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LCAP UPDATE & LOCAL PERFORMANCE INDICATOR RESULTS

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LCAP FOLLOW-UP

A few important reminders concerning the LCAP:

- **The LCAP is a 3 year plan.**
- **Goals, Actions, and Metrics are measured by data that reflects *Foster Youth, English Learners, and Low-Income students*.**
- **Data can have a timing lag due to the annual data collection and reporting cycle.**
- **The LCAP is a flexible, evolving plan that's updated semi-annually to reflect new data and community input, helping ensure resources stay aligned with current student and district needs.**

LCAP METRICS

The LCAP is a 3 year plan, and each goal and/or action includes metrics to measure progress throughout that entire time frame. A sample of the data sets used to measure progress include:

Attendance Rates

Suspension Rates

AP Exam Results

LCAP & CHKS Survey Results

Graduation Rates

CAASPP Scores

A-G Completion Rates

English Learner Reclass Rates

Charts that measure and report results from year to year in the LCAP are found on the following pages for each goal:

Goal 1: p. 15-22

Goal 2: p. 31-34

Goal 3: p. 42-43

Goal 4: p. 50-53

Goal 5: p. 58-60

Goal 6: p. 64-66

Goal 7: p. 71-73

LCAP METRICS

When reviewing the charts within the LCAP, notice the following column headings:

- **Baseline (2023-2024 School Year)**
- **Year 1 Outcome (2024-2025 School Year)**
- **Year 2 Outcome (2025-2026 School Year)**
- **Target for Year 3 Outcome (2026-2027 School Year).**

These columns provide a year-over-year comparison of progress, often for SED students.

For example, the first and second Metrics for Goal 1 on page 15 of the LCAP looks like this:

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CTE Pathway Completion Rate	CTE Pathway Completion Rate (2022-23): 11%	CTE Pathway Completion Rate for 2023-2024: 13.1%		CTE Pathway Completion Rate (2027): 20%	2.1% increase from baseline.
2	CCI Academic Performance	Academic Perf-CCI (all students, 22-23): 42.7% Academic Perf-CCI (low income, 22-23): 38.4%	Acad. Perf-CCI (all students, 23-24): 47.7% Acad. Perf-CCI (low income, 23-24): 44.6%		Academic Perf-CCI (all students, 22-23): 47% Academic Perf-CCI (low income, 22-23): 42%	All students: 5% increase from Baseline. Low income: 6.2% increase from Baseline.

ACTION TABLES

An overview of *2024-2025 Planned Expenditures* and *2024-2025 Estimated Actuals* can be found in the Action Tables section of the 2025-2026 LCAP on pages 10-13.

For example, Actions 1.1 and 1.2 of the LCAP can be found on page 11 of the Action Table Section:

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	1.1 CTE Pathways & STEAM	Yes	\$6,500,000.00	\$7,500,000.00	0.00%	0.00%
1	2	1.2 Equitable Access to A-G	Yes	\$2,800,000.00	\$2,970,000.00	0.00%	0.00%

Total funds budgeted in the 2024-25 LCAP were \$62,496,801, while actual expenditures were \$67,417,801.

ACTION TABLES

The 2025-2026 LCAP also explains the differences between *2024-2025 Budgeted Expenditures* and *2024-2025 Estimated Actuals*.

These explanations can be found in the LCAP following the charts that review the Metrics to measure Goals (see slide 3).

For example, an explanation of differences between Budgeted Expenditures and Estimated Actuals for Actions 1.1 and 1.2 of the LCAP can be found on page 24:

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

Action 1.1 – CTE Pathways and STEAM

This action was fully implemented and experienced a budget increase of \$1,000,000 to support the expansion of the Summer STEAM program for elementary students. The increase was driven by the district's commitment to early engagement in science, technology, engineering, arts, and mathematics, with a focus on hands-on, inquiry-based learning experiences. Higher-than-anticipated enrollment and the inclusion of new program components, such as coding, robotics, and visual/performing arts workshops, necessitated additional staffing, materials, and program coordination costs. The enhancement of this summer offering aligns with the district's strategic goal to provide equitable enrichment opportunities and expose students to STEAM pathways from an early age.

Action 1.2 – Equitable Access to A-G

This action was fully implemented and was overspent by approximately \$170,000. The variance was primarily due to increased costs associated with academic software licenses, college readiness events, and other educational subscriptions intended to support students' access to A-G courses. These resources are vital to ensuring that all students, particularly those from historically underserved backgrounds, are prepared for postsecondary success. The overage reflects the district's responsive investment in tools and experiences that facilitate college and career readiness.

LOCAL PERFORMANCE INDICATOR RESULTS

PURPOSE

For each local indicator, the State Board of Education (SBE) adopted performance standards require an LEA to:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the LCAP is adopted; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

WHAT IS INCULDED?

The Local Performance Indicator Results report only applies to the following LCFF priorities for which there is no state level data collected:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)

What about Priorities 4 and 5?

- Pupil Achievement (Priority 4) is measured by CAASPP results, A-G completion rates, and other state level data.
- Pupil Engagement (Priority 5) is measured by student attendance, graduation rates, and other state level data.

LCFF PRIORITY I

PAGE 2 OF HANDOUT

Local Indicator	Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities
Description of Progress Monitoring	The district measures its progress in meeting the <i>Williams Settlement</i> requirements at 100% at all its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.
Measure Used	Self-Reflection Tool

LCFF PRIORITY 2

PAGE 3 OF HANDOUT

Local Indicator	Implementation of State Academic Standards
Description of Progress Monitoring	The district annually measures its progress in implementing state academic standards.
Measure Used	Reflection Tool (Rating Scale)

LCFF - PRIORITY 3

PAGE 5 OF HANDOUT

Local Indicator	Parent and Family Engagement
Description of Progress Monitoring	The district annually measures its progress in seeking input from parents in decision-making and promoting parental participation in programs.
Measure Used	Reflection Tool (Rating Scale) & Narrative Response

LCFF - PRIORITY 6

PAGE 11 OF HANDOUT

Local Indicator	School Climate
Description of Progress Monitoring	The district administers a local LCAP survey and the California Healthy Kids Survey (CHKS) yearly that provide a valid measure of perceptions of school safety and connectedness, for students in at least one grade within the grade span(s) that the district serves (e.g., K-5, 6-8, 9-12).
Measure Used	LCAP Student Survey California Healthy Kids Survey (CHKS)

LCFF - PRIORITY 7

PAGE 15 OF HANDOUT

Local Indicator	Access to a Broad Course of Study
Description of Progress Monitoring	The district annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1 – 6 and Grades 7 – 12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.
Measure Used	Narrative Summary of Four Prompts