Foster = N/A <u>Homeless = 0%</u>	2023 – 2024 All = 13.7% LI = 15.9% SWD = 0% EL = 0% LTEL = 0% Foster = N/A <u>Homeless = 25%</u>	2024 – 2025 All = 31.5% LI = 26.8% SWD = 0% EL = 0% LTEL = 0% Foster = N/A Homeless = 0%	2025 – 2026 All = 35% LI = 25% SWD = 2% EL = 2% LTEL = N/A Foster = N/A Homeless = 2%	All = +11.8% LI = +13.4% SWD = 0% EL = 0% LTEL = N/A Foster = N/A Homeless = 0%
1.9 Priority 4: Pupil Achievement	California School Dashboard College Career Indicator (CCI): Graduates met via A-G Course Completion	2022 – 2023 All = 58.4% LI = 52.2% SWD = 0%	2023 – 2024 All = 62.6% LI = 60.3% SWD = 25%	2024 – 2025 All = 69.1% LI = 64.6% SWD = 50% EL = 100% LTEL = 100% Foster = N/A Homeless = 100%	2025 – 2026 All = 65% LI = 60% SWD = 30% EL = 80% LTEL = N/A Foster = N/A Homeless = N/A	All = +10.7% LI = +12.4% SWD = +50% EL = +20% LTEL = N/A Foster = N/A Homeless = +100%

		EL = 80.0% LTEL = N/A Foster = N/A Homeless = 50% EL = 0.0% LTEL = 0.0% Foster = N/A Homeless = 50%			
1.10 Priority 4: Pupil Achievem en t	California School Dashboard College Career Indicator (CCI): Graduates met via College Credit Course	2022 – 2023 All = 64.2% LI = 58.2% SWD = 33.3% EL = 40.0% LTEL = N/A Foster = N/A Homeless = 100% 2023– 2024 All = 58.3% LI = 52.4% SWD = 25% EL = 0.0% LTEL = 0.0% Foster = N/A Homeless = 100%	2024 – 2025 All = 64.2% LI = 65.9% SWD = 25% EL = 100% LTEL = 100% Foster = N/A Homeless = 0%	2025 – 2026 All = 80% LI = 70% SWD = 50% EL = 50% LTEL = N/A Foster = N/A Homeless = 80%	All = 0% LI = +7.7% SWD = -8.3% EL = +60% LTEL = N/A Foster = N/A Homeless = -100%

1.11 Priority 4: Pupil Achievem en t	California School Dashboard: Graduates met both A-G & CTE Pathway Completion	2022 – 2023 All = 8.3% LI =6.6% SWD = 0.0% EL = 4.2% LTEL = N/A Foster = N/A 2023 – 2024 All = 11.3% LI = 7.2% SWD = 2.0% EL = 0.0% LTEL = 0.0%	2024 – 2025 All = 32.5% LI = 25.2% SWD = 7.2% EL = 13.6% LTEL = 17.6% Foster = N/A Homeless = 5.3%	2025 – 2026 All = 20% LI = 18% SWD = 10% EL = 12% LTEL = N/A Foster = N/A Homeless = 10%	All = +24.2% LI = +18.6% SWD = +7.2% EL = +9.4% LTEL = N/A Foster = N/A Homeless = +5.3%

		Foster = N/A Homeless = 0.0% Homeless = 0.0%			
1.12 Priority 7: Course Access	In grades 6-12, counselors will meet with 100% of students at risk of not meeting CCI readiness, 3 times a year.	2023 – 2024 0 Meetings = 34% 1 meeting = 29% 2 meetings = 22% 3 meetings = 15% 2024 – 2025 0 Meetings = 43% 1 meeting = 27% 2 meetings = 16% 3 meetings = 13%	2025 – 2026 0 Meetings = 49% 1 meeting = 18% 2 meetings = 15% 3 meetings = 18%	2026 – 2027 3 meetings =100%	3 meetings = +3%

1.13

Priority 8: Other Pupil Outcomes

Covey Measurable Results Assessment (MRA) Survey =

Academics Section 2023 – 2024 Goal Achievement = 75 Empowered Learners = 75 Empowered Teachers = 75 Life Readiness = 72 2024 – 2025 Goal Achievement = 76 Empowered Learners = 76 Empowered Teachers = 78 Life Readiness = 73 2025 – 2026 Goal Achievement = 76 Empowered Learners = 78 Empowered Teachers = 77 Life Readiness = 73 2026 – 2027 Goal Achievement = 85 Empowered Learners = 85 Empowered Teachers = 85 Life Readiness = 82

Goal Achievement = +1 Empowered Learners = +3 Empowered Teachers = +2 Life Readiness = +1

1.14 Priority 8: Other Pupil Outcomes	Access to and enrollment in a Broad Course of Study Data Source: AHS Course Guide	2023 – 2024 • A-G Approved Courses = 86 Courses • Career Technical Education = 26 Courses in 9 Pathways • AP coursework = 13 Courses • Dual enrollment Courses = 22 Courses • Visual and Performing Arts = 20 Courses 2024 - 2025 • A-G Approved Courses = 100 Courses • Career Technical Education = 27 Courses in 9 Pathways • AP coursework = 15 Courses • Dual enrollment Courses = 21 Courses • Visual and Performing Arts = 22 Courses	2025 - 2026 • A-G Approved Courses = 100 Courses • Career Technical Education = 34 Courses in 9 Pathways • AP coursework = 14 Courses • Dual enrollment Courses = 20 Courses • Visual and Performing Arts = 22 Courses • Intensive ELD = 3 Courses	2026 – 2027 Three-year target includes maintenance of strong course offerings • A-G Approved Courses = 86 Courses • Career Technical Education = 26 Courses in 9 Pathways • AP coursework = 13 Courses • Dual enrollment Courses = 22 Courses • Visual and Performing Arts = 20 Courses • Intensive ELD = 3 Courses	• A-G Approved Courses: +14 Courses • Career Technical Education: +8 Courses in 11 (+2) Pathways • AP coursework: +1 Courses • Dual enrollment Courses: -1 Courses • Visual and Performing Arts: +2 Courses • Intensive ELD: 0 Courses

		• Intensive ELD = 3 Courses • Intensive ELD = 2 Courses			
1.15 Priority 8: Other Pupil Outcomes	Outcomes of Broad Course of Study Source: CA Dashboard Additional Reports - College/Career Levels and Measures Report	2022 – 2023 Dual Enrollment Completion: • Seniors Completing 1 Semester = 4 / 5.3% • Seniors Completing 2 or more Semesters = 88 / 64.2% 2023 – 2024 Dual Enrollment Completion: • Seniors Completing 1 Semester = 4 / 6.2% • Seniors Completing 2 or more Semesters = 81 / 58.3%	2024 – 2025 Dual Enrollment Completion: • Seniors Completing 1 Semester = 5 / 6.2% • Seniors Completing 2 or more Semesters = 104 / 64.2%	2025 – 2026 Dual Enrollment Completion: • Seniors Completing 1 Semester = 10% • Seniors Completing 2 or more Semesters = 75%	Dual Enrollment Completion: • Seniors Completing 1 Semester = +0.9% • Seniors Completing 2 or more Semesters = 0%

Goal Analysis for 2025-2026

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/Services in Goal 1 were implemented as intended with no substantive differences. Staffing and MTSS systems are in place and providing targeted interventions, and assessments are given regularly, followed by a review of data. Some minor differences were seen due to staffing shortages and resulted in hiring through contracted services to fill the supplemental positions to provide targeted support through
our MTSS system. This continues to be a struggle throughout the State and not unique to AUSD. Successes include continued growth

in local assessments across subgroups, and improvements in SBAC scores for ELA, Math, and Science.

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.

All funds that were budgeted for Actions/Services in Goal 1 were used to implement the intended Actions/Services with only minor material differences due to staff hirings.

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

AUSD continues to place a heavy emphasis on utilizing our MTSS system to support any learning loss and needed growth of our students. Some key evidence of the effectiveness of actions 1.1, 1.2, 1.3, 1.4, 1.7 & 1.8 include:

Academic performance and college readiness showed strong upward momentum this year. Local FastBridge assessments in both ELA and Math were flat across all subgroups except LTELS, when comparing percent proficient as measured Spring to Spring administrations. For this same comparison, LTELS saw a decrease of 15% in both assessments. Feedback from administrators is that engagement in FastBridge assessments is waning with both students and staff, as a need is being identified to utilize more rigorous local benchmarks that mirror the level of rigor of state assessments. Additional feedback points towards a need for improved Tier 1 instruction and in-class interventions.

This is supported as we saw growth in state testing; SBAC results for ELA, Math, and Science showed a significant 10-point improvement in the "Distance from Standard," showing growth in assessments of Deep and Transfer knowledge. Growth in SBAC scores was seen from each subgroup, with the largest growth made by Foster and LTEL students.

Supporting these gains is a strategic expansion of rigorous course offerings. By increasing access to A-G, CTE, AP, and Visual and Performing Arts (VPA) programs, the district is ensuring that higher academic expectations are met with the diverse pathways necessary for student success.

<u>College Credit & Rigor</u>: Student participation in college-level coursework is a major strength, with over 70% of seniors completing at least one semester of a college course (and 64% completing two or more). Additionally, students completing AP requirements saw a sharp increase of 17.8 percentage points.

<u>Assessment Gains:</u> Academic readiness improved significantly, with a 7% increase in students determined "Ready" via the EAP assessments in both ELA and Math.
<u>Pathway Completion:</u> The district saw a 6.5 percentage point increase in A-G completion. Most notably, there was a 21.2 percentage point surge in students meeting both A-G and CTE Pathway requirements, demonstrating a successful integration of academic and vocational preparation. ELs and LTELS also saw increases in completing A-G and CTE Pathways, improving 13.6% and 17.6% respectively.

English Learners progress towards language proficiency on the ELPI and through Reclassification are both flat. This lack of growth underscores the need to refine our integrated instructional strategies and increase specialized support to ensure our EL students can effectively access core content while simultaneously building the linguistic skills necessary for reclassification and long-term academic success.

Actions 1.1 & 1.2 have been effective in impacting improvement for Metrics 1.2A, 1.2B, 1.3A, 1.3B, & 1.3C. Improvements in these Metrics, combined with improvements in Metrics 1.5, 1.7, 1.8, 1.9, & 1.10 demonstrate the effectiveness of Action 1.4. Each of these Metrics are influenced by Action 1.5, while Action 1.5 also has a direct connection to Metrics 1.4 & 1.12. Metrics 1.4 & 1.12 have shown improvements but are still not on a trajectory to meet the Target Outcome for Year 3. This action has been somewhat effective, impacting many Metrics, but not all. It should be continued but monitored and focused on metrics 1.4 & 1.12.

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 upcoming year, no changes are anticipated to be made to the metrics or targeted outcomes of Goal 1. While the core metrics and desired outcomes stay the same, we are intensifying our review of specific actions to address structural budget constraints. Our focus remains on providing direct services that yield the highest impact for our unduplicated pupils, while prioritizing MTSS components.

Action 1.4 provides the additional staff needed for a full MTSS system to support identification of students' academic, social, and emotional needs and provide support for students needing Tier I, II, & III support. The action will remain the same but will be supplemented with LREBG funds to maintain the current levels of services for targeted interventions at each school site.

Action 1.8. was established for the 2025/26 school year to provide targeted interventions by certificated teachers as part of the district's MTSS system, and to provide instructional support to general classroom teachers. Taking advantage of natural attrition in staffing, the number of teachers providing this support will be reduced from 6 FTE to 4 FTE. The certificated teachers will be placed at schools with the most combination classes to support the Tier I instruction and interventions where students are spread across the multiple grades and curriculum. By prioritizing teachers in these schools, they will be able to best support the MTSS student grouping and targeted interventions. This shift prioritizes direct services to students, but creates a gap in teacher support.

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	Local Benchmark Assessments	Provide ELA, Math, and locally developed assessments to provide evidence and data to guide the small group instruction in grades 1-12. These assessments provide foundational skill measurement and are in alignment with existing curriculum. They provide an immediate opportunity for teachers to review student needs, group students by need to provide targeted interventions and progress monitor student growth during intervention and assessment cycles.	$93,910	Yes
1.2	Zearn Mathematics	Zearn Mathematics will be implemented in grades K-5 to support small group instruction and independent digital lessons. The small group instruction and digital monitoring of student practice both support teachers and to better meet student's individual needs.	$23,500	Yes
1.3	Multi-Tiered System of Support - SWD	Utilize key staff to support Students with Disabilities to access grade level curriculum and improve academic achievement. Staff include: • Psychologists • Special Education Teachers • BCBA Behavior Specialists This required action addresses lowest performing (red) student groups indicated by the CA School Dashboard: AUSD (CCI ~ SWD) AHS (CCI ~ SWD) AMS (ELA ~ SWD) This is a required action directed to Students with Disabilities in their access to grade level appropriate content and to support their academic achievement.	$0	No

1.4	Multi-Tiered System of Support	To provide the best MTSS system possible, additional staff will be utilized to support identification of students' academic, social, and emotional needs and provide support for students needing Tier I, II, & III supports. Support is provided through targeted interventions, small groups, additional opportunities to access core curriculum and high intensity foundational support. This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. This action is supported by research demonstrating that targeted, small group instruction and tiered intervention systems significantly improve student outcomes, particularly for English Learners, Students with Disabilities, and other unduplicated student groups. Additionally, differentiated instruction and structured intervention cycles, such as Plan-Do-Study-Act (PDSA), are recognized as effective strategies for accelerating learning and addressing unfinished learning. AUSD is eligible for Differentiated Assistance based upon the performance of EL students in the areas of ELA & Math SBAC results (State Priority 4) and College Career Indicators for Homeless students and SWD (State Priority 8). AUSD's improvement team reviewed the district's systems through the lens of cycles of continuous improvement and identified the need for targeted interventions through an MTSS system that includes a Plan-Do-Study-Act (PDSA) cycle. These actions directly support the PDSA model allowing for opportunity to provide the direct needs identified through the process. This action aligns with the purposes outlined in EC Section 32526(c)(2), including providing tutoring and small group learning supports and implementing learning recovery programs to accelerate academic proficiency. This required action addresses lowest performing (red) student	LCFF = $2,415,843 LREBG = $156,212	Yes

		groups indicated by the CA Schools Dashboard. Additional staff include: • 11.156 FTE Instructional Aides (K-12) • 7.0 TK-12 Teachers ~ small group instruction & targeted intervention for ELs • 5.7 Intervention Coordinators • Psychologists • Special Education Teachers • BCBA Behavior Specialists Metrics used to monitor LREBG actions include Metrics 1.1, 1.2, & 1.3 This required action addresses lowest performing (red) student groups indicated by the CA School Dashboard: AUSD (ELA & SBAC Math ~ EL) AMS (ELA & SBAC Math ~ EL)		

1.5	Academic Counselors	Additional counselors will be maintained to support at-risk students academically. Counseling support will also support students to increase participation in rigorous A-G coursework, CTE Pathways, Dual Enrollment Classes, and AP classes to prepare them for post-graduation opportunities through the support of the additional counselor positions. Counselor meetings will be logged in Aeries. • 2.0 Counselor – Grades 6-12	$220,528	Yes

1.6	EL Instructional Aides & EL Site Reps	To support English Learners (ELs) and Long-Term English Learners (LTELs), each school site (with 15 or more ELs, LTELs, & RFEP students) will have a representative who monitors ELs & LTELs and identifies students who needs additional support and which students are ready to be reclassified. The representative will support Instructional Leadership Teams and Department Chairs regarding professional development and best teaching practices to support ELs with initial language development and foundational vocabulary & LTELs with advanced strategies to increase fluency in reading and writing to help overcome long-term language barriers. Finally, the site representative will collaborate with site administration and counselors to monitor EL & LTEL progress, supports, and course placements. Specific attention will be made towards academic supports for LTELs in courses beyond English, to assist with the needs of academic vocabulary and language development specific to other core courses. The representative will receive a stipend for the additional work and support. To provide in-class academic support, bilingual instructional aides will be hired to support school sites with high percent of ELs. The number of EL Site Representatives and IAs included in LCFF Supplemental funding is: • 10 EL Site Representative Stipends • 3.094 FTE Bilingual IAs	LCFF = $125,884 Title III = $17,997	Yes

1.7Targeted Interventions

To provide the best targeted interventions, these supports will be provided as part of the district's MTSS system. Staff will be utilized to support identification of students' academic needs and provide supports for students needingTier I, II,& III supports. Support is provided through targeted interventions, small groups, additional opportunities to access sore curriculum and high intensity foundational support.

AUSD is eligible for Differentiated Assistance based upon the performance of English learners students in the areas of ELA& Math SBAC results and College Career Indicators (State Priority 4) and Homeless students in the area of College/Career indicator (State Priority 4). AUSD's improvement team reviewed the district's systems through the lens of cycles of continuous improvement and identified the need for targeted interventions through an MTSS system that includes a Plan-Do-Study-Act (PDSA) cycle. These actions directly support the PDSA model allowing for opportunity to provide the direct needs identified through the process.

This required action addresses lowest performing (red) student groups indicated by the CA Schools Dashboard:

AUSD (CCI~ HI& SWD) (Math~ HI)

ACE (Math~ All& Wh)

AHS (CCI~ SWD)

AMS (ELA~ SWD) (Math~ His) (ELPI~ EL)
$0 No

1.8	Intervention Teachers / Instructional Coaches	**LREBG Action** Description: To provide targeted interventions by certificated teachers, these supports will be provided as part of the district's MTSS system. Certificated staff will be utilized to provide direct instruction for targeted groups of students' academic needs as well as providing instructional support to general classroom teachers in the areas of language acquisition. This split position will be provided at each elementary school to support students needing Tier II, & III assistance, as well as supporting teachers in providing Tier I supports within the classroom and will be supported by the Director of Elementary Curriculum and Instruction. Student support is provided through small groups targeted intervention, and research-based teacher modeling and instructional practices. Research: Research strongly supports the implementation and enhancement of evidence-based learning supports to accelerate progress in closing learning gaps. High-impact tutoring, characterized by frequent, personalized sessions in small groups, has demonstrated significant positive effects on both math and reading achievement, leading to substantial learning gains for students across grade levels. Furthermore, providing professional development and teacher coaching plays a crucial role in improving instructional practices, which in turn positively impacts student outcomes. Effective coaching involves personalized guidance, data-driven decision-making, and fostering a culture of continuous improvement among educators, ultimately contributing to enhanced student learning and the narrowing of achievement disparities. Metrics being used to monitor the action include each section within Metrics 1.1, 1.2, & 1.3 • 4.0 Intervention Teachers / Instructional Coaches	LREBG = $455,474	No

Broad Goal: Climate & Culture

Goal #	Description	Type of Goal
2	Our school sites will have safe, welcoming, and inclusive climates that support our students by providing character education, Positive Behavior Intervention and Supports (PBIS), social, and emotional supports. We will support our families by providing parent engagement programs and parent education. A positive climate and culture can be measured by student attendance, discipline data including suspensions, and parental engagement. Each action and metric are aligned to these three key areas.	Broad

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Multiple educational partner input sessions and the review of discipline and counselor entries highlighted critical needs for improved PBIS, character education, and social-emotional counseling (SEC) across the school district, particularly for low-income students. In reviewing reasons for counseling contacts, there is a large discrepancy when looking at low-income students in comparison to non-low-income students. Low-income students make up 48% of our school district, but we have a higher percentage of low-income students seeing their counselor because of attendance, behavior, and social/emotional, than their non-low-income peers (67% to 33%). We will continue the use of counselors at all levels to provide individual support, while building upon school-wide efforts in PBIS and character education. A study by OpenRiver [1] highlights the increased stress and emotional burdens faced by students from low-socioeconomic backgrounds, potentially contributing to this disparity.

District wide attendance and graduation rates continue to rebound post COVID, while suspensions remain high at the middle school level and with Students with Disabilities and low-income students making up the largest student groups in this category across the district. To support this, a more defined and utilized continuum of services for Tier I and Tier II Interventions, enhanced PBIS practices and character education are a high priority across the district. Efforts will be made to strengthen school-wide interventions including:

- Implement a Tiered Intervention Model (Tier I: Universal SEL for all students, Tier II: Targeted interventions for at-risk students) as research by Frontiers in Psychology [2] suggests it can be particularly effective for low-income students.
- Enhance Positive Behavioral Interventions and Supports (PBIS) practices to create a supportive school environment that reduces behavioral problems. CollegeXpress [3] highlights how SEL programs can contribute to this goal.

• Emphasize Character Education to foster positive social-emotional skills.
Metrics will be improved to include both local and state data. Local data will be collected in the Fall and Spring with State data updated in the Winter, providing a combination of lead and lag measures, to best provide information to adjust practices as needed. Implementing a system that includes both local and state data (attendance, suspensions, alternatives to suspension, and parent engagement) will allow for ongoing monitoring and adjustments to practices as needed. This aligns with best practices in school improvement [4].

By prioritizing social-emotional support, implementing targeted interventions, and utilizing data effectively, the school district can address the specific needs of low-income students, improve school climate, and ultimately enhance academic outcomes for all students.

References:

[1] OpenRiver: Working With Students from Low Socioeconomic Families: What Can School Counselors do? (https://www2.winona.edu/socialwork/HowToApply.asp)

[2] Frontiers in Psychology: Social Emotional Learning Program Boosts Early Social and Behavioral Skills in Low-Income Urban Children (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7959114/)

[3] CollegeXpress: 5 Ways SEL Can Help Low-Income Students (https://www.collegexpress.com/interests/education/blog/5-ways-sel-can-help-low-income-students/)

[4] (Resource on best practices in school improvement - National Association of School Psychologists (https://www.nasponline.org/))

Metrics Table: Measuring and Reporting Results

Metric #	Metric	Baseline Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

2.1 Priority 6: School Climate 2.2 Priority 6: School Climate	California School Dashboard & Suspension Rates Aeries: number & percent of students suspended for at least 1 day Alternatives to suspension: for violations of Ed Code 48900, Percent of students who received an alternative to suspension	Through the 2nd Trimester 2023 – 2024, # of students suspended for at least 1 day: 156 All = 3.64% LI = 5.00% SWD = 8.23% EL = 5.72% LTEL = 7.62% Foster = 5.71% Homeless = 4.39% 2022 – 2023 CA Dashboard: All = 5.3% LI = 7.8% SWD = 9.4% EL = 6.1% LTEL = N/A Foster = 11.1% Through the 2nd Trimester 2024 – 2025, # of students suspended for at least 1 day: 179 All = 4.09% LI = 6.2% SWD = 7.79% EL = 7.19% LTEL = 7.95% Foster = 8.33% Homeless = 8.6% 2023 – 2024 CA Dashboard: All = 4.6% LI = 6.6% SWD = 9.4% EL = 7.1% LTEL = 14.0% Foster = 4.1%	Through the 2nd Trimester 2025 – 2026, # of students suspended for at least 1 day: 151 All = 3.57% LI = 5.25% SWD = 8.11% EL = 6.64% LTEL = 12.64% Foster = 21.74% Homeless = 7.59% 2024 – 2025 CA Dashboard: All = 5.3% LI = 7.7% SWD = 9.9% EL = 10.1% LTEL = 16.4% Foster = 26.2% Homeless = 8.9% 2025 – 2026 Through the 2nd Trimester # of students with violations of Ed Code 48900: 223 Alt. to Sup. only = 32% Susp. w/ Alt. to Susp. = 12% Susp. w/o Alt. to Susp. = 57%	Through the 2nd Trimester 2026 – 2027, # of students suspended for at least 1 day: 100 All = 2% LI = 2.5% SWD = 4.5% EL = 2.5% LTEL = 3% Foster = 3% Homeless = 2% 2025 – 2026 CA Dashboard: All = 2.5% LI = 3.5% SWD = 5% EL = 3% LTEL = 7% Foster = 6% Homeless = 3% 2026 – 2027 Alt. to Sup. only = 40% Susp. w/ Alt. to Susp. = 5% Susp. w/o Alt. to Susp. = 35%	# of students suspended for at least 1 day: -5 All = -0.07% LI = +0.25% SWD = -0.12% EL = +0.92% LTEL = +5.02% Foster = +16.03% Homeless = +3.2% CA Dashboard: All = 0% LI = -0.1% SWD = +0.5% EL = +4.0% LTEL = N/A Foster = +15.1% Homeless = +3.6% Through the 2nd Trimester # of students with violations of Ed Code 48900: -28 Alt. to Sup. only = +1% Susp. w/ Alt. to Susp. = +4% Susp. w/o Alt. to Susp. = -4%

		Homeless = 5.3% 2023 – 2024 Alt. to Sup. only = TBD Susp. w/ Alt. to Susp. = TBD Susp. w/o Alt. to Susp. = TBD	Homeless = 8.6% Baseline Data 2024 – 2025 Through the 2nd Trimester # of students with violations of Ed Code 48900: 251 Alt. to Sup. only = 31% Susp. w/ Alt. to Susp. = 8% Susp. w/o Alt. to Susp. = 61%			

2.3 Priority 6: School Climate	Aeries: Percent of students receiving post suspension counseling	2023 – 2024 TBD	Baseline Data 2024 – 2025 Through the 2nd Trimester = 8%	2025 – 2026 Through the 2nd Trimester = 16%	2026 – 2027 100%	Through the 2nd Trimester = +8%
2.4 Priority 3: Parental Involvement	Aeries: Percent of attendance conference held for parents of chronically absent students	2023 – 2024 TBD	Baseline Data 2024 – 2025 25.9%	2025 – 2026 43.0%	2026 – 2027 100%	+17.1%

2.5 Priority 5: Pupil Engagem en t 2.6 Priority 3: Parental Involvement 2.7 Priority 3: Parental Involvement	California School Dashboard: Graduation Rate Percentage of Schools with full parent participation on SSC & PTA/PTO Parent conference participation in elementary grades	2022 – 2023 CA Dashboard: All = 90.0% LI = 88.1% SWD = 84.6% EL = 100% LTEL = N/A Foster = N/A Homeless = 80.0% 2023 – 2024 CA Dashboard: All = 92.6% LI = 90.9% SWD = 79.6% EL = 81.0% LTEL = 80.0% Foster = N/A Homeless = 80.0% 2023 – 2024 93% 2024 – 2025 100% 2023 – 2024 93.71% 2024 – 2025 96.86%	2024 – 2025 CA Dashboard: All = 91.5% LI = 90.8% SWD = 79.7% EL = 68.2% LTEL = 70.6% Foster = N/A Homeless = 89.5% 2025 - 2026 88% 2025 – 2026 85.31%	2025 – 2026 CA Dashboard: All = 95% LI = 93% SWD = 90% EL = 98% LTEL = 85% Foster = N/A Homeless = 88% 2026 – 2027 100% 2026 – 2027 95%	CA Dashboard: All = +1.5% LI = +2.7% SWD = -4.9% EL = -31.8% LTEL = N/A Foster = N/A Homeless = +9.5% -5% -8.4%
2.8 Priority 3: Parental Involvement	Percentage of schools holding 4 academic parent engagement events per year	2023 – 2024 75.00% 2024 – 2025 42%	2025 - 2026 75%	2026-2027 100%	0%

2.9 Priority 5: Pupil Engagem en t	California School Dashboard: Attendance Rates & Chronic Absenteeism Rates	2023-2024 Local Attendance at P2 = 93% 2022-2023 CA Dashboard: All = 22.8% LI = 29.1% SWD = 34.8% EL = 27.8% LTEL = TBD Foster = 35.0% Homeless = 39.1% 2024 – 2025 Local Attendance at P2 = 93% 2023-2024 CA Dashboard: All = 19.0% LI = 26.0% SWD = 29.5% EL = 29.9% LTEL = 43.9% Foster = 36.8% Homeless = 37.4%	2025 – 2026 Local Attendance at P2 = 93% 2024-2025 CA Dashboard: All = 19.4% LI = 27.7% SWD = 32.1% EL = 33.7% LTEL = 34.1% Foster = 22.6% Homeless = 32.9%	2026-2027 Local Attendance at P2 = 95% 2025-2026 CA Dashboard: All = 9% LI = 11% SWD = 14% EL = 10% LTEL = 20% Foster = 15% Homeless = 18%	Local Attendance at P2 = 0% CA Dashboard: All = -3.4% LI = -1.4% SWD = -2.7% EL = +5.9% LTEL = N/A Foster = -20% Homeless = -6.2%
2.10 Priority 5: Pupil Engagem en t 2.11 Priority 6: School Climate	CALPADS: Middle School Dropout Rate DataQuest: High School Dropout Rate DataQuest: Expulsion Rates	2022 – 2023 HS = 8.9% MS = 0% 2023 – 2024 HS = 6.0% MS = 0% 2022 – 2023 0.1% 2023 – 2024 0.2%	2024 – 2025 HS = 7.5% MS = 0% 2024 – 2025 0.1%	2025-2026 HS = 3% MS = 0% 2025-2026 0.05%	HS = -1.4% MS = 0% +0.05%

2.12 Priority 6: School Climate	Covey Measurable Results Assessment (MRA) Survey = Culture and Leadership Sections	2023-2024 Supportive Environment for Staff = 77 Supportive Environment for Students = 81 Student Leadership = 77 Staff Leadership = 78 Family & Community Engagement = 73 2024 – 2025 Supportive Environment for Staff = 82 Supportive Environment for Students = 78 Student Leadership = 78 Staff Leadership = 81 Family & Community Engagement = 75	2025 – 2026 Supportive Environment for Staff = 82 Supportive Environment for Students = 79 Student Leadership = 78 Staff Leadership = 81 Family & Community Engagement = 75	2026-2027 Supportive Environment for Staff = 87 Supportive Environment for Students = 91 Student Leadership = 87 Staff Leadership = 88 Family & Community Engagement = 83	Supportive Environment for Staff = +5 Supportive Environment for Students = -2 Student Leadership = +1 Staff Leadership = +3 Family & Community Engagement = +2

Goal Analysis for 2025-2026

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/Services in Goal 2 were implemented as intended with no substantive differences and no significant challenges. Implementing both a PBIS system and Character Education program simultaneously has blended better this year, with feedback from educational partners showing high praise for these two efforts, and local measurements of suspensions and chronic absenteeism show reductions in both categories. As we transition from the implementation phase to a systemization phase, PD will focus on how these programs support each other.

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.

All funds that were budgeted for Actions/Services in Goal 2 were used to implement the intended Actions/Services with no material difference.

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

While the 2024-2025 CA Dashboard indicated a slight 0.7% overall increase in suspension rates, current local data tells a more encouraging story of recent progress. Local data measured at end of the second trimester show significant double-digit reductions in the number of students suspended: 15.6% (179 to 151) for the general student body, 18.6% (129-105) for Low Income students, 13.0% (23 to 20) for English Learners, and 12.5% (56-49) for Students with Disabilities. Meanwhile, expulsion rates remained consistently low at less than 0.01%.

Chronic absenteeism remains a focus area, as measured by the CA School Dashboard, rates stayed relatively flat with a marginal 0.4% increase. However, local attendance as measured district wide at the end of the second trimester in 2025 vs. 2026 shows Chronic Absenteeism reducing from 16.9% to 13.0% for all students. This positive trend was also seen by our three largest subgroups, improving from 23.1% to 18.6% for Low Income students, 28.4% to 18.2% for English Learners, and 27.1% to 19.5% for Students with Disabilities. Current efforts show continued incremental improvements. Through the CIM & DA team's additional review of this data, it was revealed that only 43% of chronically absent students had early interventions that included SSTs, pre-SARBs, or student/family counseling. Similarly, while suspensions are reducing and the use of alternatives to suspensions are increasing, 57% of the students who were suspended received an alternative to suspension before a suspension.

Central to these early improvements are Actions 2.1 and 2.2. As schools transition from the implementation phase to "institutionalizing" all three tiers of their Social/Emotional/Behavioral Multi-Tiered System of Supports (MTSS). The impact of PBIS and Leader in Me on campus culture is becoming increasingly evident as seen in the increases in MRA survey results around climate and culture. Because this systemization is effectively driving down suspensions and fostering a more positive climate, these actions will continue to be a cornerstone of our support strategy.

Metrics 2.1, 2.2, 2.3, 2.9, 2.10, 2.11, & 2.12 are each showing improvement, demonstrating that actions 2.1, 2.2, 2.3, and 2.4 are effective in improving their intended Metrics.

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, no changes are anticipated to be made to the metrics or desired outcomes of Goal 2.

Action 2.1 will be adjusted to balance counseling services across our elementary schools and middle schools, according to district staffing ratios. This adjustment will require our smallest sites to share staff but allows us to maintain providing the needed services across our school sites. This operational focus will shift in response to structural budget constraints and reductions of centralized services. We are committed to evaluating the effectiveness of every action to ensure that resources are funneled into the direct services at school sites that are most vital to reach the goals for our unduplicated pupils.

Action 2.4 will shift focus to prioritize early intervention for absenteeism and student discipline. By utilizing tiers 1 and 2 of PBIS system, and student Requests for Assistance, interventions will be put into place earlier and provide support before students become chronically absent or are suspended.

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	Counseling Support	By focusing on helping students manage their emotions and relationships, providing extra help tailored to individual needs, and use of data effectively, we can address the challenges faced by students and create a more positive and supportive school environment. • 1.0 Behavioral Health Coordinator at Atascadero High School This person will coordinate counseling services for AHS students individually and in small groups. Additionally, this person will oversee MFT (Marriage Family Therapist) interns who will provide services at schools throughout the district to increase the counseling services to students at other sites. A final component of the Behavioral Health Coordinator will be providing parent education classes for parents. • 8.98 FTE Counselors throughout schools and grades TK-12. Services will support student needs in the area of attendance, suspensions, and social/emotional well-being. This required action addresses lowest performing (red) student groups indicated. Santa Rosa (Suspensions)	$1,156,543	Yes

2.2	PBIS & Leader in Me: Character Education	○ AUSD is eligible for Differentiated Assistance based upon the performance of **English Learners, Students with Disabilities, and Long-Term English Learners** in the area of **Chronic Absenteeism**, and **Students with Disabilities, English Learners, and Homeless students** in the area of **Suspensions**. AUSD's improvement team reviewed the district's systems through the lens of cycles of continuous improvement and identified the need for targeted interventions through an MTSS system that includes a Plan-Do-Study-Act (PDSA) cycle. This process identified the need for a research based model for building character education. Through a partnership with the San Luis Obispo County Office of Education, AUSD will provide professional development to site leadership teams to guide the selection and integration of the best, scientifically based academic and behavioral practices for improving academic and behavior outcomes for all students. To improve student actions, implement the FranklinCovey, 7 Habits, Leader in Me character development program. A Climate/Culture Coordinator will support all schools with their implementation of PBIS & Leader in Me to help improve School Climate and Safety. Implementation will include team training for lead PBIS teams within each site to address the needs of students requiring higher levels of support. Teams will learn to identify needs, develop and implement Tier II & Tier III interventions while incorporating the character education component of student behavior. • 1.0 Educational Services Director This required action addresses lowest performing (red) student groups indicated by the CA Schools Dashboard: AUSD (Sus ~ Fost) AMS (Sus ~ EL & LI) Santa Rosa (Sus ~ LI)	$181,436	Yes
2.3	School Resource Officer	• 1.0 School Resource Officer (SRO) To help provide a safe and healthy school environment, an SRO will be provided for school safety and implementation of PBIS initiatives. The SRO serves an important function associated with addressing issues of significant student behavior and attendance, while serving as a community liaison.	$80,000	Yes

2.4	PBIS, Student Behavior Support Systems	Utilizing the PBIS training and implementation support from the San Luis Obispo County Office of Education, in combination with the instructional components of Franklin Covey's 7 Habits, teacher leader teams will support all teachers to build student behavior systems that support positive behaviors and school engagement. Implementation will include team training for lead PBIS teams within each site to address the needs of students requiring higher levels of support. Teams will learn to identify needs, develop and implement Tier I, II, & III interventions while incorporating the character education component of student behavior. ○ AUSD is eligible for Differentiated Assistance based upon the performance of **English Learners, Students with Disabilities, and Long-Term English Learners** in the area of **Chronic Absenteeism**, and **Students with Disabilities, English Learners, and Homeless students** in the area of **Suspensions**. AUSD's improvement team reviewed the district's systems through the lens of cycles of continuous improvement and identified the need for targeted interventions through an MTSS system that includes a Plan-Do-Study-Act (PDSA) cycle. These actions directly support the PDSA model allowing for opportunity to provide the direct needs identified through the process. This is a required action that will support increased positive behaviors and school climate and result in increased attendance and decreased suspension. This required action addresses lowest performing (red) student groups indicated by the CA Schools Dashboard: AMS (Sus ~Hisp) Creston (CA ~ Wh) Santa Margarita (CA ~ SWD) (Susp ~ SWD) Santa Rosa (Sus ~ Hisp, SWD, & Wh)	$289,406	Y

Maintenance Goal: Professional Development

Goal #	Description	Type of Goal

3	Teachers will be provided targeted professional development to support their knowledge of the California Common Core State Standards (CCCSS), District adopted curriculum, effective instructional strategies, English Language Development, and PBIS, that support the growth of all students.	Maintenance

State Priorities addressed by this goal.

Priority 1: Credentials & Materials Priority 2: State Standards

An explanation of why the LEA has developed this goal.

Investing in the development and retention of high-quality teachers and staff is a well-established strategy for improving student achievement across all subjects, including literacy, math, and career and technical education (CTE). This includes providing ongoing professional development (PD) opportunities that are aligned with new curriculum changes and to address teachers' specific needs. Over the past 2 school years, the district has adopted new curriculum in all core academic areas, begun work on Visible Learning, and initiated efforts around PBIS. Newly adopted curriculums are updated to include instructional strategies, targeted support, and EL materials. The targeted professional development provided has supported teachers in content knowledge, instructional practices, writing, and the use of assessments. The effectiveness of professional development and the implementation of strategies will be measured through surveys, and then be seen in improved student outcomes in Goal 1 and implementation metrics in Goal 3.

Supporting Research:

- A study by the National Bureau of Economic Research found that students with effective teachers experience significantly higher academic achievement gains than those with less effective teachers [1]. This effect holds true across subjects and student demographics.
- The National Staff Development Council emphasizes the importance of PD that is job-embedded, focused on improving teacher practice, and connected to student learning goals [2].

Metrics Table: Measuring and Reporting Results

Metric #	Metric	Baseline Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

3.1 Priority 1: Credentials & Materials	DataQuest Teaching Assignment Outcomes by FTE on teacher credentialing; Annual Williams report on facilities repair, and student access to standards-aligned instructional materials	2022 – 2023 Total Teaching FTE = 220.5 Clear = 79.0% Out-of-Field = 7.4% Intern = 0.4% Ineffective = 4.4% Incomplete = 8.8% Unknown = 0.0% 2023 – 2024 Total Teaching FTE = 222.7 Clear = 77.8% Out-of-Field = 7.2% Intern = 1.3% Ineffective = 8.8% Incomplete = 4.8% Unknown = 0.0% 2024 - 2025 100% of students have access to standards-aligned instructional materials, and (0) zero facility complaints filed. 2025 - 2026 100% of students have access to standards-aligned instructional materials, and (0) zero facility complaints filed.	2024 – 2025 Data available Summer of 2026 2025 - 2026 100% of students have access to standards-aligned instructional materials, and (0) zero facility complaints filed.	2025 – 2026 Total Teaching FTE = 225 Clear =85% Out-of-Field = 8% Intern = 2% Ineffective = 5% Incomplete = 0% Unknown = 0% 2026-2027 100% of students will have access to standards-aligned instructional materials, and (0) zero facility complaints filed.	Total Teaching FTE = +2.2 Clear = -1.2% Out-of-Field = -0.2%Intern = +0.9% Ineffective = +4.4% Incomplete = -4.0% Unknown = 0.00 Maintaining baseline of 100% access and 0 complaints, meeting year 3 goal.

3.2 Priority 2: State Standards	Common Core State Standards (CCSS) Implementation Self-Reflection Tool	2023 – 2024 Professional Learning: 1. Core Subjects = 4.1 Instructional Materials: 2. Core Subjects = 4.6 Delivery of Instruction: 3. Core Subjects = 3.9 Implementation of Other Academics: 4. = 4.0 Support for Teachers: 5. Input & Support = 3.9 2024 – 2025 Professional Learning: 1. Core Subjects = 4.17 Instructional Materials: 2. Core Subjects = 4.6 Delivery of Instruction: 3. Core Subjects = 3.7 Implementation of Other Academics: 4. = 4.1 Support for Teachers: 5. Input & Support = 4.0	2025 – 2026 Professional Learning: 1. Core Subjects = 3.8 Instructional Materials: 2. Core Subjects = 4.3 Delivery of Instruction: 3. Core Subjects = 3.4 Implementation of Other Academics: 4. = 4.0 Support for Teachers: 5. Input & Support = 3.7	2026 – 2027 Professional Learning: 1. Core Subjects = 4.7 Instructional Materials: 2. Core Subjects = 4.75 Delivery of Instruction: 3. Core Subjects = 4.2 Implementation of Other Academics: 4. 4.3 Support for Teachers: 5. Input & Support = 4.2	Professional Learning: 1. Core Subjects = -0.3 Instructional Materials: 2. Core Subjects = -0.3 Delivery of Instruction: 3. Core Subjects = -0.5 Implementation of Other Academics: 4. = 0.0 Support for Teachers: 5. Input & Support = -0.2

3.3 Priority 1: Credentials & Materials	Professional development satisfaction and instructional practice implementation	2024-2025 will begin the full implementation of Baseline Data 2024 – 2025 PD satisfaction =	2025 – 2026 PD satisfaction = 4.53	2026 – 2027 PD satisfaction = 4.5	PD satisfaction = +0.36

	surveys. (1-5 scale)	these surveys. 4.17 Baseline data will be established.			

Goal Analysis for 2025-2026

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/Services in Goal 3 were implemented as intended, with no substantive differences or major challenges. PD around PBIS and Leader in Me continued to be a high priority in PD across schools, while PD across grade levels and core academic areas began to review more rigorous assessments, including SBAC IABs & FIABs (Interim Assessment Blocks & Focus Interim Assessment Blocks). Minor challenges for providing PD continue to be scheduling, due to the availability of substitute teachers. Efforts will continue to look for creative solutions to provide training during the contractual day.

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.

All funds that were budgeted for Actions/Services in Goal 3 were used to implement the intended Actions/Services with no major material differences.

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

The professional development provided through the Action 3.1 have resulted in positive responses from staff in their satisfaction and usefulness of the PD. PD offered yielded an average of 4.53 on a scale of 1-5, an increase of 0.36 from the previous year. On a scale of 1-5, the PD offered yielded the following averages:

• Leader In Me = 4.5 (no change)

• Other = 4.3 (no base)

• Curriculum = 4.6 (+0.7)

Professional development and the support of teacher growth continues to yield positive responses from staff as seen in Metric 3.3, showing that Action 3.1 is effective in improving teacher efficacy.

As PBIS and character education programs are fully implemented, professional development needs were identified by teachers and administrators to transition to be more targeted towards language acquisition, rigorous assessments, and Tier I instructional strategies.

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, we are shifting our professional development model to better support our district-wide needs. Previously, our site-based Lead Teachers served as the primary "lead learners," participating in the district Instructional Leadership Team (ILT) to facilitate training specifically within their own school sites. To ensure greater equity and consistency across all schools, we are shifting from this site-based provision to a more centralized training model. This transition allows us to implement a common, uniform approach to our MTSS systems. By bringing our educators together, we can provide high-quality, standardized support for Tier 1 academic instruction, interventions, and the shared use of curriculum and assessments. This shift ensures that every teacher, regardless of their site, has access to the same expert-led resources and a cohesive vision for student success. The role of ILT will transition from leading PD at their site to supporting the implementation of PD at their site and will result in fewer ILT members and stipends across the district.

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	Professional Development	Provide all teachers, counselors, and classified employees directly connected to the classroom PD on the CCCSS, CTE, the Framework for Teaching, designated & integrated ELD curriculum & instruction, local assessments and targeted interventions for early reading, mathematics, Proficiency Scales, PBIS, and Leader in Me. Lead teachers at each site will be provided additional training to be a part of the district Instructional Leadership Team (ILT). Members will be the lead learners in professional development and will provide site-based professional development. Professional development for our ELs and LTELS will be tailored to meet their unique needs and stages of language acquisition. ELs require foundational language support, focusing on vocabulary and basic skills, whereas LTELs need advanced strategies to overcome long-term language barriers. Both groups require data-driven approaches to monitor progress, and collaboration among educators is essential to provide the necessary support and resources tailored to each group's specific needs. This action will be provided to support the improvement of all teachers in how they teach students, specifically students who are in an unduplicated student group or underperforming academically.	$213,175	Yes

Focus Goal: Equity Multiplier, Carrisa Plains

Goal #	Description	Type of Goal

4	Carrisa Plains Elementary will increase ELA & Math FastBridge results by an average of 20% across subgroups, and SBAC ELA & Math results by an average of 20 points from standard across subgroups by June of 2027. Student achievement will improve by effectively implementing a Multi-Tiered System of Support to meet the academic needs of students will be evident through both local and state indicators.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

Carrisa Plains School is extremely small, serving approximately 20 students across 5 grade levels. Students are separated into 2 classrooms where teachers and instructional aides work to support the multiple grade level curriculums and the broad academic needs of the students. Local data and state indicators show lower achievement for low-income students as well as all students across the board in comparison to other schools within the district. Parents, teachers, and staff representing the School Site Council reviewed this data with the principal and the educational partners suggested hiring an intervention teacher to provide targeted support for students who are academically behind.

To address these needs, the site will employ additional staff above the district baseline staffing ratio to enhance their multi-tiered system of support (MTSS) by providing targeted small group and individual intervention. This approach is aligned with research which shows that MTSS can be effective in improving achievement for all students, specifically those who are struggling [1]. The MTSS will provide targeted interventions and small group instruction, as well as 1:1 support through counseling, guidance, and accountability. The effectiveness of these actions will be monitored through a combination of local progress monitoring measures (e.g., local academic assessments, documentation of student contact for additional services) and state achievement indicators. Research suggests that local progress monitoring data can be a valuable tool for informing instruction and improving student outcomes [2].

See Goal 3: Professional Development, for applicable descriptions of the actions and metrics used to support and monitor progress related to credentialing, subject matter preparation, or educator retention.

Sources:

[1] "https://www.branchingminds.com/mtss-professional-learning"

[2] "https://www.naesp.org/resource/data-that-guides-teaching-and-learning/"

Metrics Table: Measuring and Reporting Results

Metric # Metric	Baseline Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from

				Baseline
4.1A Priority 4: Pupil Achievement District Local Assessments FastBridge, Percent on Track ELA 4.1B Priority 4: Pupil Achievement District Local Assessments FastBridge, Percent on Track Math 4.2A Priority 4: Pupil Achievement TOMS Student Score Data File: ELA average distance of from Standard	2023 – 2024 ELA% All = 30.6% LI Students = 31.7% SWD Students = 0% EL = 18.8% LTEL = N/A Foster = N/A <u>Homeless = 0%</u> 2023 – 2024 Math% All = 36.4% LI Students = 38.9% SWD Students = 16.7% EL = 28.6% LTEL = N/A 2024 – 2025 ELA% All = 31% LI Students = 25.8% SWD Students = 8.3% EL = 22.2% LTEL = N/A Foster = N/A <u>Homeless = 0%</u> 2024 – 2025 Math% All = 52.6% LI Students = 39.3% SWD Students = 25% EL = 50%	2025 – 2026 ELA% All = 37.5% LI Students = 42.9% SWD Students = 7% EL = 45% LTEL = N/A Foster = N/A Homeless = N/A 2025 – 2026 Math% All = 33.3% LI Students = 19% SWD Students = 50% EL = 50% LTEL = N/A Foster = N/A Homeless = N/A 2024 – 2025 ELA All = -17.4 LI = -105.5 SWD = -77.2 EL = -62.7 Foster = N/A Homeless = N/A	2026 – 2027 ELA% All 50% LI Students 47% SWD Students 30% EL 40% LTEL = N/A Foster = N/A Homeless = 25% 2026 – 2027 Math% All = 52% LI Students = 50% SWD = Students 35% EL 45% LTEL = N/A Foster = N/A Homeless = 30% 2025 – 2026 ELA All = 47.7 LI = 36.3 SWD = -2.5 EL = -46.7 Foster = N/A Homeless = -77	ELA% All +6.9% LI Students 11.2% SWD Students +7% EL +26.2% LTEL = N/A Foster = N/A Homeless = N/A Math% All = -3.1% LI Students = -19.9% SWD = Students -33.3% EL +21.4% LTEL = N/A Foster = N/A Homeless = N/A ELA All = -65.1 LI = -141.8 SWD = -74.7 EL = -16.0 Foster = N/A Homeless = N/A

	Foster = N/A Homeless = 0% 2022 – 2023 ELA All = 22.25 LI = 22.25 SWD = -30 EL = 9.0 Foster = N/A Homeless = N/A LTEL = N/A Foster = N/A Homeless = 40% 2023 – 2024 ELA All = -1.3 LI = -12.7 SWD = -51.5 EL = -95.7 Foster = N/A Homeless = -126			
4.2B Priority 4: Pupil Achievement TOMS Student Score Data File: Math average distance of from Standard	2022 – 2023 Math All = 12.4 LI = 12.4 SWD = -4.6 EL = 7.5 Foster = N/A Homeless = N/A 2023 – 2024 Math All = 9.2 LI = 1.7 SWD = -37.8 EL = -37.7 Foster = N/A Homeless = -80	2024 – 2025 Math All = -28.8 LI = -50 SWD = -68.2 EL = -4.33 Foster = N/A Homeless = N/A	2025 – 2026 Math All = 58.2 LI = 50.7 SWD = 11.2 EL = 11.3 Foster = N/A Homeless = -31	Math All = -87.0 LI = -100.7 SWD = -79.4 EL = -15.6 Foster = N/A Homeless = N/A

4.2C Priority 4: Pupil Achievement TOMS Student Score Data File: CAST average distance of from Standard	2022 – 2023 CAST All = -1.4 LI = -1.4 SWD = 1.0 EL = 7.5 Foster = N/A Homeless = N/A 2023 – 2024 CAST All = -12.5 LI = -12.5 SWD = N/A EL = -42.0 Foster = N/A Homeless = N/A	2024 – 2025 CAST All = 0.5 LI = 2.0 SWD = 0.5 EL = -1.0 Foster = N/A Homeless = N/A	2025 – 2026 CAST All = 47.7 LI = 36.3 SWD = -2.5 EL = -46.7 Foster = N/A Homeless = -77	CAST All = -47.2 LI = -34.3 SWD = N/A EL = 45.7 Foster = N/A Homeless = N/A

Goal Analysis for 2025-2026

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/Services in Goal 4 were implemented as intended with no challenges. The additional teacher hired to enhance their multi-tiered system of support (MTSS) by providing targeted small group and individual intervention has been successful as seen in the increase of local assessment results, although State CAASPP results declined.

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.

All funds that were budgeted for Actions/Services in Goal 4 were used to implement the intended Actions/Services with no major material differences.

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

Local FastBridge assessments show increases in ELA across subgroups by an average of 6%, and an overall decrease in Math by 19%, with SWD increasing by 25% and ELs remaining flat. Local results demonstrate a closing of the gap between subgroups and their peers. The additional small group interventions targeting foundational surface knowledge/skills have shown effectiveness on local assessments,
though State CAASPP results show a small decline in Difference From Standard (DFS) by 16 points in ELA and 38 points in Math. Evidence shows that the additional small group interventions targeting foundational surface knowledge/skills have shown effectiveness on local assessments, though a shift to more rigorous curriculum and instruction is needed to transfer knowledge to the more rigorous state assessments.

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, no changes are anticipated to be made to the metrics, desired outcomes, or actions of Goal 4, though prioritization towards more rigorous curriculum and interventions are needed. Staffing has been very beneficial for student learning.

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	Intervention Teacher	To provide the targeted interventions, additional staff will be utilized to support identification of students' academic, social, and emotional needs and provide targeted interventions. Additional staff include: • Additional staffing for small group instruction	$50,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants Projected Additional 15 percent LCFF Concentration Grant
$4,714,076 $0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.208%	0.152%	$69,788	10.360%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

1.1	**Action:** Local Benchmark Assessments **Need:** Across the district, we have noticed through data analysis that our EL and Low-Income student groups are underperforming on state and local assessments in ELA and Math, and according to CCI indicators on the California State Dashboard. Input from LCAP Steering Committee and site administrators support this Action. **Scope:** LEA Wide	We have identified critical assessments and assessment opportunities that allow us to specifically diagnose the needs and progress of students regularly throughout the year. Our experience has proven that providing progress monitoring data that can be utilized for creating and adjusting small groups of students for targeted interventions to have been successful. This action is principally directed towards these subgroups and is being provided on an LEA Wide basis for all unduplicated students. The benefits of connecting common formative assessments to improving academic achievement is vital both for the identified subgroups as well as all students across the district. With the district-wide implementation of assessments and using the results for a full multi-tiered system of support, it is most beneficial to extend this action to all students.	Reference Metrics:1.1A, 1.1B, 1.2A, 1.2B, 1.3A, 1.3B, & 1.3C
1.2	**Action:** Zearn Mathematics **Need:** Across the district, we have noticed through data analysis that our EL and Low-Income student groups are underperforming on state and local assessments in ELA and Math, and according to CCI indicators on the California State Dashboard. Parent input and school board input indicate a priority on academics with particular focus on mathematics. **Scope:** LEA Wide	We have identified critical assessments and assessment opportunities that allow us to specifically diagnose the needs and progress of students regularly throughout the year. Our experience has proven that providing progress monitoring data that can be utilized for creating and adjusting small groups of students for targeted interventions to have been successful. This action is principally directed towards these subgroups and is being provided on an LEA Wide basis at all elementary schools for all unduplicated students. The benefits of small group instruction is vital both for the identified subgroups as well as all students across the district. To fully implement small group instruction, it is most beneficial to extend	Reference Metrics:1.1A, 1.1B, 1.2A, 1.2B, 1.3A, 1.3B, & 1.3C

	this action to all elementary students.	

1.4	**Action:** Multi-Tiered System of Support **Need:** Across the district, we have noticed through data analysis that our EL and Low-Income student groups are underperforming on state and local assessments in ELA and math, and according to Academic and CCI indicators on the California State Dashboard. This action has strong support as shared by LCAP Steering Committee members and site administrators. **Scope:** LEA Wide	We have targeted intervention teachers and staff to pull students into interventions that are designed to improve performance for EL, foster youth, and low-income students. At the secondary level, high school students integrate intervention classes into their daily schedule, providing additional support in literacy. The Goal 1 Description identifies applicable research supporting MTSS and its connection to academic growth. Knowing the immense positive impact an MTSS system provides to all student types, this action is being implemented across all sites.	Reference Metrics:1.1A, 1.1B, 1.2A, 1.2B, 1.3A, 1.3B, 1.3C, 1.5, 1.7, 1.9, & 1.10
1.5	**Action:** Academic Counselors **Need:** Across the district, we have noticed through data analysis that our Low-Income, and EL student groups are underperforming in all sections of the CCI indicators. Student Ambassadors voice this as a high need to support their growth in school and beyond. **Scope:**	We have added counselors at our high school and middle school to help better prepare students for success in college and/or careers, through class selections and performance reviews while in school. Counselors support a college-bound culture, provide guidance or course alignment to student's future goals, support academic needs while in school, discuss learning opportunities about a variety of post-secondary options, and stay closely connected with our local community college. These additional counselors allow a lower overall student to counselor ratio to prioritize these strategies to our struggling unduplicated population. Over the years, the additional support provided by counselors has shown success, so expanding these services will allow greater success through additional time with each student. Because of this demonstrated success, this action will be principally directed	Reference Metrics:1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, & 1.13

Site Wide (AHS & AMS)	to the needs of unduplicated students but will also serve the needs of all students.	

2.1	**Action:** Counseling Support **Need:** Across the district, we have noticed through data analysis that our EL, & Low-Income students are over-identified relative to their grade level peers across multiple sites, in the Suspension rate as noted in the metrics section. Counseling support has been voiced as one of the highest needs through all LCAP Steering Committee meetings, and input gathering from site and district administrators. **Scope:** LEA Wide	In response to strong educational partner feedback, we have invested in additional counseling across the district to specifically support our students. All elementary sites now have access to counselors to offer Tier I & II social-emotional support and provide small group and individual counseling. At the secondary level, similar strategies will be employed, supported by counseling interns who are under the direct supervision of the Behavioral Health Coordinator at Atascadero High School. Counselors provide support for peer issues, drug and alcohol counseling, small group therapy meetings, and opportunities for family support to help students stay engaged at school. See Goal 2 description for applicable research supporting counselor support. Counselors will prioritize services towards supporting students in the area of individual student behaviors, peer relationships, and PBIS strategies to reduce suspensions. These services have proven to be successful for the intended student groups and we anticipate it will also be effective for all students. Actions will be principally directed to unduplicated students and will be extended to support all students with similar needs.	Reference Metrics: 2.1, 2.2, 2.3, 2.9, & 2.10

2.2	**Action:** PBIS & Leader in Me: Character Development **Need:** Input from multiple educational partners stated that citizenship, behaviors, and school climate are a priority and expressed the need and urgency for all schools to have solid systems in place to teach these skills to students. Evidence on the California State Dashboard data support this feeling, showing that LI, FY, & EL have high percentages or large increases in metrics that are related to student engagement: suspensions, chronic absenteeism, and CCI. **Scope:** LEA Wide	The combined use of quality PBIS and character development programs has been shown to be effective in improving academic and behavioral outcomes for all students. Research from a cluster randomized trial suggests that integrating a high-quality Social-Emotional Learning (SEL) and character education program with Tier 1 PBIS can lead to significantly larger improvements in student behavior expectations, discipline, character development, and even academic engagement time compared to PBIS alone[1]. The Climate/Culture Coordinator will support all schools with their implementation of PBIS & Leader in Me to help improve School Climate and Safety. This is a crucial step. Effective implementation of both PBIS and character development programs requires ongoing support and professional development for educators. The Climate/Culture Coordinator can play a vital role in ensuring fidelity to the programs and fostering a positive school climate that supports student success [2]. Citations: [1] PurposeFull People SEL and Character Education Program: A Cluster Randomized Trial in Schools Implementing Tier 1 PBIS with Fidelity (https://journals.sagepub.com/doi/pdf/10.1177/01 98742920915648) [2] The Role of PBIS in School Climate Improvement: A Meta-Analysis of Single-Case Design Research (https://www.pbisrewards.com/blog/changing-sch ool-climate-pbis-rewards/)	Reference Metrics: 2.1, 2.2, 2.3, 2.9, 2.10, 2.11, & 2.12

	This action is principally directed to improve outcomes for unduplicated students. Similarly, we anticipate that this action will lead to improvements in each group identified as well as all other students. To achieve this, implementation must occur on an LEA Wide basis. Team training will be provided to a lead PBIS team within sites to address the needs of students requiring higher levels of support. Teams will learn to identify needs, develop and implement Tier II & Tier III interventions while incorporating the character education component of student behavior.	

2.3	**Action:** School Resource Officer (SRO) **Need:** Across the district, we have noticed through data analysis that our EL, Foster, and low-income students are over-identified relative to their grade level peers across multiple sites, in the Suspension rate as noted in the metrics section. Student Ambassadors and site administrators both verbalized the support they feel from the SRO and the importance of maintaining this action for our secondary schools. **Scope:** LEA Wide	We have invested in a SRO to support attendance and implementation of our PBIS programs to specifically support unduplicated subgroups at the secondary level. We have contracted Atascadero Police Department to provide the SRO to ensure that our sites remain drug free and to lower the suspension, expulsion, and dropout rates of the identified groups. We anticipate that this action will lead to improvements in each group, similar as it will to our unduplicated students. A study by McCurdy et al. (2019) highlights that the goals of School Resource Officers (SROs) can align with Positive Behavioral Interventions and Supports (PBIS) frameworks. The study highlights the benefits of behavioral support with a focus on positive reinforcement and social-emotional support through their law enforcement presence. McCurdy, E. L., Han, B., Buckley, J. A., & Noonan, R. P. (2019). Schoolwide positive behavioral interventions and supports and school resource officers: A review of the literature. Journal of School Safety, 14(3), 232-252. This evidence supports our use of the SRO to be principally directed towards each of our identified subgroups while also supporting all students in the sites.	Reference Metrics: 2.1, 2.2, 2.3, 2.9, 2.10, & 2.11

2.4	**Action:** PBIS & Leader in Me: Character Development **Need:** Input from multiple educational partners stated that citizenship, behaviors, and school climate are a priority and expressed the need and urgency for all schools to have solid systems in place to teach these skills to students. Evidence on the California State Dashboard data support this feeling, showing that LI, FY, & EL have high percentages or large increases in metrics that are related to student engagement: suspensions, chronic absenteeism, and CCI. **Scope:** LEA Wide	The combined use of quality PBIS and character development programs has been shown to be effective in improving academic and behavioral outcomes for all students. Research from a cluster randomized trial suggests that integrating a high-quality Social-Emotional Learning (SEL) and character education program with Tier 1 PBIS can lead to significantly larger improvements in student behavior expectations, discipline, character development, and even academic engagement time compared to PBIS alone[1]. The Climate/Culture Coordinator will support all schools with their implementation of PBIS & Leader in Me to help improve School Climate and Safety. This is a crucial step. Effective implementation of both PBIS and character development programs requires ongoing support and professional development for educators. The Climate/Culture Coordinator can play a vital role in ensuring fidelity to the programs and fostering a positive school climate that supports student success [2]. Citations: [1] PurposeFull People SEL and Character Education Program: A Cluster Randomized Trial in Schools Implementing Tier 1 PBIS with Fidelity (https://journals.sagepub.com/doi/pdf/10.1177/01 98742920915648) [2] The Role of PBIS in School Climate Improvement: A Meta-Analysis of Single-Case Design Research (https://www.pbisrewards.com/blog/changing-sch ool-climate-pbis-rewards/)	Reference Metrics: 2.1, 2.2, 2.3, 2.9, 2.10, 2.11, & 2.12

	This action is principally directed to improve outcomes for unduplicated students. Similarly, we anticipate that this action will lead to improvements in each group identified as well as all other students. To achieve this, implementation must occur on an LEA Wide basis. Team training will be provided to a lead PBIS team within sites to address the needs of students requiring higher levels of support. Teams will learn to identify needs, develop and implement Tier II & Tier III interventions while incorporating the character education component of student behavior.	

3.1	**Action:** Professional Development **Need:** Across the district, we have noticed through data analysis that our EL, LTEL, and Low-Income students are underperforming compared to typical peers in State and local assessments. Using the CCCSS Implementation Survey and MRA local survey, staff identified the need in professional development with existing curriculum and best instructional practices to meet student needs. **Scope:** LEA Wide	The proposed professional development will directly address the needs of LI, EL, and LTEL students by: Fostering a deeper understanding of language acquisition: The focus on ELD curriculum, instruction, and assessment will equip teachers with the knowledge and skills to support EL and LTEL students' language development effectively. Providing targeted support: The emphasis on early reading, mathematics interventions, and proficiency scales will enable teachers to identify and address the specific needs of struggling LI, EL, and LTEL students. Building a supportive school climate: PBIS and Leader in Me components will contribute to creating a positive and inclusive learning environment essential for LI, EL, and LTEL students' success. Professional Development Surveys will support the effectiveness of the training and identify additional needs of staff. While the Professional Development will be targeted to support El and LTEL, the instructional strategies and professional development for these targeted groups are very often also the best practices for students experiencing similar academic deficiencies. We know that by expanding these trainings to all teachers and implementing Professional Development LEA wide, we will impact all students positively.	Reference Metrics: 3.1, 3.2, 3.3

Limited Actions

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

Goal and Action #'s	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** EL Instructional Aides & EL Site Representatives **Need:** Through ongoing data analysis, site and district administration has observed that our EL students are underperforming relative to their grade level peers on state and local assessments in ELA and math, as noted in the metrics section. Input and research from these administrator groups and our DELAC members identified the need for additional adults to support ELs and LTELS with language acquisition and monitoring of academic success throughout the year. **Scope:** English Learners	We have provided a stipend for support staff at each site to specifically track EL student performance as they move through their academic program, including reclassification targets and post-reclassification monitoring. This position additionally tracks LTEL performance. We have a targeted designated/integrated program for our ELs who are learning English. These programs focus on intensive language acquisition, as well as skill-building in ELA and math, with the goal that these students will show improvement in both language acquisition and academic knowledge.	Associated metrics will progress monitor EL student's academic growth with local standards-aligned and foundational skill assessments and measure them annually in progress on California State Dashboard indicators. Reference Metrics:1.1A, 1.1B, 1.2A, 1.2B, 1.3A, 1.3B, 1.3C, 1.5, 1.7, 1.9, & 1.10

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.

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	Not applicable.	Not applicable.

Staff-to-student ratio of certificated staff
providing direct
services to students
Not applicable. Not applicable.

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.

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	Not applicable.	Not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable.	Not applicable.

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 46,178,221	$ 4,714,076	10.208%	0.152%	10.360%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,818,222	$ 663,286	$ -	$ 17,997	$5,499,505.00	$ 5,187,054	$ 312,451

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	Local Benchmark Assessments	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 93,910	$ 93,910	$ -	$ -	$ -	$ 93,910	0.000%
1	2	Zearn Mathematics	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 23,500	$ 23,500	$ -	$ -	$ -	$ 23,500	0.000%
1	3	Multi-Tiered System of Support - SWD	Students with Disabilities	No	Limited	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	4	Multi-Tiered System of Support	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 2,572,055	$ -	$ 2,415,843	$ 156,212	$ -	$ -	$ 2,572,055	0.000%
1	5	Academic Counselors	All	Yes	Schoolwide	All	AHS and AMS	Ongoing	$ 220,528	$ -	$ 220,528	$ -	$ -	$ -	$ 220,528	0.000%
1	6	EL Instructional Aides & EL Site Reps	English Learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 143,881	$ 17,997	$ 143,881	$ -	$ -	$ 17,997	$ 161,878	0.000%
1	7	Targeted Interventions	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	8	Intervention Teachers / Instructional Coaches	All	No	Schoolwide	All	All Schools	Ongoing	$ 455,474	$ -	$ -	$ 455,474	$ -	$ -	$ 455,474	0.000%
2	1	Counseling Support	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,153,543	$ 3,000	$ 1,156,543	$ -	$ -	$ -	$ 1,156,543	0.000%
2	2	PBIS & Leader in Me: Character Education	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 181,436	$ -	$ 181,436	$ -	$ -	$ -	$ 181,436	0.000%
2	3	School Resource Officer	All	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 80,000	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
2	4	PBIS, Student Behavior Support Systems	All	Yes	LEA-wide	N/A	All Schools	Ongoing	$ 208,962	$ 80,444	$ 289,406	$ -	$ -	$ -	$ 289,406	0.000%
3	1	Professional Development	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 201,175	$ 12,000	$ 213,175		$ -	$ -	$ 213,175	0.000%
4	1	Intervention Teacher	All	No	Schoolwide	N/A	Carrisa Plains	1-Year	$ 50,000	$ 1,600	$ -	$ 51,600	$ -	$ -	$ 51,600	0.000%

2026-2027 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
$ 46,178,221	$ 4,714,076	10.208%	0.152%	10.360%	$ 4,818,222	0.000%	10.434%	**Total:**	$ 4,818,222
								LEA-wide Total:	$ 4,453,813
								Limited Total:	$ 143,881
								Schoolwide Total:	$ 220,528

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	Local Benchmark Assessments	Yes	LEA-wide	All	All Schools	$ 93,910	0.000%
1	2	Zearn Mathematics	Yes	LEA-wide	All	All Schools	$ 23,500	0.000%
1	4	Multi-Tiered System of Support	Yes	LEA-wide	All	All Schools	$ 2,415,843	0.000%
1	5	Academic Counselors	Yes	Schoolwide	All	AHS and AMS	$ 220,528	0.000%
1	6	EL Instructional Aides & EL Site Reps	Yes	Limited	English Learners	All Schools	$ 143,881	0.000%
2	1	Counseling Support	Yes	LEA-wide	All	All Schools	$ 1,156,543	0.000%
2	2	PBIS & Leader in Me: Character Education	Yes	LEA-wide	All	All Schools	$ 181,436	0.000%
2	3	School Resource Officer	Yes	LEA-wide	All	All Schools	$ 80,000	0.000%
2	4	PBIS, Student Behavior Support Systems	Yes	LEA-wide	N/A	All Schools	$ 289,406	0.000%
3	1	Professional Development	Yes	LEA-wide	All	All Schools	$ 213,175	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,120,431.00	$ 5,644,950.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Local Benchmark Assessments	Yes	$ 90,000	$ 93,910
1	2	Zearn Mathematics	Yes	$ 17,500	$ 23,500
1	3	Multi-Tiered System of Support - SWD	No	$ -	$ -
1	4	Multi-Tiered System of Support	Yes	$ 2,609,379	$ 2,302,019
1	5	Academic Counselors	Yes	$ 224,092	$ 226,823
1	6	EL Instructional Aides & EL Site Reps	Yes	$ 181,363	$ 96,356
1	7	Targeted Interventions	No	$ -	$ -
1	8	Intervention Teachers / Instructional Coaches	No	$ 808,049	$ 961,054
2	1	Counseling Support	Yes	$ 1,172,018	$ 1,218,698
2	2	PBIS & Leader in Me: Character Education	Yes	$ 467,899	$ 183,768
2	3	School Resource Officer	Yes	$ 80,000	$ 80,000
2	4	PBIS, Student Behavior Support Systems	Yes	$ 216,643	$ 236,159
3	1	Professional Development	Yes	$ 203,488	$ 171,063
4	1	Intervention Teacher	No	$ 50,000	$ 51,600

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 4,622,164	$ 5,102,718	$ 4,552,376	$ 550,342	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Local Benchmark Assessments	Yes	$ 90,000	$ 93,910.00	0.000%	0.000%
1	2	Zearn Mathematics	Yes	$ 17,500	$ 23,500.00	0.000%	0.000%
1	4	Multi-Tiered System of Support	Yes	$ 2,485,468	$ 2,302,019.00	0.000%	0.000%
1	5	Academic Counselors	Yes	$ 224,092	$ 226,823.00	0.000%	0.000%
1	6	EL Instructional Aides & EL Site Reps	Yes	$ 145,610	$ 96,356.00	0.000%	0.000%
2	1	Counseling Support	Yes	$ 1,172,018	$ 1,218,698.00	0.000%	0.000%
2	2	PBIS & Leader in Me: Character Education	Yes	$ 467,899	$ 183,768.00	0.000%	0.000%
2	3	School Resource Officer	Yes	$ 80,000	$ 80.00	0.000%	0.000%
2	4	PBIS, Student Behavior Support Systems	Yes	$ 216,643	$ 236,159.00	0.000%	0.000%
3	1	Professional Development	Yes	$ 203,488	$ 171,063.00	0.000%	0.000%

2025-2026 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)
$ 45,884,374	$ 4,622,164	0.000%	10.074%	$ 4,552,376	0.000%	9.921%	$ 69,788.00	0.152%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

    - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,
- Principals,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.

- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's

LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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