LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cayucos Elementary School District
CDS Code: 40687260000000
School Year: 2025-26
LEA contact information:
Jen Gaviola
Superintendent
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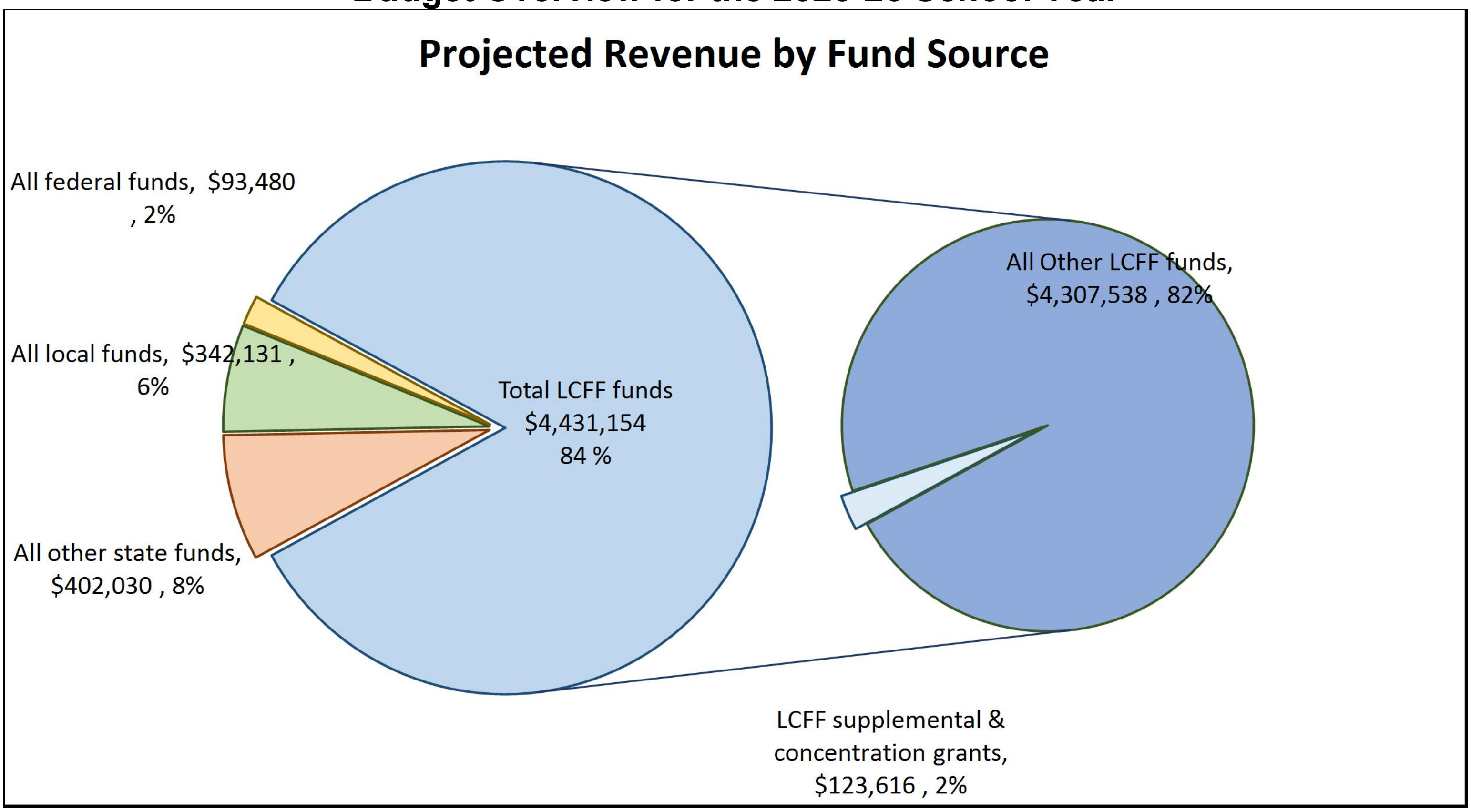
8059953694

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

Budget Overview for the 2025-26 School Year

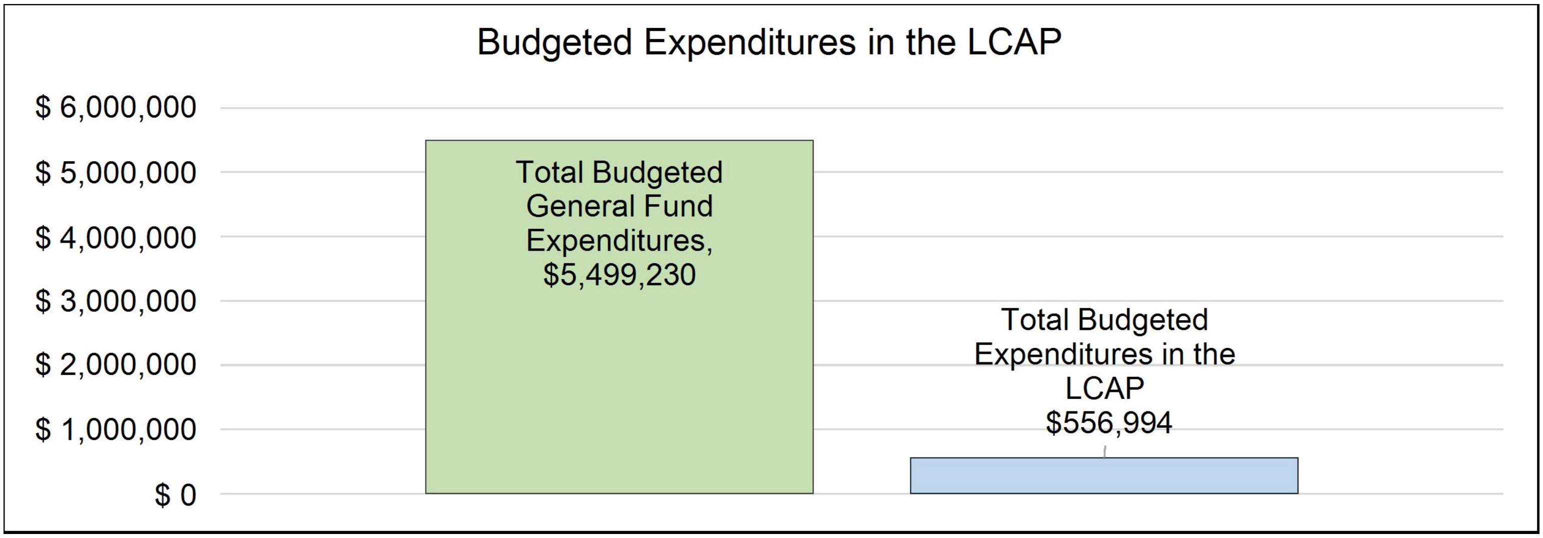


This chart shows the total general purpose revenue Cayucos Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cayucos Elementary School District is $5,268,795, of which $4,431,154 is Local Control Funding Formula (LCFF), $402,030 is other state funds, $342,131 is local funds, and $93,480 is federal funds. Of the $4,431,154 in LCFF Funds, $123,616 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

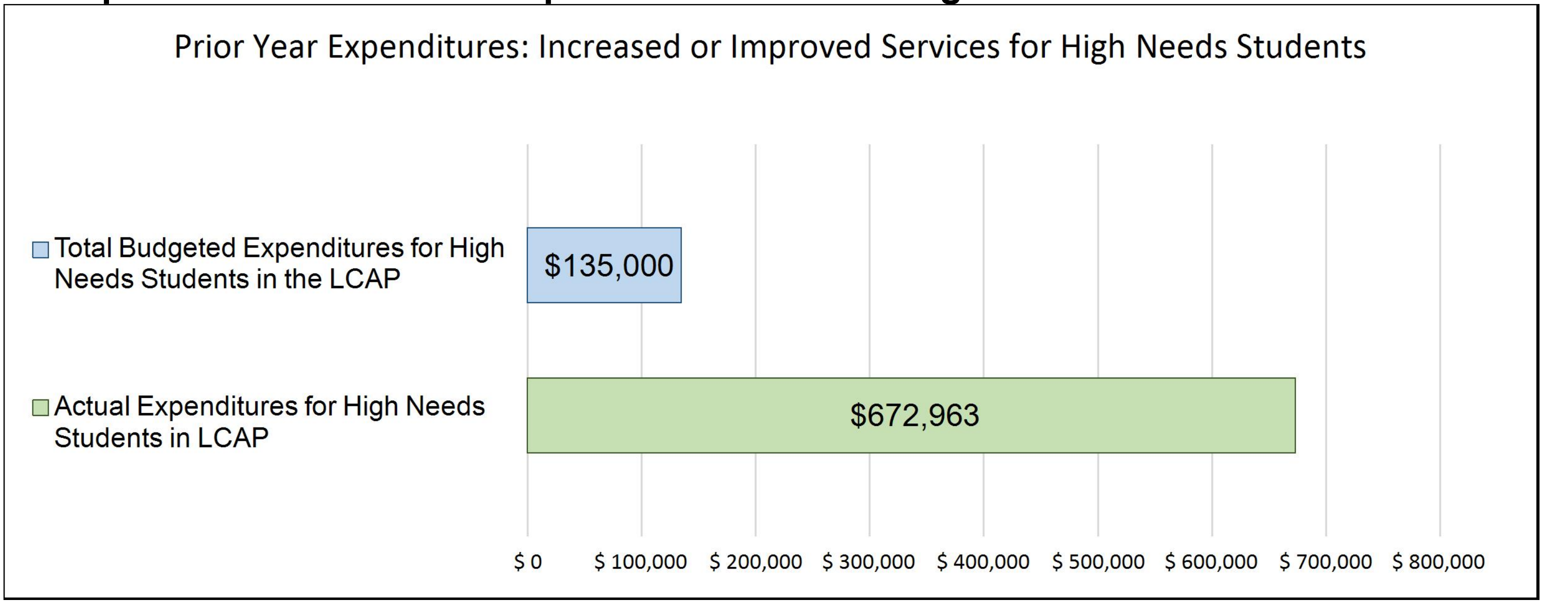
The text description of the above chart is as follows: Cayucos Elementary School District plans to spend $5,499,230 for the 2025-26 school year. Of that amount, $556,994 is tied to actions/services in the LCAP and $4,942,236 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Cayucos Elementary School District is projecting it will receive $123,616 based on the enrollment of foster youth, English learner, and low-income students. Cayucos Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cayucos Elementary School District plans to spend $135,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Cayucos Elementary School District's LCAP budgeted $135,000 for planned actions to increase or improve services for high needs students. Cayucos Elementary School District actually spent $672,963 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cayucos Elementary School District	Jen Gaviola Superintendent	jgaviola@cayucosschool.org 8059953694

Plan Summary [2025-26]

General Information

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

Cayucos Elementary School District (CESD), nestled in the heart of coastal San Luis Obispo County, serves students from Transitional Kindergarten through 8th grade in its single school. With a current enrollment of 192 students (2024-25), CESD maintains an intimate learning environment characterized by an average class size of 18, ranging from a small Transitional Kindergarten class of 9 to the largest 2nd-grade class of 27. Notably, each elementary classroom benefits from the consistent support of a credentialed teacher and a paraeducator for the majority of the school day.

What truly distinguishes CESD is its rich array of educational programs, with a strong emphasis on visual and performing arts (VAPA) for every student. The comprehensive VAPA curriculum encompasses diverse musical instruction, including choir, ukulele, guitar, recorder, world drumming, electronic music creation, and musical theatre. The art program cultivates foundational skills in drawing, color theory, landscape art, painting, and even stage design. Grounded in the five strands of the California State Standards for Theatre, the theatre curriculum ensures standards-based instruction across all grade levels, covering Artistic Perception, Creative Expression, Historical & Cultural Context, Aesthetic Valuing, and Connections, Relationships, and Applications. Furthermore, the middle school Theatre program aligns with the California Career Technical Education (CTE) Standards in Arts, Media, and Entertainment, creating a seamless pathway to local high school CTE programs.

In a significant achievement in 2024, CESD was recognized as one of the few elementary districts in California to receive the Career Technical Education Incentive Grant Program. These funds are directly supporting the district's mission to ensure every student is college and career-prepared by the time they leave 8th grade, fueling various annual awareness activities and elective courses. Beyond these robust electives, the core curriculum for grades K-5 integrates a state-adopted program enhanced by Thinking Maps to bolster writing and critical thinking skills.

Cayucos Elementary School District is deeply committed to fostering a positive and supportive learning environment as a Character Counts and Positive Behavior Intervention and Support (PBIS) district. The school actively teaches social-emotional strategies and conflict resolution, firmly believing that kindness is paramount.

The Local Control and Accountability Plan (LCAP) for this year reinforces the commitment to enrichment activities that strengthen students' connection to their school. CESD's four key areas of focus are: student success and achievement in academics, student success and access in visual and performing arts, positive school culture and climate, and student success in college and career readiness and citizenship. The LCAP, which strategically integrates federal categorical funding and Local Control Funding Formula (LCFF) resources alongside community financial support, enables the District to offer a wide spectrum of enrichment opportunities. These include a strong emphasis on visual and performing arts, targeted literacy and math interventions, and comprehensive social-emotional support. Every student at Cayucos Elementary School benefits from at least one of these enrichment activities woven into their daily schedule, complementing strong academic instruction designed to help each student reach their full potential.

The LCAP also prioritizes instructional interventions for students who are struggling, ensuring that extra support is readily available to address individual social-emotional or academic needs. While the plan explicitly details how intervention programs support foster, homeless, English learner, and low socio-economic students, it also ensures access to these programs for all special education students as appropriate for their individual needs. The actions outlined in this plan are directly aligned with Cayucos Elementary School District's recently adopted mission, vision, and core values:

Our Mission: To inspire and nurture a lifelong love of learning, empowering students to become ethical, innovative, and engaged citizens.

Our Vision: To be a leading TK-8 school recognized for its commitment to educating the whole child through academic excellence, fostering a growth mindset, and developing compassionate global citizens who positively impact their communities.

Core Values:

Kindness: We practice empathy and respect in all interactions, creating a nurturing environment where everyone feels valued and supported to thrive.
Inclusion: We celebrate diverse perspectives and ensure every voice is heard, creating a genuine sense of belonging where differences are respected and honored.
Teamwork: We collaborate effectively, recognizing that our collective wisdom and shared experiences create stronger outcomes than individual efforts alone.
Excellence: We strive for the highest standards in everything we do, cultivating a growth mindset that embraces challenges as opportunities for learning and development.
Community Connection: We foster meaningful relationships beyond our campus, engaging with families, local organizations, and global partners to enrich student learning and create positive social impact.

The School Plan for Student Achievement (SPSA) further details how categorical funds provided through the Consolidated Application will be strategically utilized to address the instructional needs of students and achieve the goals outlined in the plan.

It's important to note that, effective January 1, 2019, state law allows single school districts and charter schools to use their LCAP as their School Plan for Student Achievement (SPSA), provided that the LCAP meets federal school planning requirements and relevant stakeholder requirements under state law.

Reflections: Annual Performance

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

Cayucos Elementary School District (CESD) served 192 students in the 2024-25 school year. According to the California School Dashboard data from the 2023-24 school year, our student population included 27.8% (approximately 53 students) who are socioeconomically disadvantaged, 4.4% (approximately 8 students) identified as English Learners, and 0% Foster Youth. It's important to note that due to the small sample size within CESD, data for English Learners, Homeless students, students identifying with Two or More Races, and Students with Disabilities is not statistically significant for public reporting.

Overall, CESD demonstrates strong performance in English Language Arts and Mathematics, maintaining a "Green" status as a district. The California School Dashboard also indicates that CESD met the standard in the areas of Basics, Implementation of Academic Standards, Parent Engagement, Local Climate Survey, Suspension Rate, and Access to a Broad Course of Study. Notably, the "Orange" level concern identified in the 2023 data for Suspension Rate is not reflected in the 2024 data. As previously discussed, this earlier data point was attributed to a singular incident involving multiple students. We continue to prioritize a positive and safe school environment through the consistent implementation of our Positive Behavior Intervention Support (PBIS) model and ongoing monitoring of suspension data.

A closer look at English Language Arts performance reveals that CESD students, as a whole, performed 31.7 points above the standard. While no student groups reached the "Red" status, our socioeconomically disadvantaged students performed at the "Orange" status. Recognizing this, our school staff, including the Coordination of Services Team and classroom teachers, are actively investigating the factors contributing to this performance level and developing individualized plans to ensure the academic success of each student within this subgroup (approximately 53 students).

In Mathematics, the overall student performance was 15.5 points above the standard. Similar to ELA, no student groups performed at the "Blue" or "Red" levels. However, our socioeconomically disadvantaged students performed at the "Orange" status, representing a one-band decrease compared to the 2023 data. Addressing this trend is a priority for administration, with ongoing work focused on analyzing elements impacting the success of our socioeconomically disadvantaged students, enhancing parent outreach, and providing additional tutoring opportunities.

To gain a more granular understanding of student progress, CESD utilizes local assessment data collected three times annually through DIBELS (for math and reading in grades TK-6) and NWEA MAP assessments. These nationally normed assessments provide valuable insights into individual student growth and learning needs. Our grade-level teams engage in regular "data dives" to analyze these trends and collaboratively plan targeted support for students. This data-driven approach allows for timely adjustments in instruction and pacing. For example, MAP data highlighted significant growth in both 2nd-grade math and ELA, with 100% of students meeting their growth goals. Additionally, over 70% of 3rd-grade students achieved their growth goals in both ELA and Math. Our middle school math program also demonstrated strong improvement, with 70% of 6th-grade students reaching their growth target. Local assessment data has further enabled us to implement proactive pre-intervention services in reading for Kindergarten and 1st-grade students who, while performing within the average range, show signs of stalled growth. By providing targeted small-group instruction, teachers can address specific areas of need for these students.

As part of our continued commitment to supporting academic achievement for all students, Cayucos Elementary School District will utilize $39,000 in carryover funds from the California Department of Education's Learning Recovery Emergency Block Grant. These funds will be strategically allocated toward tutoring and after-school academic support services, specifically targeting students who demonstrate the greatest need based on local and state assessment data. This investment allows us to extend instructional time beyond the regular school day and provide individualized or small-group intervention, ensuring that students receive the focused support necessary to accelerate learning recovery and close achievement gaps. This allocation aligns with our LCAP goals related to academic success, equity, and access to timely instructional interventions.

While our population of English Language Learners (approximately 7 students) is relatively small, CESD's multi-tiered system of support team remains dedicated to providing individualized attention and strategies to ensure each of these students experiences substantial academic growth.

The LREBG funded action may be found in Goal 1, Action 4.”

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A There is not a school eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Community	To ensure robust stakeholder engagement, CESD actively involves parents through both the LCAP Parent Advisory Committee and the School Site Council. Throughout the 2024-25 school year, meetings were held on the following dates, with invitations extended to all parents: September 7, 2024; October 2, 2024; December 11, 2024; February 19, 2025; March 27, 2025; and May 22, 2025. In addition to these meetings, CESD prioritized gathering broad parent input through an LCAP survey distributed in January 2025. The district achieved an impressive 77% response rate, a significant increase attributed to focused outreach efforts and strengthened relationships with families throughout the previous year. Furthermore, CESD maintains consistent communication with parents through monthly Parent Newsletter updates summarizing key information. To enhance understanding of LCAP data and survey findings, the district also created and disseminated two informational videos to the parent community. Parent participation in these engagement activities was notably inclusive, with 100% participation from parents of English Learners, 70% from parents of low-income students, and 75% from parents of students with disabilities, demonstrating a strong commitment to hearing from all segments of our parent population.

Educational Partner(s)	Process for Engagement
Community Partners	CESD sends a monthly community newsletter highlighting information regarding our local control accountability plan to the following community organizations: Chamber of Commerce, Lions Club, Rotary Club, Lioness Club, and Cayucos Citizens Advisory Committee. Lastly, CESD attends a monthly community meeting discussing the school district trends and LCAP.
Student Partners	All middle school students at CESD completed a student survey (March 2025) regarding LCAP services. The student input, along with parents, staff, and community members, is highly discussed and considered while creating the LCAP. The superintendent also seeks input from the Associated Student Body (4th-8th grade) by attending their monthly meetings. (October, November, February, March, May) The data is also shared publicly in our April Board of Trustees Meeting.
Staff (Superintendent, Principal, Teachers, Classified Staff, and union representation)	All staff at CESD is given an LCAP survey annually (January 2025) and asked for their input regarding our current plan and future ideas. Additionally, the LCAP is discussed with staff 5 times a year at monthly staff meetings (August, October, December, February, and May).
Local Educational Partners (County Office of Education and SELPA)	Monthly we meet with our SELPA director to receive information that is informative and relevant to the creation of our LCAP. We also formally meet and review the LCAP with the SELPA representative in April 2025. The San Luis Obispo County Office of Education provides both academic and fiscal advisement and support to CESD, as needed, with formal meeting occurring at a minimum two times a year.
Public Hearing	LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate. Date of Public Hearing: June 3,2025.
Adoption by the governing board	LEA adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate. Date of Board Adoption June 17,2025.
Budget Adoption and Local Indicator Report to governing board	Progress on Local Indicators must be presented, and the Budget must be adopted at the same meeting as LCAP adoption. LEA is in compliance with this requirement, as the Budget, Local Indicator Report, and LCAP will be adopted at June 17, 2025 meeting.

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

Cayucos Elementary School District (CESD) is committed to fostering meaningful engagement with all educational partners in the development of our Local Control Accountability Plan (LCAP). Prior to LCAP adoption, the LEA actively consulted with a diverse range of stakeholders, including teachers, administrators, other school personnel, the certificated bargaining unit, classified staff, parents, students, parent advisory committees (representing parents of English Learners, socioeconomically disadvantaged students, and students with disabilities), and staff from the Special Education Local Plan Area (SELPA).(April 2025)

To ensure ongoing opportunities for input on the LCAP, CESD employs a multi-faceted approach. The LCAP is a recurring item on the Board of Trustees' agenda throughout the year, providing a platform for public comment and feedback at the governance level. Staff meetings also serve as a venue for discussing the LCAP and gathering input from school personnel. Collaborative discussions with parents are integral to the process, taking place at School Site Council, PTA meetings, and dedicated LCAP parent meetings, all of which offer opportunities for parents to contribute their perspectives. Notably, our bargaining unit is consistently represented in these engagement forums. We saw a huge increase in feedback and return on our LCAP survey increasing from 35% return rate to 77% in 2024-25 which indicates greater feedback and input.

The active participation of our educational partners is fundamental to shaping our local control accountability plan. The previously mentioned dates and activities were intentionally designed to solicit input and ensure meaningful involvement. Demonstrating the impact of this engagement, feedback received in 2022 led to a significant revision of the middle school elective schedule, resulting in the creation of a comprehensive college and career-based elective program implemented in the 2023-24 school year. Furthermore, input gathered during the 2023-24 partner meetings and survey data directly informed the district's decision to adopt a 7-period day for middle school students in the 2024-25 school year. This structural change allows for dedicated intervention and enrichment time, as well as greater flexibility for connection activities. Importantly, this model addresses a key concern raised by our community engagement partners by ensuring that struggling students are not pulled from core or elective classes for interventions. We are currently exploring options for elementary Gifted and Talented programs that were brought forward from our parent and educational partner groups, we will be piloting GATE offerings in the 2025-26 year based on this feedback and local achievement data trends.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Success and Achievement in Academics: Reduce the Achievement Gap for English Language Learners, Students with a Disability, and Unduplicated Pupils while maintaining schoolwide academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is strategically designed by CESD to provide targeted support aimed at ensuring the continuous academic growth and success of all students at Cayucos Elementary School. Specifically, this goal directly addresses the identified performance "gap" in both English Language Arts (ELA) and Mathematics, as indicated by state assessment data for our Hispanic and socioeconomically disadvantaged student subgroups.

A closer analysis of English Language Arts performance reveals that while CESD students overall perform significantly well at 40.6 points above standard (a level maintained from 2022), a disparity exists among student groups. Notably, our Hispanic student group performed at the "Orange" status, despite no student group performing at the lowest "Red" status. This is particularly concerning as the 31 students comprising this group experienced a 14.6-point decline in performance compared to the previous year. In contrast, socioeconomically disadvantaged students performed at the "Green" status, and White students achieved "Blue" status in ELA. Recognizing this critical area, our school staff, including the Coordination of Services Team and classroom teachers, are conducting an in-depth exploration of the factors influencing the performance of our Hispanic students and are developing individualized plans to support their academic progress.

In Mathematics, the overall performance of CESD students is also strong, at 17.9 points above standard, representing a 5.1-point increase from the 2022 data. In contrast to ELA, no student groups performed at the "Blue," "Red," or "Orange" performance levels in mathematics. However, both our Hispanic and socioeconomically disadvantaged student groups performed at the "Yellow" status, maintaining their performance level from the previous year, while White students performed at the "Green" band. This goal seeks to build upon the overall strengths in mathematics while providing targeted support to elevate the performance of our Hispanic and socioeconomically disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Data (2023)	ELA: Hispanic Students perform 6.7 points below standard on CAASPP, while our overall student group is performing 40.6 points above standard. (47 point gap)	Based on the 2024 CAASPP data, the primary focus in this first year has shifted to address a significant achievement gap identified within our socioeconomically disadvantaged student group. While our previous area of focus, Hispanic students, is no longer a reportable subgroup due to student size, the data reveals that our socioeconomically disadvantaged students (comprising 31 students) are performing in the "Orange" performance band in English		By 2026, the ELA gap of achievement will be reduce by 50%. Data Source: CAASPP	Data not available due to the student size decreasing.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Language Arts (ELA), scoring 9.8 points below standard with a substantial decline of 23.5 points. This contrasts with the overall student performance, which is 31.7 points above standard but also experienced an 8.9-point decline according to the 2024 CAASPP results.			
1.2	CAASPP MATH Data (2023)	MATH: Hispanic and Socioeconomically Disadvantaged students perform 15.8 and 8.8 points (respectively) below standard on CAASPP, while our overall student group is performing 17.9 points above standard. (34 to 25 point gap)	Based on the 2024 CAASPP data, the primary focus in this first year has shifted to address a significant achievement gap identified within our socioeconomically disadvantaged student group. While our previous area of focus, Hispanic students, is no longer a reportable subgroup due to student size, the data reveals that		By 2026, the math gap of achievement will be reduce by 50%. Data Source: CAASPP	Data not available due to the student size decreasing.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			our socioeconomically disadvantaged students (comprising 31 students) are performing in the "Orange" performance band in math, scoring 38.3 points below standard with a substantial decline of 29.5 points. This contrasts with the overall student performance, which is 15.5 points above standard but also experienced a 2.4 point decline according to the 2024 CAASPP results.			
1.3	MAP ELA NWEA Assessment (Mid Year)	62% of students are performing at our above grade level (K-8) on ELA winter administration. 39% of students did not make their growth targets in ELA. (Note: 41% of Hispanic students did not make their growth target in ELA)	100% 2nd Grade Growth Percentage of 2nd-grade students meeting growth goals in both math and ELA, noting there is no discrepancy of performance for Hispanic students.		By 2026, 80% of Hispanic students will make their MAP growth target on ELA, on the winter and spring administration of the MAP assessment. Data Source: MAP	Achievement vs. Growth: While Hispanic and socioeconomically disadvantaged students are underperforming on CAASPP status measures, they are demonstrating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			70% 3rd Grade Growth Percentage of 3rd-grade students achieving growth goals in both ELA and Math, noting there is no discrepancy of performance for Hispanic students 70% 6th Grade Math Percentage of 6th-grade students reaching their growth target in mathematics, noting there is no discrepancy of performance for Hispanic students. All other grade levels ranged from 40-50% of students making growth targets in ELA, noting there is no discrepancy of performance for Hispanic students.			equitable growth across grade levels. The absence of subgroup discrepancies in growth is a positive sign of equity in instruction, even if proficiency levels have not yet caught up. Implications: The growth data suggests that interventions and supports are helping close the achievement gap over time. However, the significant gaps in CAASPP status point to the need for sustained, accelerated growth—especially for Hispanic students—to ultimately reach parity in performance.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	MAP MATH NWEA Assessment (Mid Year)	64% of students are performing at our above grade level (K-8) on math winter administration. 32% of students did not make their growth targets in Math. (Note: 32% of Hispanic students did not make their growth target)	100% 2nd Grade Growth Percentage of 2nd-grade students meeting growth goals in both math and ELA, noting there is no discrepancy of performance for Hispanic students. 70% 3rd Grade Growth Percentage of 3rd-grade students achieving growth goals in both ELA and Math, noting there is no discrepancy of performance for Hispanic students 70% 6th Grade Math Percentage of 6th-grade students reaching their growth target in mathematics, noting there is no discrepancy of performance for Hispanic students.		By 2026, 80% of Hispanic students will make their MAP growth target on math, on the winter and spring administration of the MAP assessment. Data Source:MAP	Achievement vs. Growth: While Hispanic and socioeconomically disadvantaged students are underperforming on CAASPP status measures, they are demonstrating equitable growth across grade levels. The absence of subgroup discrepancies in growth is a positive sign of equity in instruction, even if proficiency levels have not yet caught up. Implications: The growth data suggests that interventions and supports are helping close the achievement gap over time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All other grade levels ranged from 35-50% of students making growth targets in Math, noting there is no discrepancy of performance for Hispanic students.			However, the significant gaps in CAASPP status point to the need for sustained, accelerated growth—especially for Hispanic students—to ultimately reach parity in performance.
1.5	CAST Data (2023)	62% of students at CESD in 5th and 7th grade performed at or above grade level on the CAST.	The 2024 California Science Test (CAST) data, received in September 2024, indicates that 63% of Cayucos Elementary School District students in 5th and 7th grade achieved a performance level at or above grade level in science. To provide context, the most recent publicly available statewide CAST results are from the 2023-24 administration. According to the California		75% of students at CESD in 5th and 7th grade will perform at or above grade level on the CAST.	CAST performance increased by a negligible amount- 1 % schoolwide.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Department of Education data for the 2023-24 school year: Statewide, 47.12% of students in grades 5, 8, and high school (11th grade is the primary testing grade in high school) met or exceeded the grade-level standard in science.			
1.6	Appropriately assigned and fully credentialed teachers	80% Clear Data Year: 2021-22 Data Source: Fall 2023 Dashboard	100% in current 2024-25 school year		100% Clear Data Source: Dashboard	The percentage of appropriately assigned and fully credentialed teachers has improved significantly, rising from 80% to 100%. This marks a critical achievement in ensuring that every student is taught by a qualified educator with the necessary subject-matter expertise and pedagogical training. Having

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						fully credentialed teachers in every classroom directly impacts the quality of instruction, leading to more effective teaching practices, higher student engagement, and improved academic outcomes. It also supports equity by ensuring that all students—regardless of background—have access to skilled educators who can address diverse learning needs. This improvement underscores a strong commitment to instructional excellence and student success.
1.7	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Local Indicator Report	100% Data Year: 2024-25 Data Source: Local Indicator Report		100% Data Source: Local Indicator Report	Maintained 100% access to standards aligned instructional materials.
1.8	Facilities maintained in good repair	All of school facilities meet good repair Data Year: 2023-24	All of school facilities meet good repair		All facilities met good repair	Maintained good repair of facilities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Indicator Report	Data Year: 2024-25 Data Source: Local Indicator Report		Data Source: Local Indicator Report	
1.9	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report		Full Implementation & Sustainability Data Source: Local Indicator Report	Maintained full implementation of academic standards for all students, including ensuring English Learners (ELs) have access to both the Common Core State Standards (CCSS) and English Language Development (ELD) standards, is essential for promoting equity and academic success. These standards provide a clear and consistent framework that supports rigorous learning and critical thinking across all subjects. For ELs, intentional alignment of CCSS with ELD standards ensures

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						they are not only developing English proficiency but also engaging meaningfully with grade-level content. This dual focus helps eliminate barriers to achievement, fosters language development within academic contexts, and prepares all students—regardless of language background—for college, career, and civic life.
1.10	EL Reclassification Rate ELPAC	In-house data analysis, as sample size is too small for state reporting data. 80% of EL Students making progress in at least one area of the ELPAC annually	In-house data analysis, as sample size is too small for state reporting data. 80% of EL Students making progress in at least one area of the MAP NWEA mid year assessment.		100% of EL Students making progress in at least one area of the ELPAC annually Date Source: Local Benchmarks and ELPAC data	Maintained 80% progress of EL students. English Learner (EL) student progress is critically important because it reflects how well schools are supporting students in developing both English language proficiency and academic achievement. As ELs learn English,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						they must also keep pace with grade-level content in subjects like math, science, and social studies. Monitoring and supporting their progress ensures that they are not left behind academically due to language barriers. When EL students make steady progress, it indicates that instruction is responsive, inclusive, and effective in meeting their unique needs. This progress is also essential for closing opportunity gaps, promoting equity, and ensuring that ELs are fully prepared for college, careers, and participation in a global society. Investing in EL progress benefits not only individual

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						students but strengthens overall school performance and inclusiveness.

Goal Analysis [2024-25]

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

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

Overall Implementation Summary for LCAP Actions

The 2024–25 academic year marked a successful implementation of all planned actions, centered around supporting unduplicated students and promoting literacy and math development through a Multi-Tiered System of Supports (MTSS). Despite no major deviations from the original action plans, the implementation process highlighted both significant successes and valuable challenges, which will inform ongoing improvements.

Action 1: Paraeducator Support for Unduplicated Students (Grades TK-5)

Implementation:
Paraeducators were strategically deployed to provide targeted instructional support for students not yet performing at grade level, prioritizing unduplicated students. Support was focused on literacy and math, delivered through both one-on-one tutoring and small group interventions. In addition to academic assistance, paraeducators also played a key role in behavioral interventions, creating a holistic support system for students.

Successes:

Students received consistent, personalized support that was tailored to their specific learning needs.

The integration of paraeducators into small group interventions expanded instructional time and attention for at-risk students.

Behavioral support initiatives led to improved classroom engagement and a more positive learning environment.

Challenges:

Some initial hesitance among staff to fully integrate paraeducators into instructional teams required additional collaboration and professional development, which was addressed to better align roles and maximize impact.

Action 2: English Learner Intervention Support (.3 FTE)

Implementation:
A .3 FTE position was dedicated to providing intervention support for English Learners, facilitating their access to both the Common Core State Standards (CCSS) and English Language Development (ELD) standards. The intervention program focused on enhancing language development and content comprehension.

Successes:

English Learner students showed significant improvement in participation and comprehension across core academic content areas.

Language proficiency gains were evident through formative assessments and classroom observations.

Targeted scaffolding and differentiated instruction aligned with ELD standards helped students build their language skills and academic understanding.

Challenges:

The limited time available for intervention posed scheduling challenges, particularly for students in upper grades and middle school, where pulling them out of core classes or electives for support proved difficult.

Action 3: Literacy TOSA as Part of MTSS

Implementation:
The Teacher on Special Assignment (TOSA) played a crucial role in improving literacy outcomes for K-5 students. Working as part of the MTSS framework, the TOSA provided small group and individual support while also collaborating closely with teachers to analyze data, develop action plans, and refine instructional strategies.

Successes:

Tier 2 students in both ELA and Math demonstrated significant academic growth, as measured by MAP assessments.

Action planning sessions and data dives were well-received by staff, fostering a more focused and responsive approach to instruction.

Coordination of Services meetings centered around actionable adult strategies, which cultivated a culture of shared responsibility for student success.

Challenges:

A cultural shift was needed among some staff to embrace reflective practices and prioritize controllable factors—such as instructional strategies and classroom supports—over external challenges like home environments.

Ongoing professional learning and support were essential to sustain and deepen this mindset shift.

Conclusion

The full implementation of these actions greatly enhanced the school’s ability to support unduplicated and high-need students. Notable successes included measurable academic growth, effective collaboration among educators, and a more responsive instructional environment. While challenges, such as shifting mindsets and managing resource limitations, surfaced, they provided valuable learning opportunities that have been integrated into future planning to ensure continuous improvement. LEA describes any changes made to the goal, expected outcomes, metrics, desired outcomes, or actions as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The effectiveness of these actions was clearly reflected in our DIBELS and MAP assessment data dives. Students receiving targeted support through paraeducators, the EL intervention teacher, and the TOSA demonstrated notable gains in foundational literacy skills and overall academic performance. DIBELS results showed measurable improvement in early literacy indicators, particularly among students in intervention groups. MAP data further validated the success of our MTSS-aligned strategies, with significant growth percentiles among Tier 2 students in both ELA and Math. These results not only affirm the impact of the implemented actions but also underscore the importance of sustained, data-informed intervention efforts across all grade levels.

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.

Intentional preparation and practice for the CAASPP (California Assessment of Student Performance and Progress) are critical to ensuring that students are able to effectively demonstrate their learning. High-stakes assessments like the CAASPP not only measure academic proficiency but also require familiarity with digital tools, question formats, and stamina for extended testing periods. Research from the National Center for Education Statistics (NCES) highlights that students perform better when they are explicitly taught test-taking strategies and given regular opportunities to engage with practice assessments in formats that mirror the actual test. Additionally, studies show that reducing test anxiety through exposure and preparation can lead to more accurate reflections of student understanding (Putwain & Symes, 2011). By embedding test-aligned practice into instruction and building students' confidence with the assessment format, educators create equitable conditions for all learners to succeed and truly showcase what they know and can do. We will plan more explicit teaching of the navigation and execution of the CAASPP during the 2025-26 school.

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	Seven Intervention Paraeducators (0.5 FTE)	Paraeducators provide additional instructional support for students who are not yet performing on grade level. These para-educators focus their support to ensure the success of our unduplicated students. Their specific areas of focus include literacy and math development in grades TK-5. Additionally, the para-educators provide one on one tutoring and homework support for unduplicated students.	$187,196.00	Yes
1.2	English Language Development Teacher (.3 FTE)	This additional intervention support will enable English Learner students to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	$32,608.00	No
1.3	Intervention and Assessment Teacher on Special Assignment (TOSA)	TOSA focuses on literacy development for K-5 students. This teaching position works directly with our students with the greatest needs in small groups and individually.	$139,807.00	No
1.4	LREBG Action	After School Academic Support and Tutoring Services CESD will support students with tutoring and after-school academic support services, specifically targeting students who demonstrate the greatest academic need based on local and state assessment	$39,000.00	No

Action #	Title	Description	Total Funds	Contributing
		data.Research shows that extended learning opportunities, such as tutoring and after-school programs, have been proven to improve academic outcomes, particularly for students who are behind in the core subjects English Language Arts and Mathematics. The metric being used to monitor the action is improvement in local and state assessment scores, student participation rates in after-school programs, and feedback from students and parents.Action 1.4 has been added to include LREBG funding.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Success and Access Visual and Performing Arts (VAPA): CESD will provide guarantee equitable access to daily high-quality visual and performing arts education for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CESD developed this goal and corresponding actions to ensure all students at Cayucos Elementary School are receiving the support necessary to continue their academic growth and success while having access to visual and performing arts programs. Cayucos Elementary School District has long been a provider of a well-balanced education, with a strong emphasis on visual and performing arts (VAPA). CESD believes arts education boosts school attendance, academic achievement, and college attendance rates; improves school climate; and promotes higher self-esteem and social-emotional development. Through Performing Arts, children can channel their emotions through several streams of artistic mediums such as music, dance, drawing, writing, singing, theatre and so much more. Additionally, visual and performing arts are greatly supported by our parent and community partners, as noted on our LCAP survey. In 2024 we created the Arts, Media, and Entertainment Career Technical Education Pathway to further develop our career connection to VAPA and the relevancy of workbased projects and experiences for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Broad course of study: Access and enrollment in Visual and Performing Arts	In 2024, 100% of our students were provided VAPA education. 65% of middle school students elected to take one or more VAPA electives throughout the school year. Data: 2023-24 Data Source: CAL PADS Fall 2	Based on 2024-25 enrollment data: 100% of all students at Cayucos Elementary School received instruction in visual and performing arts (VAPA). 72% of middle school students have elected to enroll in one or more VAPA elective courses to date.		100% of our students were provided VAPA education. 80% of middle school students elected to take one or more VAPA electives throughout the school year. Data Source: CAL PADS Fall 2	Access to Visual and Performing Arts (VAPA) electives has increased by 7%, expanding opportunities for students to engage in creative, expressive, and culturally enriching learning experiences. This increase matters because VAPA programs play a vital role in supporting the whole child by fostering creativity, critical thinking, collaboration, and emotional expression. Participation in the arts is also linked to improved academic performance, higher student engagement, and stronger school connectedness. By broadening access, more students—particularly those

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						who may not have previously had the opportunity—can explore their talents and interests, contributing to a more inclusive and well-rounded education.
2.2	Parent and Student (6-8) LCAP Survey Data 2024	68% of parents and 74% of students believe access to visual and performing arts is a very important aspect of their education at CESD. Data Source: Local Survey Data 2023-24	100% of students believe extracurricular activities are essential to a school experience. (Included in the question is VAPA) 98% of parents believe VAPA is essential to a positive experience at Cayucos School. Data Source: Parent and Student LCAP 2025 Survey		80% of parents and 80% of students believe access to visual and performing arts is a very important aspect of their education at CESD. Data Source: Local Survey Data	The LCAP feedback reflects a strong increase in parent interest and positive perception regarding VAPA (Visual and Performing Arts) programs, highlighting growing community support for arts education. Parents have expressed appreciation for the creative opportunities these programs provide, recognizing their impact on student engagement, self-expression, and overall well-being. This matters because when families value and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						support school programs, it strengthens school-home partnerships and reinforces the importance of a well-rounded education. Increased parent advocacy for VAPA also helps sustain and expand these offerings, ensuring that the arts remain an integral part of the school experience for all students.
2.3	Other Pupil Outcomes	75% of students currently participate in VAPA performance outside of school (extracurricular opportunity) Data Source: Local attendance data	Based on 2024-25 enrollment data: 100% of all students at Cayucos Elementary School received instruction in visual and performing arts (VAPA). 72% of middle school students have elected to enroll in one or more VAPA		Maintain 75% of students performing outside of school in extracurricular opportunities at Cayucos School. Data Source: Local attendance data	There has been a notable increase in student participation in outside-of-school VAPA activities and middle school electives, signaling greater student engagement and interest in extended learning opportunities. This growth reflects the effectiveness of expanded offerings and outreach, as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			elective courses to date.			more students are choosing to explore their creative and academic interests beyond the traditional classroom setting. Increased participation in these programs supports the development of essential skills such as collaboration, discipline, and self-confidence, while also fostering a sense of belonging and personal expression. These experiences enrich students' educational journeys and contribute to a more vibrant, inclusive, and well-rounded school culture.

Goal Analysis [2024-25]

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

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

Implementation Overview and Analysis:

During the school year, CESD successfully implemented its plans to enhance arts education through direct instruction and integration into core subjects. The Art, Music, and Drama teachers each provided comprehensive instruction to TK–8 students, as originally planned. These educators also collaborated with classroom teachers to incorporate visual and performing arts as supplemental learning activities that support and enrich the core curriculum. All students participated in VAPA throughout the school year and on average we had 15-18 students participate in the after school VAPA component of choir and guitar lessons.

Substantive Differences in Implementation:

There were no major deviations from the planned actions. All three arts instructors were able to deliver their services as intended and worked alongside classroom teachers to embed the arts within everyday learning experiences.

Successes:

Student Engagement: Data indicates high levels of student involvement and enthusiasm across all three disciplines—visual art, music, and drama.

Curricular Integration: Teachers reported that arts integration has positively impacted student engagement and supported deeper learning in core subjects.

Collaborative Culture: The partnership between arts and classroom teachers has strengthened interdisciplinary teaching across the school.

Challenges:

Music Program Focus: One notable challenge has been defining a clear focus within the music program. Feedback from parents, staff, and students highlights interest in various directions—band, guitar, ukulele, choir—but there's uncertainty about which path to pursue to develop excellence and identity in music education.

Strategic Direction: The key question moving forward is how to establish a distinct and exceptional music program that meets the community's interests and student needs. Further exploration, piloting of different offerings, and community input may be necessary to identify the most resonant and sustainable direction.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Successes of Cross-Disciplinary Collaboration in the Spring Production

One of the most significant highlights of the year was the schoolwide spring production, which showcased the power of collaboration across the arts. Drama served as the foundation of the performance, with the drama teacher leading the effort in guiding students through rehearsals, character development, and stage presence. The music teacher brought the production to life with musical direction, incorporating students' vocal and instrumental talents to enhance the emotional depth and energy of the show. Meanwhile, the art teacher contributed stunning set designs and visual elements that transformed the performance space into an immersive environment, enriching the audience experience.

The production involved the entire student body, excluding only TK and Kindergarten, ensuring that nearly all students had a role—whether performing, assisting behind the scenes, or supporting production elements. This inclusive approach fostered a strong sense of ownership, pride, and teamwork among students.

The impact extended beyond the school walls. Over 200 community members, parents, and students attended the three performances, filling the venue with energy and appreciation. The event was a beautiful and inspiring showcase of what can be achieved through true interdisciplinary collaboration—uniting drama, music, and visual art into a cohesive and memorable experience for both performers and audience members alike.

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.

Suggestions for Developing a Stronger Music Program
1. Define a Clear Vision and Identity
Survey the Community: Gather input from students, parents, and staff to understand interests and cultural values around music (e.g., band, choir, ukulele, world music).

Choose a Signature Focus: Based on feedback and available resources, select a core identity—like a ukulele program, vocal ensemble, or beginner band—that the school can build excellence around.

2. Start Small, Then Expand

Pilot a Program: Launch a focused, manageable pilot (e.g., 5th–8th grade choir or 4th-grade ukulele club) and evaluate interest, engagement, and outcomes.

Scale Strategically: If successful, expand the offering gradually to include additional grades or branches (e.g., percussion, digital music, or composition).

3. Integrate Music Across the Curriculum
Collaborate with Classroom Teachers: Tie music into core subjects like history (folk songs of the era), science (sound waves), or ELA (lyrical analysis).

Use Performances to Reinforce Learning: Create cross-curricular performances (e.g., musical retellings of literature or science-themed concerts).

4. Offer Performance Opportunities
Host Informal Showcases: Regular, low-pressure performance days can build confidence and school spirit.

Spring Musical or Concert Series: Continue traditions like the spring musical that involve multiple disciplines and the wider student body.

5. Make It Hands-On and Student-Centered
Instrumental Exploration: Provide rotating exposure to different instruments (e.g., recorder, drums, guitar, ukulele) to spark interest.

Student Composition and Leadership: Allow students to compose, lead warm-ups, or help direct performances, giving them ownership and pride.

6. Seek Out Partnerships and Grants
Partner with Local Musicians or High Schools: Bring in guest musicians or collaborate with local secondary schools for mentorship.

Apply for Arts Grants: Many local and national arts organizations offer grants for instruments, tech tools, and program expansion.

7. Celebrate and Communicate Success
Promote Music Events: Use newsletters, social media, and student showcases to highlight achievements and build community support.

Track Progress and Impact: Document student growth and engagement to help secure future funding or justify program development.

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	1.6 FTE Visual and Performing Arts Teachers	.6 Art teacher provides direct services of art education to our TK-8 students. Additionally, the teacher works with classroom teachers to incorporate visual art as supplemental learning activities within core instruction. .3 Music teacher provides direct services of music education to our TK-8 students. Additionally, the teacher works with classroom teachers to incorporate performing art as supplemental learning activities within core instruction. 6 Drama teacher provides direct services of art education to our TK-8 students. Additionally, the teacher works with classroom teachers to incorporate performing art as supplemental learning activities within core instruction.	$149,397.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Positive School Culture and Community: To create an inclusive school community based on meaningful collaboration between school staff, families, and the community to educate, inspire and empower the whole child.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CESD developed this goal and corresponding actions to ensure all students at Cayucos Elementary School are attending school in a safe and positive setting. Students in positive cultures feel more supported and engaged in their learning. Increased student engagement: When students feel safe, respected, and valued, they are more likely to be engaged in their learning. Positive school culture is inclusive, student-focused, and open to learning. Both students and teachers like to go beyond themselves, enabling high student engagement. Conversely, a negative or toxic school culture can hinder student learning and contribute to negative outcomes, such as low academic achievement and dropout rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Data CALPADS	CESD current attendance is 88%. Data Source: 2023 P2 Attendance Data CALPADS	CESD current attendance is 92%. This demonstrates good growth and better implementation of short term		CESD attendance will improve to 93%.	The school has seen a significant 4% increase in overall attendance, accompanied by a rise in the use of short-term

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			independence study. Data Source: 2024-25 P1 Attendance Data CALPADS			independent study as a strategy for attendance recovery at the K–8 level. This improvement reflects the success of proactive measures aimed at reducing chronic absenteeism and keeping students connected to their learning, even when they are unable to attend in person. The increased use of short-term independent study provides students with a flexible option to stay on track academically, minimizing learning loss and supporting consistent engagement. Together, these efforts demonstrate a strong commitment to student success, accountability, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						equitable access to education for all learners.
3.2	Parent LCAP Survey 2024	91% of parents report CESD maintains, fosters, and strengthens community partnerships. 86.4% of parents report they have been asked about decisions that impact school processes. 98% of parents report their child has at least one caring adult on campus they can go to. Local Survey Data 2023-24	According to our 2024-25 Local Survey Data: 100% of parents report that Cayucos Elementary School District effectively maintains, fosters, and strengthens community partnerships, an increase from 91% in 2023. 98% of parents positively responded that they have been asked about decisions impacting school processes, a significant increase from 86.4% in the 2024 survey. 94% of parents report that their child has at least one caring adult on campus they feel they can turn to.		CESD will maintain 85% and above data on the LCAP survey regarding parent input on positive culture and climate. Data Source: Local Survey Data	Across the board, CESD has seen an increase in positive parent response, participation, and engagement as noted in the positive LCAP survey numbers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			98.8% of parents report they are able to meet with teachers to discuss their child's academic success and progress.			
3.3	Staff LCAP Survey 2024	92% of staff agree Cayucos School has a safe, welcoming, and connected climate in our school, classrooms, and learning spaces. 100% of staff believe Cayucos School maintains, fosters, and strengthens community partnerships. 100% of staff responded in the positive that they have been asked for my input about decisions that impact school policies and programs. Local Survey Data 2023-24	According to our 2024-25 LCAP Survey 92% of staff agree Cayucos School has a safe, welcoming, and connected climate in our school, classrooms, and learning spaces. 100% of staff believe Cayucos School maintains, fosters, and strengthens community partnerships. 100% of staff responded in the positive that they have been asked for my input about decisions that		CESD will maintain 90% and above data on the LCAP survey regarding staff input on positive culture and climate. Data Source: Local Survey Data	Maintained levels of staff climate and culture- which remain above 90% in all areas.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			impact school policies and programs.			
3.4	Student LCAP Survey 2024	70% of students report they have been asked about decisions that impact school processes. 98% of students report there is at least one caring adult on campus they can go to. 80% of students feel Cayucos is a safe, inclusive school setting. Local Survey Data 2023-24	80% of students report they have been asked about decisions that impact school processes. 98% of students report there is at least one caring adult on campus they can go to. 80% of students feel Cayucos is a safe, inclusive school setting. Local Survey Data 2024-25		90% of students report they have been asked about decisions that impact school processes. 100% of students report there is at least one caring adult on campus they can go to. 90% of students feel Cayucos is a safe, inclusive school setting. Data Source: Local Survey Data	CESD sees a marked increase in student voice and maintains very positive responses in safety, connection, and inclusive processes.
3.5	Middle School Dropout Rate California Dashboard	0% Data Year: 2022-23 Data Source: CALPADS Fall 1	0% Data Source: CALPADS Fall 1		0% Data Source: CALPADS Fall 1	Maintains a 0% dropout rate.
3.6	Suspension Rate California Dashboard	All: 4%. Orange LI: 4%, Orange EL:0% SWD: 0% Hispanic: 2% Yellow Data Year: 2022-23	Current Suspension rate is at 0% in all areas. Data Year 2024-25		All: 2%. Orange LI: 2%, Orange EL:0% SWD: 0% Hispanic: 2% Yellow	Reducing suspension and expulsion rates to 0% represents a profound shift in disciplinary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Dashboard	Student Information System		Data Source: Dashboard	philosophy, moving away from punitive measures towards a wholly restorative and preventative approach. Such a system would necessitate robust investments in alternative interventions, including comprehensive social-emotional learning programs, conflict resolution training, and individualized behavioral support plans tailored to address the root causes of student misconduct. This paradigm would empower educators with the tools and training to de-escalate challenging situations, facilitate mediation between students, and foster a school culture built on empathy, understanding,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and mutual respect. The aim would be to keep all students engaged in learning environments, ensuring that every behavioral incident is treated as an opportunity for growth and connection, ultimately cultivating a more inclusive and supportive educational ecosystem where all students can thrive.
3.7	Expulsion Rate California Dashboard	0% Data Year: 2023-24 Data Source: Dashboard	Current Expulsion rate is at 0% in all areas. Data Year 2024-25 Student Information System		0% Data Year: 2023-24 Data Source: Dashboard	Reducing suspension and expulsion rates to 0% represents a profound shift in disciplinary philosophy, moving away from punitive measures towards a wholly restorative and preventative approach. Such a system would necessitate robust investments in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						alternative interventions, including comprehensive social-emotional learning programs, conflict resolution training, and individualized behavioral support plans tailored to address the root causes of student misconduct. This paradigm would empower educators with the tools and training to de-escalate challenging situations, facilitate mediation between students, and foster a school culture built on empathy, understanding, and mutual respect. The aim would be to keep all students engaged in learning environments, ensuring that every behavioral incident is treated as an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						opportunity for growth and connection, ultimately cultivating a more inclusive and supportive educational ecosystem where all students can thrive.
3.8	Chronic Absenteeism	12.6% chronically absent Data Tear: 2023-24 Data Source: CA Dashboard	No growth data as year prior their was an error.		9% a reduction of 30%	Strategies to Reduce Chronic Absenteeism- we will revisit after 2025 data is released as we do not have longitudinal data. 1. Short-Term Independent Study (IS): Offer students who must miss multiple days due to illness, travel, or personal circumstances the option to complete short-term independent study contracts. Provide meaningful assignments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						aligned with current classroom instruction so students stay connected to learning and avoid falling behind. Ensure clear teacher guidance and check-in systems so IS is successful and counts toward attendance recovery. 2. Student Awards and Incentives: Celebrate positive attendance milestones (e.g., perfect weekly attendance, monthly improvements, or most improved attendance). Recognize students publicly with certificates, school-wide shout-outs, or small incentives (pencils,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						extra recess, spirit gear). Create a tiered award system that emphasizes progress as well as perfection—encouraging students who are improving even if not yet at perfect attendance. 3. Parent Communication and Partnerships: Use proactive communication to remind parents of attendance expectations and the impact of absences on learning. Provide regular attendance updates (letters, emails, or phone calls) so families know where their child stands before issues become chronic.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Frame conversations in a supportive, problem-solving tone (asking about barriers like transportation, illness, or scheduling) and offer school-based solutions. Involve parents in celebrating attendance milestones with positive notes, recognition at assemblies, or invitations to award ceremonies.

Goal Analysis [2024-25]

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

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

Analysis of Goal Implementation: School-Based Counseling Services

Overall Implementation
The goal of expanding school-based counseling services was fully achieved during the previous academic year. As planned, the school counselor was present on campus four days per week, providing a comprehensive suite of services to support students' social-emotional development and overall well-being.

Planned vs. Actual Implementation

Implementation closely followed the original plan, with no significant deviations. The counselor successfully conducted individual counseling sessions, small group interventions, and classroom presentations. These services emphasized anti-bullying initiatives and restorative justice practices, in line with the goal's stated objectives.

Additionally, peer-to-peer coping groups were established for students with shared challenges. These groups offered a safe, supportive space for students to connect, share experiences, and build resilience.

The counselor also engaged parents through training sessions and regular communication focused on social-emotional learning and healthy development. Furthermore, the Second Step curriculum was implemented with fidelity across grade levels.

Successes
Comprehensive Student Support: Every student received direct contact with the counselor at some point during the year, ensuring broad access to support services.
Enrichment Events: The school hosted successful Career Week and College Week events, expanding students' awareness of future educational and career pathways.
Curriculum Integration: Social Emotional Learning (SEL) lessons were consistently delivered, aligning with both the Second Step curriculum and the school's restorative practices.
CTE Advancement: A Career and Technical Education (CTE) Advisory meeting with industry partners resulted in the development of a three-year CTE plan, advancing the school's academic and career readiness efforts.
Challenges
No major challenges were encountered during implementation. The program's success can be attributed to strong planning, consistent execution, and effective collaboration among staff and stakeholders. We will work on greater ownership of SEL and college and career activities with teachers and not solely in ownership of counselor and administration.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The implementation of these actions has proven highly effective, as evidenced by student and parent feedback on the annual LCAP surveys. Survey responses reflect a notable increase in students feeling socially and emotionally supported at school, with many indicating they know where to seek help when facing challenges. Parents also expressed strong confidence in the school's capacity to provide meaningful counseling services, promote student well-being, and maintain a safe, inclusive environment. These positive results highlight significant progress toward the goal of supporting the whole child and underscore the impact of consistent counseling services, engaging SEL instruction, and well-executed initiatives such as Career Week and College Week.

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.

The primary area for continued improvement is enhancing collaboration with classroom teachers to ensure consistent implementation of the counselor’s planned activities in Social-Emotional Learning (SEL), Career Education, and College Awareness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	.3 School Counselor	Provide school-based counseling services for four days per week. The counselor will provide one-to-one counseling, group counseling, and classroom presentations with a focus on anti-bullying and restorative justice approaches. When appropriate they will also implement peer-to-peer coping groups for students who face similar challenges. The counselor will also provide parent training and communication on social-emotional support and healthy practices, as well as support Second Step curriculum.	$23,993.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Student Success in College and Career Readiness and Citizenship: CESD will foster healthy, globally-minded, college and career-ready, lifelong learners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CESD developed this goal and corresponding actions to ensure all students at Cayucos Elementary School are receiving the support necessary to continue their development in college and career readiness. Being college – and career-ready can support students for a lifetime of health in these ways: Being prepared for postsecondary education or training that can result in better job opportunities. Access to a career that provides sustainable wages and pathways to advancement. Although our school district is a TK-8 district, college and career readiness is essential for a successful high school transition. Secondarily, transitioning from such a small school setting, the CESD team felt it was essential to give our students exposure and coaching on career exploration, career technical education, college exploration, mock interviews, and one on one transition meetings for parents of 8th grade students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student LCAP Survey: Transition data	70% of students feel prepared for high school transition. Data Year: 2023-24 Data Source: Local Survey Data	85% of students feel prepared for high school transition. Data Year: 2024-25 Data Source: Local Survey Data		90% of students feel prepared for high school transition as measured by student LCAP survey. Data Source: Local Survey Data	The remarkable 15% increase in students feeling prepared for high school underscores the tangible impact of our dedicated college and career readiness efforts. This significant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						jump is a testament to the comprehensive strategies implemented, which likely include early exposure to diverse career pathways, robust academic counseling, skill-building workshops, and connections with post-secondary institutions. Our commitment to these initiatives matters immensely because it bridges the gap between theoretical learning and real-world application, equipping students with the essential knowledge, skills, and confidence to navigate the complexities of high school and beyond. By fostering this sense of preparedness, we not only improve academic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						outcomes and reduce the need for remedial coursework in higher education but also empower students to make informed decisions about their futures, ultimately contributing to a more skilled workforce and a thriving community.
4.2	Parent LCAP Survey: Transition data	70% of parents feel their child is prepared for the successful transition to high school. Data Year: 2023-24 Data Source: Local Survey Data	69% of parents feel their child is prepared for the successful transition to high school, with 31% unsure, and no parent stating their child was not prepared properly. Data Year: 2024-25 Data Source: Local Survey Data		90% of parents feel their child is prepared for the successful transition to high school. Data Source: Local Survey Data	Maintained percentage of 70% which remains high for a TK-8 setting.
4.3	8th Grade Student Participation in Mock Interviews	100% of Students will complete the mock interview process, demonstrating proficiency in career ready soft skills.	100% of Students completed the mock interview process, demonstrating proficiency in		100% of Students will complete the mock interview process, demonstrating proficiency in	Maintaining 100% student completion of the mock interview process is a powerful indicator of our

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: Local Survey Data	career ready soft skills. Data Year: 2024-25 Data Source:School data		career-ready soft skills. Data Source: Local Survey Data	commitment to holistic student development and future success. This comprehensive engagement ensures that every student, regardless of their prior experience or confidence level, has the invaluable opportunity to practice essential career-ready soft skills in a simulated professional environment. Through these mock interviews, students gain hands-on experience in effective communication, professional demeanor, active listening, critical thinking, and articulating their skills and experiences. The direct feedback received from interviewers allows

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						them to identify areas for growth and refine their approach, building confidence and reducing anxiety for real-world job or college interviews. This universal participation not only levels the playing field but also instills a fundamental understanding of professional expectations, ultimately empowering all our students to present their best selves and confidently pursue their post-secondary aspirations.

Goal Analysis [2024-25]

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

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

Implementation Analysis: Student Success in College, Career Readiness, and Citizenship

Last year's implementation of the Student Success in College and Career Readiness and Citizenship goal was strengthened by the strategic allocation of a 0.4 Full-Time Equivalent (FTE) School Counselor. This dedicated staffing investment was instrumental in executing key initiatives that contributed to student exposure to college and career pathways, as well as the development of real-world skills and civic awareness.

Successes
Career Week and Career Fair: These events were a highlight of the year, featuring full participation from the student body and involvement from five community partners. The events were well-organized and engaging, offering students direct interaction with professionals from diverse industries. Feedback indicated increased student awareness of potential career paths and enthusiasm about future opportunities.
College Week Participation: Students from Transitional Kindergarten through 8th grade took part in College Week activities, promoting a college-going culture from an early age. This schoolwide effort helped normalize discussions around higher education and encouraged students to begin thinking about long-term academic goals.
Mock Interviews for 8th Grade: All 8th-grade students participated in mock interviews conducted by a panel of community members. This activity provided students with hands-on experience in professional communication, built confidence, and connected them with adults outside of the school setting who offered constructive, real-world feedback.
Student Engagement and Exposure: The counselor’s targeted initiatives created multiple points of contact for students to explore post-secondary opportunities and practice key soft skills related to professionalism, communication, and self-advocacy.

Challenges
Inconsistent Integration into Daily Instruction: While special events were well-executed and impactful, integrating college, career, and civic themes into the daily curriculum remained a challenge. Teachers cited limited time, competing priorities, and a lack of ready-to-use resources as barriers to more consistent implementation.
Need for Professional Development: There is a need for structured training to help educators effectively incorporate real-world applications into core content areas. Providing teachers with tools, strategies, and examples of integrated instruction could bridge the gap between isolated events and everyday learning.
Limited Vertical Alignment: Although upper-grade students benefitted significantly from the college and career readiness activities, the depth of engagement varied by grade. Establishing a more vertically aligned approach to these themes would help ensure age-appropriate, continuous exposure throughout all grade levels.

Next Steps
To build on the momentum of last year’s success, the school should focus on deeper integration of college, career, and citizenship education across the curriculum. This includes developing cross-curricular units, expanding collaboration between the counselor and teaching staff, and investing in professional learning that equips teachers to embed these themes in meaningful, grade-appropriate ways. A more consistent and vertically aligned approach will help extend the impact of signature events like Career Week and College Week throughout the entire academic year.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The 0.4 FTE School Counselor effectively spearheaded key initiatives that significantly advanced the goal of Student Success. Their dedicated efforts were clearly demonstrated in the successful execution of the comprehensive Career Week and Fair, which saw full student participation and valuable engagement from five community partners. Furthermore, the counselor's leadership ensured the widespread participation in College Week, fostering a college-going culture from the earliest grades. Along with the Superintendent and English teacher, notably, they orchestrated a 100% participation rate for 8th-grade students in mock interviews with a community panel, providing invaluable real-world experience. While the ambition of conducting individual meetings with every student and comprehensive high school transition meetings with all 8th-grade parents is substantial, the counselor's success in the aforementioned activities highlights their strong organizational skills, ability to engage stakeholders, and commitment to providing impactful college and career readiness experiences within their allocated time. Their contributions laid a solid foundation for future efforts in this critical area.

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

No changes noted at this time.

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	.3 School Counselor	Our .3 Counselor (listed in Goal 3 Action 3.1) will spend half of the allotted FTE working directly on college/career and high school transition activities for students. These activities include parent training, student presentations, one-on-one meetings with 8th-grade families, college and career exploration, and other activities determined by the professional necessary to prepare our students for transitions to high school and beyond. Included within this scope of work is working directly with our Career Technical Education team in providing viable work-based experiences and information related to career development and in alignment with our feeder high schools and the career pathways represented at those local high schools. (Note: Counselor is employed .6 with the actions of this position divided among Goal 3 and 4 equally)	$23,993.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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.

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$123,616	$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
5.890%	0.000%	$0.00	5.890%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Seven Intervention Paraeducators (0.5 FTE) **Need:** CESD developed this goal and corresponding actions to ensure that all students at Cayucos Elementary School receive the support necessary to continue their academic growth and success. Data shows that specific student subgroups—including English Learners, Low-Income students, and Hispanic students—are	Targeted Academic Interventions to Support Equitable Student Growth We anticipate significant gains in CAASPP ELA and Math scores, alongside measurable improvement on local benchmark assessments, with particular focus on accelerating growth for low-income and English Learner (EL) students. These student groups often face unique systemic and linguistic challenges that impact academic achievement. In response, our intervention	CESD employs a combination of state and local assessments to evaluate the effectiveness of its instructional strategies and interventions. At a minimum, student progress is reviewed during tri-annual data analysis sessions, during

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performing at lower levels compared to their peers and require additional academic support (see metric data 1.1, 1.2, 1.3, and 1.4). To address these needs, paraeducators are deployed in elementary classrooms to provide targeted small group instruction. These groups are designed to address the individual learning needs of students and are primarily composed of English Learners, Low-Income students, and Students with Disabilities. **Scope:** LEA-wide Schoolwide	program is intentionally designed to provide high-impact support that is both equitable and data-driven. However, because the need for targeted instruction extends beyond specific subgroups, this initiative is implemented districtwide to ensure all students performing below proficiency receive the support necessary to succeed. At the heart of the program is a collaborative model where paraeducators, under the supervision of certificated staff, deliver individualized and small-group instruction. These supports prioritize foundational skills in literacy and math, such as phonemic awareness, decoding, reading fluency, number sense, and operational fluency. Instruction is tailored based on formative and diagnostic assessments, ensuring that interventions directly target each student's specific areas of need. To maintain instructional quality and consistency, all paraeducators participate in a structured, ongoing professional development program. Training includes research-based strategies in early literacy development, comprehension scaffolding, phonological processing, and evidence-based numeracy practices. Additionally, paraeducators receive coaching on classroom management, culturally responsive instruction, and strategies for fostering student engagement. This capacity-building approach ensures that instructional assistants are not only well-prepared but are continuously improving their effectiveness in delivering responsive academic support. Recognizing the dynamic nature of student learning, instructional groupings are fluid and	which intervention groups and supports are adjusted to better meet evolving student needs. Progress monitoring tools such as DIBELS and mCLASS are used regularly to assess foundational literacy skills, providing timely insights into the effectiveness of targeted interventions. In addition, the tri-annual administration of the MAP Growth assessments in ELA and Math allows for consistent tracking of student achievement throughout the year, while annual CAASPP data offers a summative measure of long-term academic progress. Beyond quantitative data, CESD also actively seeks qualitative feedback from students, parents, and staff to ensure that programs are meeting the needs of the whole school community. This input helps inform decision-making, guide continuous improvement efforts, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		regularly updated based on real-time progress monitoring data. This flexible structure allows students to enter or exit intervention groups as needed, promoting a responsive and adaptive learning environment. Interventions are delivered both during core instructional blocks and through push-in/pull-out models, maximizing instructional time without isolating students from their classroom community. A strong body of educational research underpins this approach. Huebner and Meltzoff (2005) found that trained support staff delivering structured, small-group literacy instruction produced measurable gains in reading proficiency among economically disadvantaged students. Similarly, Fuchs and Fuchs (2006) demonstrated that personalized, assessment-aligned interventions improve academic outcomes across diverse learner populations. Additional studies emphasize the value of pairing academic support with family engagement and enrichment opportunities beyond the school day to boost literacy development, student motivation, and long-term retention. By investing in paraeducators as a strategic component of our multi-tiered system of support, we are advancing a cohesive, evidence-based instructional model that fosters equity, accelerates learning, and promotes sustained academic growth for all students.	foster a collaborative, responsive educational environment.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,098,782	$123,616	5.890%	0.000%	5.890%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$135,000.00	$60,861.00	$344,209.00	$55,924.00	$595,994.00	$556,994.00	$39,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Seven Intervention Paraeducators (0.5 FTE)	English Learners Low Income	Yes	LEA-wide School wide	English Learners Low Income		On going	$187,196.00	$0.00	$135,000.00		$52,196.00		$187,196.00	
1	1.2	English Language Development Teacher (.3 FTE)	Students with Disabilities English Language Learners	No			All Schools	Daily 2 hours	$32,608.00	$0.00			$32,608.00		$32,608.00	
1	1.3	Intervention and Assessment Teacher on Special Assignment (TOSA)	All Students with Disabilities	No					$139,807.00	$0.00			$83,883.00	$55,924.00	$139,807.00	
1	1.4	LREBG Action	All Students with Disabilities	No					$0.00	$39,000.00		$39,000.00			$39,000.00	
2	2.1	1.6 FTE Visual and Performing Arts Teachers	All	No				On going	$149,397.00	$0.00		$21,861.00	$127,536.00		$149,397.00	
3	3.1	.3 School Counselor	All	No			All Schools	ongoing	$23,993.00	$0.00			$23,993.00		$23,993.00	
4	4.1	.3 School Counselor	All	No			All Schools	On going	$23,993.00	$0.00			$23,993.00		$23,993.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,098,782	$123,616	5.890%	0.000%	5.890%	$135,000.00	0.000%	6.432 %	**Total:**	$135,000.00
								LEA-wide Total:	$135,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$135,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Seven Intervention Paraeducators (0.5 FTE)	Yes	LEA-wide Schoolwide	English Learners Low Income		$135,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$602,305.00	$578,287.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Seven Intervention Paraeducators (0.5 FTE)	Yes	$222,345.00	$220,926.00
1	**1.2**	English Language Development Teacher (.3 FTE)	No	$24,000.00	$26,762
1	**1.3**	Intervention and Assessment Teacher on Special Assignment (TOSA)	No	$113,100.00	$136,874
2	**2.1**	1.6 FTE Visual and Performing Arts Teachers	No	$176,000.00	$115,973
3	**3.1**	.3 School Counselor	No	$33,860.00	$38,876.00
4	**4.1**	.3 School Counselor	No	$33,000.00	$38,876.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$135,000	$135,000.00	$220,926.00	($85,926.00)	64.000%	64.690%	0.690%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Seven Intervention Paraeducators (0.5 FTE)	Yes	$135,000	$220,926.00	64%	64.69%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	$135,000		0.000%	$220,926.00	64.690%	64.690%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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