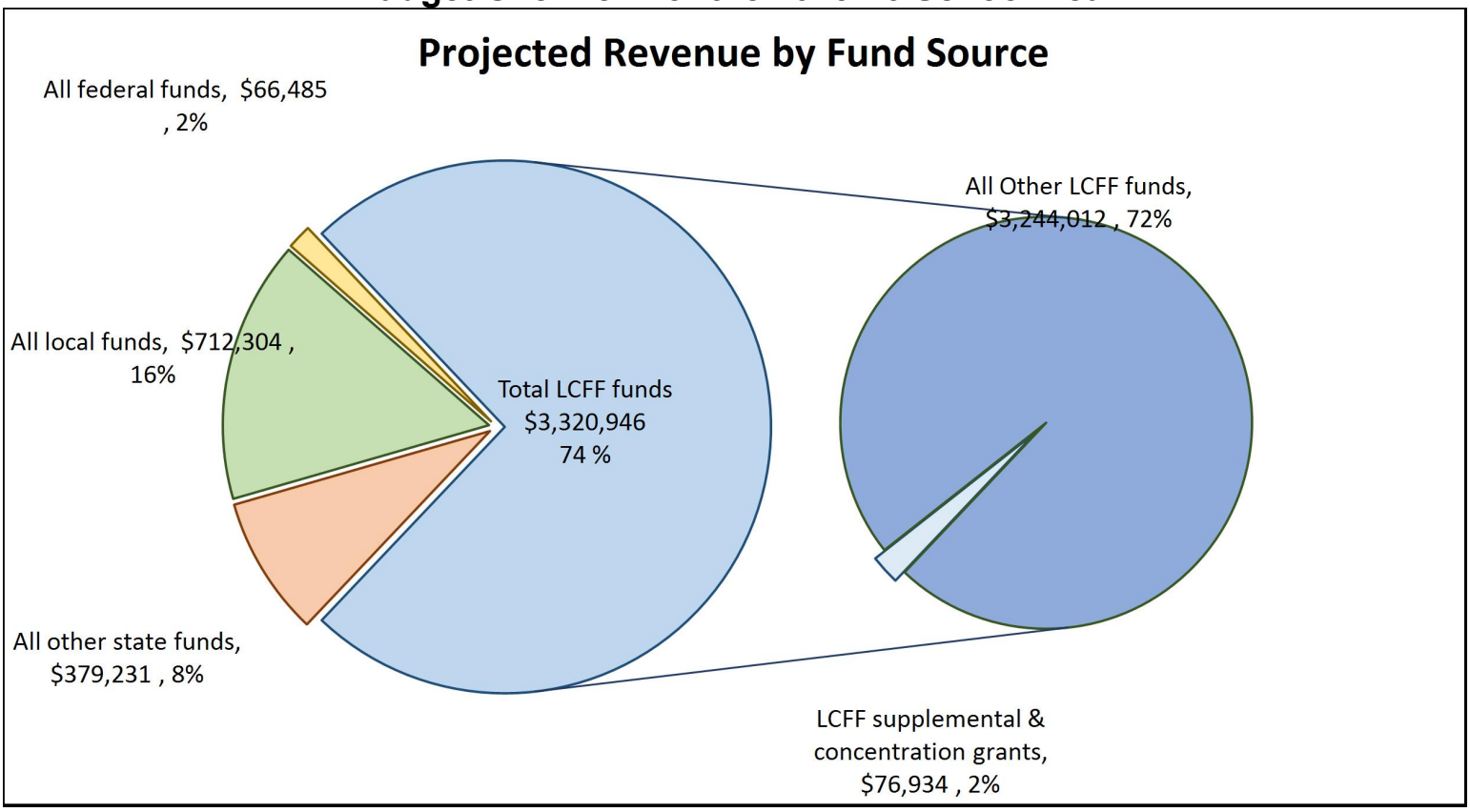


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sunol Glen Unified School District
CDS Code: 01 75119 6002711
School Year: 2025-26
LEA contact information:
Shay Galletti
Superintendent/Principal
sgalletti@sunol.k12.ca.us
(925) 862-2026

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

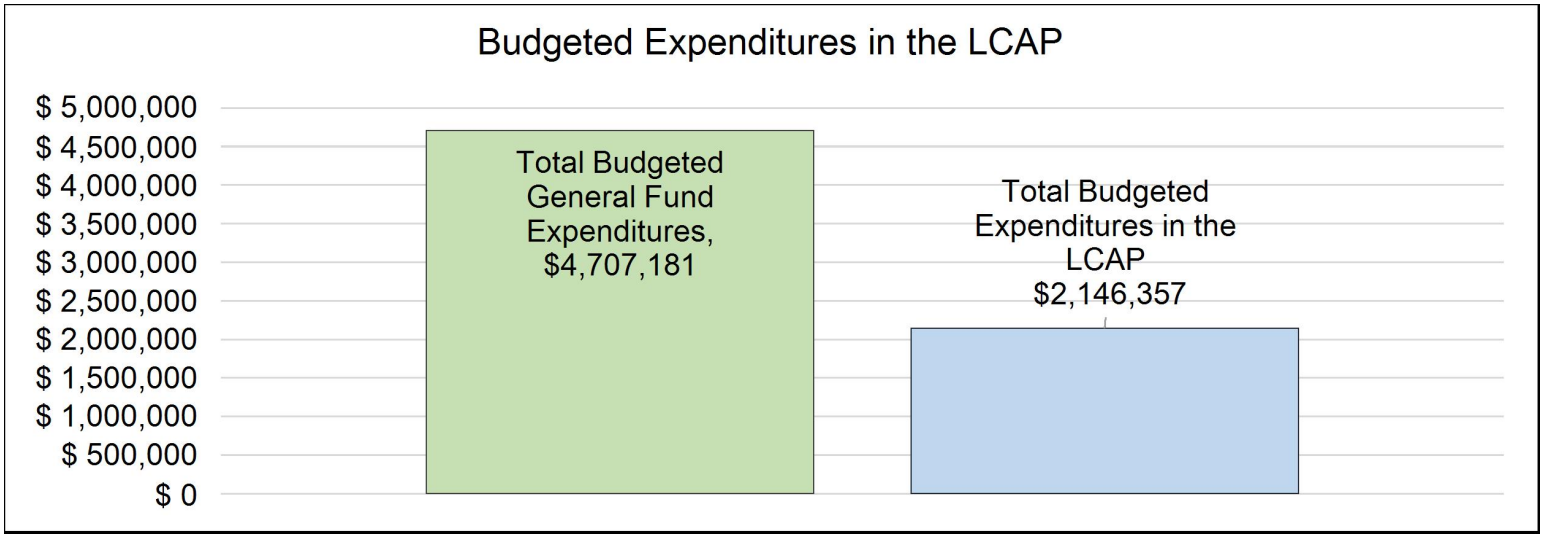


This chart shows the total general purpose revenue Sunol Glen Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sunol Glen Unified School District is $4,478,966, of which $3,320,946 is Local Control Funding Formula (LCFF), $379,231 is other state funds, $712,304 is local funds, and $66,485 is federal funds. Of the $3,320,946 in LCFF Funds, $76,934 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 Sunol Glen Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sunol Glen Unified School District plans to spend $4,707,181 for the 2025-26 school year. Of that amount, $2,146,357 is tied to actions/services in the LCAP and $2,560,824 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

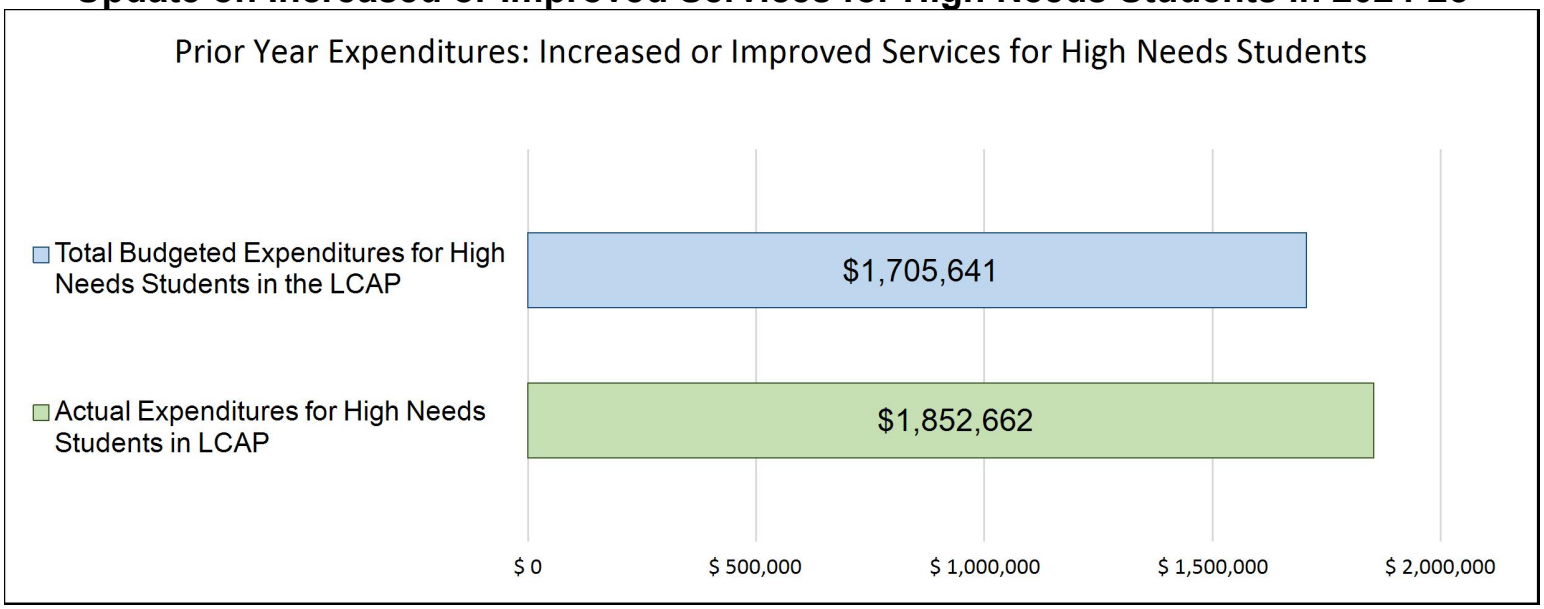
General operation cost for maintenance and repairs, capital projects, supplies, administrative and clerical supports, utilities, water, auditing, legal, insurance, special education consulting services, STRS on behalf, and programs supported by local revenue.

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

In 2025-26, Sunol Glen Unified School District is projecting it will receive $76,934 based on the enrollment of foster youth, English learner, and low-income students. Sunol Glen Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sunol Glen Unified School District plans to spend $1,683,641 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 Sunol Glen Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sunol Glen Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Sunol Glen Unified School District's LCAP budgeted $1,705,641 for planned actions to increase or improve services for high needs students. Sunol Glen Unified School District actually spent $1,852,662 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $147,021 had the following impact on Sunol Glen Unified School District’s ability to increase or improve services for high needs students:



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sunol Glen Unified School District	Shay Galletti Superintendent/Principal	sgalletti@sunol.k12.ca.us (925) 862-2026

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.

Our Town
Located in the heart of the Bay Area, the town of Sunol ranks among the best places to live in the San Francisco Bay Area. The community of Sunol has an estimated population of 850 residents and is located adjacent to the intersection of Interstate 680 and Niles Canyon Road. Most of the residents of the community live on Kilkare Road, which winds north up Kilkare Canyon along Sinbad Creek. It is a beautiful, unique, isolated, unincorporated rural area complete with its own post office. The Pleasanton Ridge forms a line of hills above Sunol to the northeast. The remaining residents of Sunol live on eighty-four square miles of rural land surrounding this beautiful, small community.

Our District and Students
Sunol Glen Unified School District (a single school-site district) was established as an elementary school district in 1925 and became a unified school district through special legislation in 1987. Sunol Glen School educates students from Pre-kindergarten through eighth grade on a modified-traditional calendar system. Based on data derived from our Aeries dashboard, we served 238 students during the 2024-2025 school year. 25.63% of our students are White, 16.81% are Hispanic/Latino, 34.03% are Asian, 22.27% are two or more races/ethnicities, while African American and Pacific Islanders represent 42%. According to our 2024-25 Unduplicated Count data, 11.2% of our students are socioeconomically disadvantaged, and 4.7% are English Learners. Our school ranks amongst the top-rated schools in the area, with a student-teacher ratio of 24 to 1 and 83% of students achieving proficiency in math and 83% in reading.

How We Serve Our Students

Sunol Glen's staff, students, and parents make up an exemplary community of learners. The educational programs offered at the school are tailored to meet the needs of our changing society. The community is so small that the school/district serves as the heart of the community and is an integral center for many community activities. The school is utilized regularly with such activities as Scouts, 4H, Local Drama performances, and for all school and community meetings. Our school district's base population is not large enough to support this single-site school district; therefore, we rely on students from other districts to support our student base, much the same as a private school. Thus, we think of our school as "A Private Public School". Eighty percent of our students are on inter-district transfers from surrounding school districts, whose parents drive them to and from school each day because of their commitment and trust that their students are receiving a superior education at Sunol Glen. The majority of our promoting students, from Sunol, attend high school at Foothill High School in the Pleasanton Unified School District. Our unique, single-site district and the students who flourish here benefit from academic excellence in a safe, nurturing environment. Our school district creates a prestigious, ambitious, and safe environment where children thrive and become academically, socially, and emotionally successful. We are dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Our Vision
Every student will learn and be able to achieve their personal goals academically, socially, physically, and emotionally in readiness for college and career in a global society.

Our Mission
We, the entire Sunol Glen staff, parent body, and community of Sunol, will foster an environment that will produce goal-oriented students, lifelong learners, and productive members of society through continuous evaluation and improvement. In addition, the District embraces 21st century skills for every student inclusive of the following 5 C's:
+Critical Thinking & Problem Solving
+Communication
+Collaboration
+Creativity
+Civic Engagement & Responsibility

Reflections: Annual Performance

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

Sunol Glen Staff is proud of the successes we have garnered over the course of the year. Our collaborative efforts in addressing our students' emotional needs have yielded a great measure of success during the 2024-25 school year. By incorporating Social-Emotional Lessons into the daily or weekly learning for each class and being on a 'high alert' for students who may be struggling with anxiety or exhibiting signs of emotional stress we have been able to offer timely intervention where necessary. These efforts have yielded positive results for student academic achievement.

Our attendance, however, indicates a downward trajectory. The data below provides a comparative view of our attendance data and is derived from our Aeries dashboard:

2023-24	2024-25
8th Grade	97.17%	93.9%
7th Grade	96.52%	95.7%
6th Grade	96.16%	91.7%
5th Grade	95.31%	87.5%
4th Grade	93.59%	84.6%
3rd Grade	95.73%	92.0%
2nd Grade	94.64%	95.8%

As is evident from the data table above, our attendance rates were lower in 2024-25 across all grade spans when compared to 2023-24 rates. Our research and analysis led us to explore new strategies to encourage regular attendance and curb chronic absenteeism. Our approach included communication with parents to determine the underlying causes of student absenteeism, analysis, and dissemination of gathered data to achieve desired results. Our approach was multi-pronged:
> engaging our students by deploying actions such as providing access to homework help, incorporating the importance of school attendance into daily lesson plans, etc.
> engaging parents by encouraging participation in board meetings, signing off on homework, communication when the student is absent, etc.
> engaging our staff by making them responsible for communicating with the parents and understanding the reasons for absenteeism, and developing strategies to address it.
However, it is abundantly clear that our strategies did not help achieve our goal of increasing student attendance rates.

Our chronic absenteeism is also on the rise. Our 2023-24 Dashboard data indicates a chronic absenteeism rate of 12.5%, which represents a 3% increase over 2022-23. The chart below provides an overview of our 2023-2024 chronic absenteeism rates broken down by ethnicity and other categories. This data has been derived from the CA School Dashboard.

Asian - 5.2% chronically absent
Hispanic - 18.2% chronically absent
White - 16.0% chronically absent
Socioeconomically Disadvantaged - 15.6%
English Learners - 11.8%
Two or More Races - 18.2%
Students with Disabilities - 33.3%
All other student groups are less than 11 students, and therefore, no data is displayed on the Dashboard for privacy.

Chronic absenteeism rate was not a focus for our 2024-25 LCAP. However, it is evident from the foregoing data analysis that we have two issues that need to be addressed for the 2025-26 LCAP period:

1) Determine the underlying cause/s for the increasing rate of absenteeism as well as chronic absenteeism and address them
2) Bridge the disproportionality gap in chronic absenteeism across the various subgroups

As the year has progressed, our teachers have provided ongoing assessments of their students' performance and progress in all curricular areas, including English Language Arts, Math, Social Studies, and Science. Successes have been many in that our students have done an amazing job at continuing to learn. Students have continued to progress in Reading, Math, Science, and Social Studies knowledge. Since the results of the 2024-25 CAASPP are not available as of the time of this update, we focus on our students' performance on the CAASPP from 2023-24 as compared to 2022-23. This data is derived from the Dashboard.

	Points Above Std 2023-24	Points Above Std 2022-23	Change
EL Students	18.10	19.00	(0.90)
Socio-Economically Disadvantaged Students	54.00	65.70	(11.70)
Asian Students	84.00	88.90	(4.90)
Hispanic Students	46.90	57.00	(10.10)
White Students	54.40	59.20	(4.80)
Two or More Races	38.80	48.90	(10.10)

Our data spread (above) indicates a decline of 0.9 points to 11.70 points in students' scores for English Language Arts. While the decline was seen across all student groups, two items of note are:
1) Our EL students showed the least decline at 0.9 points
2) All of our student groups are performing above state standards in the area of English Language Arts.
Overall, our students' performance was 64.7 points above state standards. As we take heart from this positive data set, it is evident that we face an uphill task during the 2025-26 LCAP to ensure we identify and address the reasons for this decline in student performance.

Our California School Dashboard data indicates our students scored an average of 69.3 points above standard in math. This data remained unchanged from the year before, i.e., there was no increase or decrease in overall math scores year over year.

Facilities and infrastructure have been maintained following all regulatory protocols. Our annual inspection revealed no exceptions. 97% of our parents and students reported feeling safe at school. This high level of affirmation indicates our families have full confidence in the cleanliness of our facilities and the soundness of our safety protocols. We count this as our success, for it is our goal to ensure parents, teachers, staff, and students all feel safe and secure on campus.

While our internet infrastructure continues to need improvement, our students and teachers have made the most of the available resources. Technology is used intentionally and effectively across the curriculum, with students immersed in digital tools that support learning and creativity. According to our annual parent survey, 95.2% of parents feel their student uses technology effectively both inside and outside the classroom. In a technology-driven world, it is essential that students develop digital fluency, and we are proud of how successfully technology is integrated into student learning despite infrastructure challenges.

Our Dashboard data indicates a 1.8% decline in suspensions in 2023-24 as compared to 2022-23. During 2024-25, our suspension rate (based on internal data) was 0%. This represents a decrease over 2023-24 of 1.12%. We count this extremely low suspension rate as one of our successes, owing in large part to our efforts in character education.

The district has unexpended LREBG funds for the 2025-26 school year, which can be found in goal 1 actions 1.3 and 1.4. Our most recent "Needs Assessment" as part of our annual Special Education audit and as per mandates for use of LREBG funds, indicates a need for developing structured processes, enhanced reading comprehension, teacher training, and better collaboration between departments to improve student support and education outcomes. Goal 1 addresses this feedback. By providing supplemental curriculum, professional development, timely interventions, and above all, highly qualified teachers, we strive to address all components of the needs assessment feedback. We plan to use LREBG funds for actions 1.3 and 1.4. According to EC section 32526(c)(2)(A-F), LREBG funds can be used for professional development and coaching focused on the state's mathematics and English Language Arts frameworks. We plan to provide professional development and coaching on the English Language Arts and Development for California Public Schools. This action was chosen as a direct result of the needs assessment, indicating a need for greater foundational reading skills. This effort will be further supported by action 1.4 - access to an Instruction Aide to provide timely, targeted tutoring for students with an identified need. LREBG funds may be used to provide one-on-one or small group learning supports, as they can be a valuable approach to address individual student needs.

To ensure the continued academic success of our students, we plan to conduct various assessments in the 2025-26 school year. The milestone assessments shall occur once every trimester. Additionally, teachers will conduct formative assessments as needed upon completion of a unit or a group of units. We feel that by creating this distribution of frequency of assessments, we will alleviate the constant demands on teachers' time as well as allow for timely identification of areas of need and, consequently, timely intervention so that our students do not fall behind. We plan to continue soliciting input from our parents so we can address any concerns they may have promptly. As we navigate the uncertainties of each new school year, we will continue to draw upon information from all sources - parents, community, teachers, students, and staff, and leverage this information for successful outcomes for our students. Our 2025-26 LCAP goals and actions are reflective of this strategy.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	For parents, involvement in the LCAP is a unique opportunity to advocate for their child's education. By sharing their firsthand experiences and insights, they shed light on the specific needs of students and contribute to the development of strategies that support their academic growth and overall well-being. At Sunol, we believe that active parent engagement ensures that the plan addresses family concerns, enhances parent-teacher partnerships, and fosters a conducive learning environment both at home and in the classroom. Parents and our community at large are an integral part of our District and remain very engaged with the District. In the past, we recorded volunteer hours annually to gauge the level of parent and community engagement. However, in 2024-25, we utilized the important role of the School Site Council as a measure of parent and community engagement. At Sunol, we have a School Site Council (SSC) consisting of parents, students, staff, and the administrator. The council meets monthly. During 2024-25, the SSC conducted 7 meetings. We also conduct two parent-teacher conferences each school year. Additionally, parents are given a Parent Feedback Survey annually. Parent responses to the survey questions form the basis of our LCAP goals and related actions. Our parents agree that the District needs to focus efforts on reducing chronic absenteeism and addressing the disproportionality of absenteeism rates amongst the various ethnicities.

Educational Partner(s)	Process for Engagement
Students	The LCAP directly impacts students, making their involvement in the process vital. By actively participating in surveys, forums, and focus groups, students can voice their thoughts on learning experiences, campus climate, and support services. Our students' insights and perspectives help create a student-centered LCAP, fostering an educational environment that meets the needs and aspirations of our student group. Instead of teachers and administrative staff spending countless hours trying to figure out student engagement strategies and implementing initiatives that may or may not work, our students share in the decision-making process. We accomplish this via constructive conversations and asking students to share their thoughts, opinions, and perspectives. Our students are also represented on the SSC. When students have a voice and an opportunity to share their ideas, they naturally become invested in their own learning experiences. Our students believe that they are valued for their perspectives and respected. Their feedback is an integral part of the LCAP. For the 2025-26 school year our students have expressed feeling safe and valued on campus. They report feeling engaged while on campus.
Staff	Our teachers, administrators, and support staff play a very significant role in the development of our LCAP. Sunol Glen does not have a separate principal since the Superintendent performs that role as well. Due to the small size of our District, every member of our staff is very familiar with our students and families and therefore in a key position to provide important feedback for the development of our LCAP. The faculty and staff were actively engaged via one-on-one conversations, meetings, emails, staff surveys, and reviews of drafts. Their feedback forms the basis of our LCAP goal-related actions. Our staff was unanimous in their support of addressing chronic absenteeism. Our staff was also equivocal in their support of measures to stimulate student interest in reading and enhance reading comprehension. Again, due to our very small size, our staff works very closely with our students and parents and therefore has a keen awareness of what is working and how to best help our students.
Board of Education	Our Board has been actively involved in the shaping of our LCAP as well. They have been apprised of our goals and action corresponding

Educational Partner(s)	Process for Engagement
	actions and provided information on the source or the driving force behind each goal and corresponding actions. Their feedback has been incorporated into the LCAP. The feedback from our community partners and our board indicates the need to continue to focus on the mental health of our students and staff while ensuring the availability of interventions to support academic achievement.
SELPA	Our SELPA unit has been instrumental in providing support and guidance in shaping our actions to address the unique needs of our students requiring such help. Our Superintendent and Board members routinely meet with our SELPA group to ensure timely and pertinent communication exists to facilitate the development of our LCAP. Our SELPA has emphasized the need to ensure mechanisms are in place to ensure timely intervention to support the mental health needs of our students.
Bargaining Units	Both of our bargaining units, AFT and CSEA, were presented with Draft copies of our proposed LCAP and asked for their feedback and input. Both bargaining units shared that they support the LCAP and did not offer any other feedback.
PAC	At Sunol, we do not have a formal PAC, but we have an SSC (described under Parent process for engagement) that acts as an ambassador for communicating with our parents and the community and soliciting feedback. Our School Site Council serves as our PAC and includes parents of students with disabilities as well as low-income students. We value their feedback and make every effort to solicit such feedback. Some activities that were used to solicit feedback for the 2024-25 LCAP included: 1) seeking volunteer families to disseminate information to the community at large 2) disseminating data via the volunteers 3) engaging parents in 1:1 conversations to solicit information about what is not working from their perspective 4) keeping notes of unsolicited feedback throughout the school year 5) sharing draft goals and actions in small, easily discernible sections.
ELPAC	N/A - We currently have 11 English Learner students and as such we do not have a separate English Language Advisory Committee. However, our school site council provides input and feedback

Educational Partner(s)	Process for Engagement
	pertinent to our English Language Learner curriculum and program. They have been provided a copy of the proposed LCAP for their review and approval.
Educational Partners at Equity Multiplier Sites	N/A

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

At Sunol. We have been facing a constant increase in chronic absenteeism. Feedback from our stakeholders indicates a need to focus on the following:
1) Address high absenteeism and chronic absenteeism
2) Ensure mechanisms are in place to support the mental health of our students
3) Enhance foundational reading skills and comprehension
4) Continue to enhance student engagement
5) Ensure student safety

With this feedback in mind, our LCAP has been developed with three key goals:

Goal 1: A Common Core-aligned curriculum taught by well-qualified teachers: This goal aims to address student engagement and achievement. Student engagement and academic achievement are closely linked to the quality of teaching students receive. Our highly qualified and well-trained teachers are better equipped to create dynamic, inclusive, and supportive learning environments that foster curiosity, participation, and a sense of belonging. Our students report feeling connected to their teachers and the curriculum material. We believe this helps our students stay engaged, leading to improved comprehension, higher test scores, and stronger long-term outcomes. Research consistently shows that effective teaching is one of the most significant in-school factors influencing student success.

Goal 3: Students will learn in an environment that promotes student and family engagement and supports to enhance literacy. This goal addresses student engagement, mental health, and chronic absenteeism. Student and family engagement, along with targeted literacy supports, play a vital role in reducing chronic absenteeism and improving student well-being. When families are actively involved in their child’s learning and schools provide accessible literacy resources, students are more likely to feel supported and motivated to attend regularly. This sense of connection and academic confidence can lead to reduced anxiety, improved mental health, and greater participation in classroom activities. As students experience success in reading and communication, their engagement deepens, creating a positive cycle of attendance, achievement, and emotional resilience.

Goal 4: Students will be present and learn in an environment in which the facilities are clean and in good to excellent condition. This goal addresses student safety. Student safety is closely tied to the condition of school facilities. Well-maintained, clean, and secure buildings create an environment where students feel physically and emotionally safe, which is essential for learning. In contrast, deteriorating infrastructure, such as broken lighting, damaged classrooms, or unsanitary restrooms, can lead to increased anxiety, distractions, and even accidents. Safe, inviting facilities signal to students that their well-being matters, fostering a sense of trust and belonging that supports consistent attendance, engagement, and academic success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will learn through rigorous Common Core aligned courses and materials; have access to qualified, credentialed teachers in every classroom; and will achieve on the State academic standards. This goal addresses state priorities 1, 2, 4 and, 7.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The importance of recruiting and retaining well-prepared teachers is critical towards student achievement. Teacher quality matters. In fact, it is the most important school-related factor influencing student achievement.Teachers with substandard credentials and permits undermine staff preparedness, school stability, and student learning. Research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, teachers are estimated to have two to three times the effect of any other school factor, including services, facilities, and even leadership. Teacher quality encompasses well trained, experienced, credentialed teachers teaching within their subject area and routinely participating in professional development. In our experience, classroom teachers are best able to meet the needs of the students they have within their class and we are equipping them to do so by providing specialized professional development; keeping class sizes small, providing supplemental curriculum, instructional aides (where warranted) and providing targeted instruction to their own students to make it intentionally directed towards each students' needs. Additional support with extra individualized learning opportunities, Intervention Teacher and Paraprofessionals all increase the quality of programs school-wide and improve learning services provided to unduplicated students because of additional personnel and related services. Our stakeholders have voiced their input repeatedly over the years via various avenues. Their feedback has played and continues to play an extensive role in the development of Goal 1.

The Individuals with Disabilities Education Act (IDEA) act guarantees that all students with disabilities have the right to a public education in the least restrictive environment (LRE) that best meets their individual needs. At Sunol we believe that separate does not mean equal, and ensure that students with special needs are educated, as much as possible, in general education classrooms alongside their peers without disabilities. Through carefully crafted IEPs we ensure that students with disabilities receive the individualized attention and support they need to succeed in school. Students with special needs have benefited from our efforts in ensuring access to academic interventions and multiple supports. Our focus has been and continues to be, on ensuring parents are involved with and take an active role as a member of the Individual Education Program (IEP) team that determines a student's path. We aim for 100% parental participation in the IEP by working with the parents' availability when scheduling meetings. We also work ahead with the parents so they understand the importance of their participation. All of our staff focus on ensuring parents feel welcome and that the confidentiality of their student is maintained at all times.

Sunol Glen School District places a high value on all of our families including the families of unduplicated students. To ensure our families are engaged, we provide translators and materials that have been translated when needed. We also try to reach out to families to provide extra support - if needed- to encourage the families to be engaged and to participate in our school. Being that our school is very small, we do not label our families as “unduplicated” “special needs” etc. Rather, we focus on our entire parent community as a whole by providing volunteer opportunities, hosting back to school nights, parent-teacher conferences, informal conversations during after school pick-up, the Eagle Flyer, STEAM Night,Community Club meetings, etc. We provide additional support to families whose primary language is not English and any other accomodations as needed or requested.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Weekly targeted tutoring	2023-24:30 minutes per identified student	30 minutes or more per identified student		30 minutes per identified student	None
1.2	More targeted access to supplemental curriculum to target reading and math deficiencies.	2023-24:100% of all unduplicated students	100% of all unduplicated students		100% of all Unduplicated Students	None
1.3	Credentialed teachers teaching outside of subject area rate	2023-24:19%	6%		0%	-13%
1.4	Parent participation in IEP meetings	2023-24:100%	100%		100%	None
1.5	Instructional materials aligned with standards across grades K-5 and 6-8	2023-24:100%	100%		100%	None
1.6	Compliance on Williams quarterly reports	2023-24: 100%	100%		100%	None
1.7	Percentage of teachers that participate in professional development for ELA	N/A - 33%	N/A - metric started in 2025-26		50%	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of students receiving letter grade "D" or "F" at year end	2023-24:Less than 1%	6%		Less than 1%	5%
1.9	Percentage of EL students making progress toward English language proficiency on the ELPAC	2023-24: 22%	TBD		25%	TBD
1.11	CAASPP ELA: Percentage of students meeting or exceeding standards	2022-23 (CAASPP): 93%	80%		95%	-13%
1.12	CAASPP Math: Percentage of students meeting or exceeding standards	2022-23 (CAASPP): 93%	82%		95%	-11%
1.16	English Learner reclassification rate	2022-23 (CAASPP): 58%	TBD		50%	TBD
1.17	Percentage of English Learner students receiving designated English Language Development Courses	2023-24: 100%	100%		100%	None
1.18	Percentage of Students with Disabilities receiving support through credentialed RSP teacher and intervention paraprofessionals	2023-24:100%	100%		100%	None

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.

The overall implementation of this goal was smooth and seamless. Our students were served in small class sizes under the tutelage of fully credentialed teachers, except as noted above for action 1.3. All of our curriculum is aligned with state standards, and all students have had uninterrupted access to the curriculum as well as supplemental curriculum. Teachers participated in targeted professional development with a keen focus on the learning outcomes of our students.

At the time the 2024-25 LCAP was developed, Sunol Glen was under the leadership of the outgoing Superintendent. The District commenced the new school year under the leadership of the current Superintendent, Shay Galletti. Consequently, there were a few minor changes made to the overall implementation of the actions outlined within this goal. These changes are as follows:

At inception, our LCAP provided academic intervention for all Unduplicated Students. However, during the 2024-25 school year, students with an identified need for additional academic intervention were included within this action. During 2024-25, we provided additional intervention for 30 minutes or more to 24 students with an identified need for such intervention. There was also a focus shift to provide more targeted access to supplemental curriculum. The District purchased a new math intervention curriculum and expanded levels for the reading intervention program. We believe this will provide a more keen focus on enhancing student achievement in the areas of English Language Arts and Math.

With regards to our EL students, our goal continues to be to assist English learner students acquire English proficiency by refining their use of the English language. The actions within this goal have greatly facilitated the learning outcomes of our EL students. 33% of our teachers participated in professional development targeting ELA and ELD. 100% of our EL students participated in designated Language Development courses.

Our students with disabilities were provided diverse avenues to access the general education curriculum. The District made accommodations, including changes in materials and procedures, and assistive technology devices and services as necessary to ensure each student's success and engagement throughout the school day.

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

Action 1.4 was underspent by $29K. Although staffing assignments shifted during the year, the allocated funds continue to support intervention services through a paraprofessional position. This adjustment was not reflectedThis variance resulted from a timing difference. The materials were expensed to the 23 - 24 budget instead of 24-25 as they were ordered over the summer, resulting in no expense recorded in 24 -25.The same applies to action 1.7.

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

Our students benefitted greatly from having access to standards aligned curriculum as well as supplemental curriculum taught by fully credentialed teachers. These actions combined to positively impact students' academic performance in core subject areas. Again, our District-wide student achievement on the 2023-24 CAASPP indicates our students performed above standards in both Language Arts (64.7 points above standard) as well as Math (69.3 points above standard).

However, even though our students are performing above standard, our students' 2023-24 ELA scores declined by 10 points (on average) when compared to 2022-23 CAASPP indicating a need for further interventions. Additionally, the declines in ELA scores as reflected on the Dashboard are disproportionate across the various students groups as shown below:

Decline in 2023-24 CAASPP
over 2022-23 CAASPP

EI Students	-0.9 points
Low Income Students	-11.7 points
Asian Students	- 4.9 points
Hispanic Students	- 10.1 points
White Students	- 4.8 points
Two or More Races	- 10.1 points

As is evident from the above data, our EL students have benefited from the targeted weekly 1:1 tutoring as their scores show the least deterioration and have largely remained consistent year over year. Our teachers report that it is an effective tool to positively impact academic achievement as it allows teachers to conduct ongoing informal assessments and tailor individual student instruction accordingly. These sessions facilitate more meaningful measurement of student achievement through informal assessments. The success of our interventions is evident from the results of the summative assessments that indicate our EL students' scores remained largely consistent year over year while other groups have experienced large declines. While a flat trend in English Learner (EL) student scores year over year might seem neutral at first glance, it is actually a positive indicator when viewed in context. Research shows that EL students face multiple learning barriers, including acquiring academic language, adapting to new cultural settings, and meeting rigorous state standards simultaneously. During periods when overall student performance declines—often due to challenges like instructional disruptions, economic hardship, or post-pandemic recovery—the fact that EL student scores remain steady suggests resilience and effective support systems. It indicates that targeted interventions, such as dedicated English language development programs and scaffolding strategies, are successfully preventing learning loss among this group. Maintaining stable performance while other groups decline highlights the strength of these supports and signals that EL-focused efforts are having a protective effect, laying a stronger foundation for future growth.

In order to address the declines in student performance and the disparity of declines amongst the various student groups, we have modified our 1:1 tutoring to include "targeted" tutoring for students with an identified need. We have also included a focus on ELA within action 1.3 - Professional Development. ELA-focused professional development equips teachers with research-based strategies to improve literacy instruction, directly benefiting student performance on the CAASPP (California Assessment of Student Performance and Progress). When teachers engage in targeted training, they strengthen their ability to teach critical reading, writing, and comprehension skills aligned with state standards. Studies show that professional development focused on evidence-based literacy practices leads to increased student

engagement, improved academic language use, and better outcomes on standardized assessments. By refining instructional methods and using data-driven interventions, teachers can more effectively address diverse student needs, ultimately raising overall ELA achievement on the CAASPP.

Our internal data reflects 6% of our students received letter grades of "D" or "F". Our desired outcome was to maintain a rate of less than 1% of students receiving such grades. With the changes in staff during the 2024-25 school year, the District believes that previously reported data for this metric may not have been accurate. The District believes that the percentage of students receiving "D" and "F" letter grades has historically been in the 6% range. For 2025-26, our goal is to bring down this percentage based on the planned interventions as described within the LCAP document.

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.

To address the declines in student performance and the disparity of declines amongst the various student groups, we have modified our action 1.4 to include "targeted" tutoring for students with an identified need. Research consistently shows that 1:1 targeted tutoring for students with identified academic needs is one of the most effective interventions for improving student achievement, including performance on standardized tests like the CAASPP. Studies, such as those summarized by the National Bureau of Economic Research and the Institute of Education Sciences, highlight that personalized tutoring provides immediate feedback, individualized pacing, and targeted skill development, which are often not possible in whole-class settings. This approach allows teachers and paraprofessionals to address specific gaps in student understanding, reinforce key concepts, and build academic confidence. When implemented systematically, 1:1 tutoring has been shown to produce significant gains in literacy and math, translating into measurable improvements on high-stakes assessments like the CAASPP.

Metric 1.3 - The baseline for this action was incorrectly reported as 19% whereas the actual baseline was 9.5%. The District had one teacher teaching without a credential in math and one teacher w/out CLAD- but did have a subject matter credential. During 2024-25, the teacher has received an intern credential for math.

During 2024-25, we offered a standards-aligned curriculum. However, we feel that we also need to align the curriculum across grade spans. The district's curriculum differs across grade level spans, and it needs to be consistent for grades K- 5, then 6 - 8. This consistency of curriculum will help students learn and achieve better.

Metric 1.7 was replaced by metric 1.10, "percentage of teachers participate in professional development for ELA".

Metric 1.17 - This metric was changed to read "% of EL students receiving designated ELD". While all EL students are enrolled in courses that are ELD, with a CLAD credentialed teacher, it is the targeted designated ELD we need to monitor.

Metric 1.18 - This metric was changed to read "receiving support through credentialed RSP teacher and intervention paraprofessionals".

We have also included a focus on ELA within Action 1.3 - Professional Development. Evidence shows that ELA-focused professional development plays a critical role in boosting student achievement on standardized assessments like the CAASPP. According to research by the Learning Policy Institute and the National Center for Education Statistics, when teachers engage in sustained, content-specific professional learning, they gain deeper knowledge of effective literacy instruction strategies, including how to support reading comprehension, writing proficiency, and academic vocabulary development. These enhanced instructional skills enable teachers to better meet diverse student needs, differentiate instruction, and align lessons with state standards assessed on the CAASPP. Studies consistently show that professional development linked directly to classroom practice leads to measurable gains in student outcomes, particularly when it emphasizes active learning, collaboration, and ongoing support. As a result, ELA-focused professional development is a powerful lever for improving student literacy achievement and closing performance gaps on state assessments.

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	Quality Teachers	High quality instruction will be provided by highly qualified teachers in every classroom.	$1,675,199.00	Yes
1.2	Standards aligned materials and instruction	Students will receive the latest instruction in all subject areas. Staff will continue to modify and improve Writing and Reading programs for Language Arts. Student learning will be supported with high quality, standards-aligned instructional materials in core curriculum and supplementary technology based educational programs as necessary.	$5,000.00	No
1.3	Professional Development	Teachers will receive targeted professional development in ELD/ELA. Using LREBG (Low-Performing Students Block Grant) funds to support teacher professional development in ELD (English Language Development) and ELA (English Language Arts) is a research-backed strategy for closing achievement gaps and improving student outcomes. Studies have shown that targeted professional development enhances teachers' instructional practices, particularly in supporting English learners and low-performing students (Darling-Hammond et al., 2017). When	$12,750.00	No

Action #	Title	Description	Total Funds	Contributing
		educators receive high-quality training in language acquisition strategies, culturally responsive teaching, and differentiated instruction, they are better equipped to meet diverse learning needs. This leads to improved literacy skills, greater classroom engagement, and higher academic achievement for English learners and other struggling students. Allocating LREBG funds ($12,750) to strengthen teacher capacity directly aligns with the grant's purpose of addressing low performance and promoting equity in education. The success of this action will be measured by metrics 1.7, 1.9 and 1.11		
1.4	Intervention	Students will be supported in their learning by a highly qualified Instructional Aide to provide targeted 1:1 support to students with an identified need. Using LREBG (Low-Performing Students Block Grant) funds to provide a highly qualified Instructional Aide for targeted 1:1 student support is a research-supported intervention that can significantly improve academic outcomes for struggling learners. Research shows that individualized support allows for immediate feedback, differentiated instruction, and a pace tailored to each student's needs—factors that are especially critical for students performing below grade level (Slavin et al., 2009). Instructional Aides trained in evidence-based strategies can reinforce classroom instruction, provide targeted remediation, and build academic confidence, particularly for students with learning gaps or language barriers. This type of support not only helps close achievement gaps but also fosters a more inclusive learning environment. Investing LREBG funds ($23,500) in dedicated instructional support aligns with the grant's purpose by directly addressing the needs of students who require additional assistance to succeed. The success of this action will be measured by metrics 1.8-1.12	$59,237.00	Yes
1.5	FAPE Compliance	Special Education students and Response to Intervention (RTI) students will receive FAPE (Free and Appropriate Public Education).	$290,295.00	No
1.6	Wit and Wisdom	This program is designed based on Scarborough's Rope. Students gain content knowledge and an awareness of how to read texts, write, speak, and listen. We will pilot this with our 4th graders.	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	TWIG	This program will provide a science program of real-world STEM challenges that spark student engagement and foster a long-lasting love of science. We will introduce this to our k-3 students	$30,000.00	No
1.8	Art Education	Dedicated art classroom to provide students with a space to express their creativity	$22,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will be proficient in utilizing technology for grade level assignments. This goal addresses state priorities 1, 2, 3 and 8	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Technology has transformed the classroom and brought enormous benefits. Technological innovations have opened up a new world of information for students of all ages. Adapting to this exciting new reality can be challenging for both teachers and students, but the advantages are virtually limitless. The interactivity of technology excites the student, drawing them in and increasing engagement. Not only do students feel motivated and energized by technology in the classroom, but they also participate in active learning. Studies show that engaged students retain more of what they have learned. It is tempting to use a one-size-fits-all approach with students. It's faster and easier, but not necessarily effective. That is because students are individuals and therefore have different strengths and respond differently to various teaching approaches. Using technology-embedded instruction accommodates multiple learning styles and allows education to be delivered in a more personalized manner. Technology allows teachers to communicate and monitor students more efficiently and in real-time, allowing them to provide assessments and timely interventions. At the same time, familiarity with technology at an early age prepares students for careers in the 21st century. It is with all these benefits in mind that the District has opted to continue working on Goal 2.

Sunol Glen School District places a high value on all of our families, including the families of unduplicated students. Being that our school is very small, we do not label our families as "unduplicated" "special needs" etc. Rather, we focus on our entire parent community as a whole and providing additional support to families whose primary language is not English and any other accommodations as needed or requested. For purposes of this goal, we ensure all communications with parents occur in languages with which the parents are most comfortable. Additionally, we work with our SELPA unit to provide any special accommodations for students with disabilities as may be necessary to optimize their learning experiences.

Our students with special needs have benefited from our efforts in ensuring access to academic interventions and multiple supports. Our focus has been and continues to be, on ensuring parents are involved with and take an active role as a members of the Individual Education Program (IEP) team that determines a student's path. We aim for 100% parental participation in the IEP by working with the parents' availability when scheduling meetings. We also work ahead with the parents so they understand the importance of their participation. All of our staff focus on ensuring parents feel welcome and that the confidentiality of their student is maintained at all times.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student to technology device ratio with Chromebooks	1:1	1:1		1:1	None
2.2	Access to online standards aligned software programs to supplement learning	100% of students had access to standards aligned software programs	100% of students had access to standards aligned software programs		100%	None
2.3	Uniformity of communication platform with parents	All communication was via email	All communication was via email		All communication via email and text (for absences only)	None
2.4	Uninterrupted access to high speed internet	100% of the school term except during system-wide outages	100% of the school term except during system-wide outages		100% of the school term except during system-wide outages	None

Goal Analysis [2024-25]

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

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

This goal has been fully implemented. The District has an established history of maintaining a 1:1 student-to-device ratio. The District's technology plan includes a rotation plan to ensure all devices are rotated out and replaced with newer ones as they reach the end of their estimated useful lives. Action 2.2 is addressed in action 1.2. Additionally, the District has well-established uniform modes of communication that include Parent Square-- email, text, emergency alerts, automated phone calls, and in-person conversations, when necessary or desired by the parent or the teacher. The District has also undertaken a complete revamp of the internet infrastructure.

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

All actions in this goal are discontinued

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

This goal has been very effective in ensuring that our students and teachers are tech literate. It has also helped us put in place a robust structure that shall withstand disruptions to in-person learning such as the one experienced during the COVID-19 pandemic.

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 District is discontinuing this goal as at this time the goal is fully implemented.

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	Technology embedded instruction	Students will learn utilizing technology-embedded lessons & assignments. Teachers will provide students opportunities to have both formative and summative assessments. This will be accomplished through technology-embedded lessons.	$0.00	No
2.2	Professional Development	Teachers will receive Professional Development (PD) in Technology in order to provide technology-embedded instruction for our students.	$0.00	No
2.3	Technology support	Teachers will be supported in their technology training with a Technology/Curriculum Support Provider	$0.00	No
2.4	Access to hardware	Students will have access to computers both in the lab and in the classroom. Computers will be upgraded as needed.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will learn in an environment that promotes student and family engagement and supports to enhance literacy. This goal will address state priorities 3, 4, 5, and 6	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Family engagement plays a crucial role in improving student attendance by creating a strong connection between home and school, where parents actively support their child's education, understand the importance of regular attendance, and can address any barriers that might prevent their child from attending school consistently. Research shows that schools with higher levels of family engagement tend to have significantly lower rates of chronic absenteeism. At Sunol Glen, we continue to struggle with high rates of chronic absenteeism. Overall chronic absenteeism decreased by 1% from an all time high of 12.5% in 2023-24 to 11.5% in 2024-25. Our 2024-25 attendance rates also showed a decline when compared to 2023-24 data. Students learn best when they are present in class every school day. According to Faucet theory, students improve their skills through frequent exposure to schooling, and stop making educational gains once the exposure is turned off (i.e., the faucet is turned off). Students who receive fewer hours of instruction during the school year are disadvantaged in their learning, perform more poorly on exams, receive lower grades and at the end are more likely to drop out of school. Support for this argument comes from empirical studies showing that more time spent on instruction in the classroom is related with better academic achievement. Additionally, studies find that chronically absent students start the following year significantly behind their peers, especially compared to those students with perfect attendance. Our internal review of habitually absent students' perfromance shows that these students' absences appear to be having a significant “chronic” effect on their achievement. Students who are highly absent are also falling further behind their peers, both at the start of the following year and over time. In light of these observations, it is imperative that while we need to focus on reducing absences—and intervene with students when absences reach a certain threshold—it’s just as critical to provide targeted services and academic interventions at the start of the following year to students who had significant attendance issues last year.

Family engagement also contributes to positive student outcomes, including improved student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment. When educators build strong relationships, families can reinforce what their students are learning in the classroom as they set their own routines and expectations at home. Engagement can involve a variety of opportunities depending on the individual family. Some of our families are always keen to take an active role in the classroom by volunteering or joining parent-teacher organizations. Others prefer at-home options in which they stay connected with teachers through digital communication and help students build the skills they’re learning in class from home. Whatever the preferred method of engagement, we constantly strive to provide enough opportunities to keep our families and students engaged. For this reason, we

established a goal of creating an environment where our families and students are positively engaged with peers, teachers and the community while practicing good citizenship.

Sunol Glen School District places a high value on all of our families including the families of unduplicated students. To ensure our families are engaged, we provide translators and materials that have been translated when needed. We also try to reach out to families to provide extra support - if needed- to encourage the families to be engaged and to participate in our school. We provide additional support to families whose primary language is not English and any other accomodations as needed or requested.

Our most recent "Needs Assessment" as part of our annual Special Education audit and as per mandates for LREBG funds, indicates a need for developing structured processes, clear training, and better collaboration between departments to improve student support and education outcomes. While we do have a system of multiple supports, there is a lack of knowledge about the MTSS framework. There is a lack of clarity around the pre-referral processes and teachers lack training on identifying disability-related vs. language acquisition needs. Consequently, we have identified the following action plan for 2025-26:

1). Regular staff meetings using structured agendas and improved SST forms.
2) Using defined data protocols
3). Selecting a universal screener.
4) Creating an MTSS handbook
5). Implementing structured data and referral processes
6). Staff training.
Our overarching goal is to keep all stakeholders informed and engaged in implementation.

With the passage of SB 114, school districts are mandated to screen all students in kindergarten through second grade for potential reading difficulties, including the risk of dyslexia. As outlined in Education Code Section 53008, this screening is considered a "universal screening" for early identification of reading challenges. The Screening for Risk of Reading Difficulties allows for early identification and intervention of reading difficulties, including dyslexia, for students in kindergarten to grade two. Research from multiple scientific studies indicates that early identification and intervention improve literacy outcomes for students at risk of or with dyslexia and other struggling readers. Our District shall select mCLASS, one of the California Department of Education-approved screeners, and begin annual screening of all pupils in Kindergarten through Grade 5, starting with the 2025-2026 academic year. Parents/guardians will receive the results of the screening. If the student is identified as "at risk", parents/guardians shall also receive information on the proposed supports and services for their student. In determining proposed supports, we will consider the following factors to address the learning needs of our students:

(1) Literacy instruction focused on the pupil’s specific needs
(2) Progress monitoring
(3) Early intervention in the regular general education program
(4) One-on-one or small group targeted intervention
(5) Further evaluation or diagnostic assessment

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Regular and ongoing communication with parents via the Eagle Flyer	2023-24: Weekly	Weekly		Weekly	None
3.2	Dropouts	2023-24: 0%	0%		0%	None
3.3	% of students that are chronically absent (i.e., have missed 10% or more school days throughout the school year)	2022-23 (Dashboard):9.2%	12.5% per 2023-24 Dashboard		Chronic absenteesim will be 6.2%	+2.3%
3.4	Suspensions	2023-24: 1.12%	0%		1%	-1.12%
3.5	Formal interaction with parents regarding their students' academic and social performance	2023-24: 2 parent-teacher conferences and other correspondence as needed	2 parent teacher conferences annually		2 parent teacher conferences annually	None
3.6	Well publicized board meetings in English (and Spanish when needed or asked) with ample opportunity for parent involvement	2023-24: Monthly	Monthly		Monthly	None
3.7	Champ cards for good citizenship - deleted	2023-24: 52%	N/A - discontinued		N/A	Discontinued
3.8	Expulsions	2023-24: 0%	0%		0%	None
3.9	% of parents/guardians of students who are low-income, English Learner, or Foster Youth who agree or strongly agree	N/A - new metric; data not tracked in 2024-25	N/A		75%	TBD - will commence in 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that they are involved in their student's school					
3.10	Availability of courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	100%	100%		100%	None
3.11	# of meetings convened for Foster Youth and McKinney-Vento social workers	1 in 2024-25	N/A - new metric will be reported in 2025-26		2 per school year, as applicable	TBD - will commence in 2025-26
3.12	Student members on SSC	2 in 2024-25	N/A - new metric will be reported in 2025-26		2 per school year to serve on a rotational basis	TBD - will commence in 2025-26
3.13	% of K-2 students screened for potential reading difficulties	N/A - new metric; screening shall commence 2025-26	N/A		100%	TBD - will commence in 2025-26
3.14	% of students identified as "at risk" of reading difficulties receiving support services	N/A - new metric; screening shall commence 2025-26	TBD - will commence in the 2025-26 school year		100%	TBD - will commence in 2025-26
3.15	% of Hispanic students that are chronically absent	18.2% - new metric	TBD - will commence in the 2025-26 school year		14%	TBD - will commence in 2025-26
3.16	% of White Students that are chronically absent	16%- new metric	TBD - will commence in the 2025-26 school year		12%	TBD - will commence in 2025-26
3.17	% of Socioeconomically Disadvantaged students that are chronically absent	15.6% - new metric	TBD - will commence in the 2025-26 school year		12%	TBD - will commence in 2025-26
3.18	% of students of two or more races that are chronically absent	18.2% - new metric	TBD - will commence in the		14%	TBD - will commence in 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2025-26 school year			
3.19	Monthly staff meetings with structured agendas	N/A - new metric; protocol shall commence 2025-26	N/A		1 per month	TBD - will commence in 2025-26
3.20	% of teachers participating in professional development targeting special needs identification	N/A - new metric; protocol shall commence 2025-26	TBD - will commence in the 2025-26 school year		100%	TBD - will commence in 2025-26

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.

The overall implementation of this goal was successful. However, one of our planned actions, in response to the results of the 2023-24 parent survey, was to provide extra curricular activities for our students. The District's plan was to partner with neighboring school districts to provide opportunities for our students to participate in after-school sports etc. However, due to staffing changes, this action was not carried out during the 2024-25 school year. Our 2024-25 parent survey did not indicate any interest in extra curricular activities. Our students participate in sports via local clubs.

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.

We underspent our planned expenditures for action 3.1 by $1,500 as we used supplies that were purchased during 2022-23. We therefore did not need to purchase any supplies during 2024-25 for this action. Action 3.3 was overspent by $17.1K. At the time we developed the LCAP, our budget for action 3.3 included counseling expenses for students when patterns of chronic absenteeism were observed. Since this was the first time we deployed such an action, our budget was based on our "best guess" of the potential cost. However, the actual costs were far greater tthan anticipated. The purpose and intent of the outlay remains aligned with the original goal.

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

Our efforts in reducing absences have yielded no success as our chronic absenteeism rates increased from 9.3% in 2022-23 to 12.5% in 2023-24. We continue to struggle with high rates of chronic absenteeism. An analysis of our actual attendance data per the Aeries system

indicates that our attendance rates particularly for 4th and 5th grades were significantly lower in 2024-25 compared to 2023-24. It is abundantly evident that we need to explore and implement a different course of action as discussed later in the next prompt.

With regards to our MTSS, we faced some challenges. While MTSS is in place, it has not been incorporated into the school's mission, and student-first language norms are missing. Additionally, Special education staff receive training on the least restrictive environment, but general education staff do not. The data collection between general and special education has also been inconsistent and there has been a lack of standardized benchmark assessments. For these reasons, we have added additional metrics and actions to this goal as identified later in the next prompt.

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

For the 2025-26, this goal has been amended to include:

1) New requirements of SB 114
2) Sharpen our focus on reducing chronic absenteeism
3) Bridge the gaps between special and general education
4) Provide early interventions to students in the greatest need of learning recovery

To accomplish these objectives, we have added metric 3.12-3.20. We have also discontinued tracking Champ cards. While we still use champ cards to motivate students to practice desired behaviors, we are no longer tracking the issuance of these cards. We have also added actions 3.5 - 3.8 to address the additional desired outcomes of goal 3.

As discussed in Prompt 1, action 3.4 has been eliminated.

Our previous strategies for reducing chronic absenteeism did not bear the results that we had hoped for. Given the continued upward trajectory of our chronic absenteeism rates, it is evident that we need to bolster our efforts. A missed school day is a lost opportunity for students to learn. The effects of lost school days build up one absence at a time on individual students. The disciplinary response to absenteeism may unintentionally worsen the situation. For the 2025-26 school year, we plan to deploy a proven (as supported by various studies) multi-pronged approach to addressing chronic absenteeism, early identification of disabilities, and supports for learning recovery:

1) Use data to identify patterns of and reasons for student absences. Use this to further pinpoint chronically absent students.
2) Include attendance as a focal point in parent-teacher communications. Use these communications to understand the reasons for absences
3) Develop individualized plans to support students at risk of being chronically absent
4) Enhance student engagement at school
5) Teacher training to facilitate early identification of students with disabilities
6) Introduce early interventions to address the learning recovery needs of our students

We believe that this multi-pronged approach, coupled with our previous strategies, will help reduce the incidence of chronic absenteeism district-wide and address the learning recovery needs of chronically absent students as well as students with disabilities.

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	Character Education	Character Education will be taught to students to encourage good decision making and skills to become productive citizens. Various supplies.	$1,500.00	No
3.2	Text Nudges	System generated text messages to parents of students that are chronically absent. There is no incremental cost associated with this activity	$0.00	No
3.3	Referral to counselor	When patterns of chronic absenteeism are observed, refer the student for counseling to address any "avoidance" issues	$1,500.00	No
3.4	Extracurricular Activities	Provide access to extracurricular activities to enrich the overall educational experience of our students. This will be cost neutral for the District	$0.00	No
3.5	Build inclusive classrooms	Studies have shown that representation in the classroom increases feelings of belonging, promotes peer relationships and boosts students' self-esteem. This is especially important for EL students.	$1,500.00	Yes
3.6	Foster a positive attendance culture	Students learn best when they attend school in-person and consistently. To encourage students to be present, we will use a positive system of rewarding improved attendance via classroom recognition	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Annual screening for reading difficulties, including risk of dyslexia.	The District will employ LETR (one of the four approved screeners) to screen all K-2 students.	$5,000.00	No
3.8	Interventions for students identified as "at risk"	Students that are identified at risk of reading difficulties will be provided access to early interventions that address the type of difficulty identified.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students will be present and learn in an environment in which the facilities are clean and in good to excellent condition. This goal addresses priority 1	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Student attendance is at the heart of this goal. Over the years, we have experienced increasing absenteeism. While our chronic absenteeism is indicative of a small decline from 2023-24 to 2024-25, we are concerned about our student attendance patterns and the disproportionality of attendance amongst the various student groups as discussed throughout this document. Our approach to addressing absenteeism and chronic absenteeism is multi pronged:
1) early identification of factors affecting student attendance
2) family engagement
3) engaging curriculum and supplemental curriculum
4) inclusivity
5) qualified and highly trained educational staff
6) clean, safe, healthy and welcoming facilities

While items 1- 5 have been addressed in goals 1 and 3, the focus of this goal is on item 6 above. School facilities play a significant role in influencing student attendance. A positive and well-maintained school environment can improve student attendance and academic performance. Good ventilation, clean spaces, and comfortable temperatures can reduce the risk of illnesses, which in turn leads to fewer absences. Well-designed classrooms with natural light, appropriate noise levels, and conducive learning spaces can improve student engagement and focus, leading to better attendance. A study in New York City found that school building condition was linked to school climate and attendance, with higher ratings of school facilities predicting lower student absenteeism and higher standardized test scores. At Sunol, we spend countless hours trying to keep our facilities in the best possible shape through routine maintenance and regular inspections, and other preventative tasks. We place great importance on providing the best possible facilities because students benefit from positive surroundings. We have a responsibility to do everything we can to promote a healthy learning environment, and proactive facilities management is an integral component.

The well-being of students and staff is a top priority. When facilities undermine this, performance suffers. Many parts of the educational process rely on comfortable, safe settings. If the temperature is too hot or cold, for example, or the lighting is too dark or too bright, students may become frustrated and struggle to focus. Teachers may have a difficult time conducting lessons and get frustrated. Optimizing school facilities is the cornerstone of our district’s mission to ensure students, teachers, and staff perform at their best and generate positive overall

results. A 2007 study, The Relationship Between School Building Conditions and Student Achievement at the Middle School Level in the Commonwealth of Virginia, is one of many that has found that student achievement is connected to a building's condition. Students perform better in newer or recently renovated buildings than they do in older buildings. Students focus better when they're comfortable, are more likely to attend classes, and may be less likely to become ill. These qualities all come from classrooms that have proper ventilation, are well-lit, and maintain efficient cleaning schedules. Students who aren't distracted or uncomfortable due to environmental factors are students who can remain attentive and better retain information.

To address these issues, we feel it is extremely important to ensure access to clean and safe facilities within which students can learn and achieve. By utilizing FIT, presenting facilities updates at board meetings, and maintaining established best practices" protocols, students will be able to learn in an environment in which facilities are clean and in good to excellent condition.

Sunol Glen School District places a high value on all of our families including the families of unduplicated students. To ensure our families are engaged, we provide translators and additional support to families whose primary language is not English and any other accommodations as needed or requested.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Designation on the Facility Inspection Tool (FIT)	2023-24: Rating of fair on FIT	2024-25: Rating of fair on FIT		Rating of good on FIT	Below expectation
4.2	Facilities updates presented to the board of education during school board meetings	2023-24: As needed	2024-25: As needed		As needed or at least quarterly	None
4.3	Maintain all "best practices" facilities protocols	2023-24: 100%	2024-25: 100%		100%	None
4.4	Student attendance	2023-24: 95.38%	95.67%		96.5%	0.25%
4.5	Percentage of student respondents reporting feeling "safe" on campus on annual survey	2023-24: 96%	N/A - Discontinued		95%	Discontinued
4.6	Percentage of parent respondents reporting	2023-24: 96%	97.22%		95%	1.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students are safe on campus on annual survey					
4.7	Percentage of Certificated Staff reporting "Good" or "Excellent" school climate	2024-25: 93.3%	N/A - New metric in 25-26		95%	TBD- new metric
4.8	Percentage of Classified Staff reporting facilities are clean	2024-25: 75%	N/A - New metric in 25-26		85%	TBD- new metric

Goal Analysis [2024-25]

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

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

All of the actions within this goal were carried out effectively. To ensure a safe and supportive learning environment, we carried out all of the actions identified within this goal. Classrooms were cleaned and sanitized regularly according to established health and safety protocols, helping to reduce the spread of illness and maintain a hygienic space for students and staff. The school facility underwent an annual inspection to identify and address any structural, safety, or maintenance concerns promptly, ensuring compliance with state and local regulations. Additionally, surveys were conducted to gather feedback from students, families, and staff regarding the condition of the facilities. This input helps guide improvements, prioritize resources, and foster a shared sense of responsibility for maintaining a clean, safe, and welcoming school environment.

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 4.2 was underspent by $ 12 K. This resulted from staffing assignments shifting during the year. The allocated funds continue to support extra custodial support. This adjustment was not reflected in the original LCAP update due to the timing of the changes, but the expenditures remain aligned with the intended purpose of the goal.

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

During the year, our facilities staff worked hard to ensure our facilities were clean, free from health hazards, and provided a welcoming environment for our students, staff, and parents. Our FIT helps us monitor the condition of our facility and ensure timely identification of problems. It is an important tool for communicating details of our facility to the board as well as our community. The annual FIT is also a very effective step in keeping us accountable for the maintenance of our facility. Not only do we complete the inspection annually, but we also share the results publicly at a regularly scheduled board meeting so that all of our stakeholders may have access to this information and can ask questions. This is an important first step in providing a safe and clean environment within which our students can excel. Research consistently shows that clean, safe, and well-maintained school facilities positively impact student attendance and achievement. According to the U.S. Department of Education (2014), students are more likely to attend school regularly when they feel safe and comfortable in their learning environment. Earthman (2002) found that poor facility conditions, such as inadequate lighting, poor ventilation, and unclean restrooms, are linked to increased student absences due to health-related issues like asthma and fatigue. Additionally, a clean and organized setting promotes a sense of respect and responsibility, which improves student focus, motivation, and academic outcomes (Uline & Tschannen-Moran, 2008). Research from the National Center for Education Statistics (NCES, 2000) highlights that safe, inviting environments foster stronger engagement and higher achievement, particularly among students from socioeconomically disadvantaged backgrounds. Therefore, at Sunol, we believe investing in clean and safe facilities is a critical strategy for enhancing both attendance and educational success.

To validate the success of our endeavors, our Annual Parent and Staff Feedback surveys seek input regarding the perceived safety of students, staff, and parents on campus. Our annual survey of Classified Staff indicated that 25% of our staff felt the cleanliness of our facilities was poor or needed improvement, while 75% felt the cleanliness of our facilities was "good" or "excellent". However, 100% of the staff indicated the school provides adequate safety and security for students, staff, and parents. The Annual Parent Survey included a question about the overall climate of the school in terms of safety, respect, and inclusivity. The results of the survey indicated that 2.78% of our parents felt we needed improvement in this area, while 97.22% of the parents ranked it as "good" or "excellent". Similarly, on our Annual Certificated Staff survey, the responses to the question, "How would you rate the overall school climate regarding safety and respect?" varied from "Fair" (6.7%) to "Good" (20%) to "Excellent" (73.3%). Based on the results of our survey, it is fair to state that our actions within this goal were very effective in making progress towards the achievement of this goal.

Monitoring our attendance rates provides us with another tool to ensure we are meeting student and parent expectations. While we understand that the level of classroom engagement, student health, and other socio-economic factors do affect attendance, school facilities also play a major role in student's excitement about going to school. Our declining attendance rates have given us cause for concern as we re-evaluate our approach to addressing this growing trend for the 2025-26 school year.

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

Our overarching goal is to ensure students are present each day of school, as that contributes to higher learning and achievement. We have added new metrics to evaluate the level of success of the actions within this goal. The new metrics are 4.7 and 4.8, both geared towards gaining insight into the staff's perception of school climate and the cleanliness of the facilities. Our high chronic absenteeism rate and downward attendance trajectory are cause for a keener focus on all factors affecting student attendance, facilities being an important one.

We have discontinued metric 4.5. In the past, the District would conduct a brief, on-campus survey of students to gain insights into a few very focused areas of operations. However, this practice has been discontinued because the consensus amongst staff is that the surveys do not necessarily provide accurate information, as students may respond a certain way due to peer pressure or out of concern for being identified as the source of the feedback, etc. As such, we have included the student survey questions in the Annual Parent Feedback.

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	Conduct annual FIT	Ensure our facility is inspected annually. This activity does not have a cost associated with it.	$0.00	No
4.2	Following protocols	Classrooms will be cleaned and sanitized per established protocols	$32,376.00	No
4.3	Surveys	Annual Parent and Staff Feedback surveys	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$76,934	$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
2.435%	0.000%	$0.00	2.435%

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:** Quality Teachers **Need:** Teacher preparation programs have failed to equip many teachers to meet the needs of EL and Low income students. Data gathered during staff debriefs and teacher collaboratives has indicated the need for our teachers to have access to professional development opportunities that are specific to the needs of	Well-qualified, credentialed teachers possess specific pedagogical skills, including knowing how to conduct formative assessment of students' developing skills, organize the classroom to invite greater participation, and scaffold instruction for students who are struggling in class. Research consistently shows that well-qualified, fully credentialed teachers have a significant positive impact on the academic outcomes of students from historically underserved groups, including special education students, English learners (ELs),	1.3 - Credentialed teachers teaching outside of subject area rate

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
	EL, SPED and low income students. At Sunol, our EL, Low Income and SPED students consistently perform below academic levels of our other students. There exists an urgent need to bridge these achievement gaps and ensure these students receive the tailored support they need to thrive academically, socially, and emotionally. **Scope:** LEA-wide	and those from low-income backgrounds. According to studies from the Learning Policy Institute and the U.S. Department of Education, low-income and EL students taught by fully certified teachers with subject-matter expertise demonstrate stronger gains in reading and math compared to peers taught by underprepared or out-of-field instructors. For special education and EL students, studies show that qualified teachers are more likely to implement evidence-based interventions and differentiated instruction effectively, which are critical for meeting individualized learning needs. Additionally, low-income students benefit from teachers who have been trained in culturally responsive practices and classroom management strategies that foster engagement and achievement. Not only are our teachers highly qualified and fully credentialed, but they also engage in ongoing professional development in Special Education (SpEd) and English Language Development/English Language Arts (ELD/ELA). This is essential for equipping teachers with the knowledge and strategies needed to effectively support diverse learners. As classrooms grow increasingly inclusive, educators must be prepared to address the complex academic and linguistic needs of students with disabilities and English learners (ELs). Research from the National Center for Learning Disabilities and the Council of Chief State School Officers highlights that targeted professional development leads to improved instructional practices, more accurate identification of student needs, and greater confidence in differentiating instruction. Training in SpEd helps	

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
		general educators implement accommodations, behavior supports, and Individualized Education Programs (IEPs) with fidelity, while ELD/ELA development enables teachers to integrate language acquisition strategies into core content instruction. Because our teachers are continuously trained in these areas, our students benefit, which reflects itself in their academic achievement. Our EL and Low-Income students constitute a very small percentage of our student body. It is therefore critical to have protocols in place to ensure these populations are not overlooked in our overall education and student enrichment plans. Specifically, our LCAP includes the following student outcomes that are monitored to gauge the effectiveness of our efforts and ensure our EL, Low Income, and SPED students are not overlooked: 1) Percentage of EL students making progress toward English language proficiency on the ELPAC 2) Compliance with the Williams Act 3) Percentage of Students with Disabilities receiving support through a credentialed RSP teacher and intervention paraprofessionals 4) % of parents/guardians of students who are low-income, English Learner, or Foster Youth who agree or strongly agree that they are involved in their student's school 5) # of meetings convened for Foster Youth and McKinney-Vento social workers	
1.4	**Action:** Intervention	Students who are struggling with ELA tend to fall behind in class. A highly qualified Instructional Aide provides students with personalized support	1.16 - English Learner reclassification rate EL progress towards ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our CAASPP data indicates that our EL and Low Income students' scores in both ELA and Math lag behind those of other students. For instance while district-wide math scores were 69.3 points above standard in 2023-24, EL students' scores were 13.1 points above standard and Low Income students' scores were 23.3 points above standard. Based on this and our internal assessment data, it is evident that there exists a disparity of performance amongst our students that needs to be addressed. **Scope:** LEA-wide	and feedback. This improves communication channels and helps students with conceptual understanding. The Instructional Aide also helps students with special needs or learning disabilities by altering lessons to fit their needs. In a Study titled "Low Income Students - Supportive Strategies to Help Them Advance", Celeste Hernandez concluded that extra instructional support in the classroom plays a significant and positive role in helping Low-Income students succeed. Another study by Jocelyn Chiquito titled "Effects of One-on-One Support for English Language Learners through Collaboration, Compassion, and Engagement" concluded that personalized support through collaboration, compassion, and student engagement is the most effective means to help ELL students succeed academically. The Instructional Aide can provide clear and explicit instructions to our students with disabilities, thereby facilitating classroom activities for these students. By giving clear, explicit, and specific information to students, modeling tasks and the underlying strategies or thinking, the Instructional Aide facilitates learning. Students learn more effectively if shown how to do a task and provided concrete examples. Monitoring and checking for understanding adds yet another layer of facilitation. Given the limited availability of funds, we wanted to develop a solution that would address the needs of our unduplicated students and students with disabilities. Through research of various strategies	proficiency and EL reclassification rate; and 1.9 - Percentage of EL students making progress toward English language proficiency on the ELPAC

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
		deployed by other school districts, discussions with administrators of similar-sized school districts with similar demographics, and feedback from our teachers, we concluded that the addition of a highly qualified instructional aide in the classroom would address all of our student groups' needs. Our students' continued upward progress in both math and science has added further proof that our intervention was appropriate and effective in serving the needs of both student groups.	
1.6	**Action:** Wit and Wisdom **Need:** Our EL and Low Income students experience difficulty in applying language skills to reading, speaking and communicating. Our teachers conduct diagnostic assessments at various intervals. Based on these assessments our teachers feedback has been that English Learners (ELs) and students from low-income backgrounds have limited exposure to rich, academic language at home and within their sub-communities. These students struggle with vocabulary development, syntax, and background knowledge, which are foundational for reading comprehension and effective verbal expression. Research shows that language gaps can emerge early and widen over time without targeted support, making it harder for these students to access grade-level content, participate in classroom discussions, and express their understanding. Addressing these challenges timely is crucial to student academic success.	The Wit & Wisdom curriculum is designed to support English Learners (ELs) and students from low-income backgrounds by providing consistent access to complex, grade-level texts and rich academic discussions that build language proficiency across reading, speaking, and communication. Through its integrated approach, students engage deeply with content while developing vocabulary, comprehension, and expressive skills in context. The curriculum emphasizes repeated exposure to academic language and structured opportunities for oral and written responses, which helps ELs and underserved students internalize language patterns and gain confidence in communicating their ideas. Additionally, embedded scaffolds—such as sentence frames, visual supports, and guided questioning—ensure all students can participate meaningfully in rigorous classroom discourse. By combining knowledge-building with explicit language development, Wit & Wisdom empowers students to grow as confident readers, speakers, and thinkers. We explored a few other options. However, the feedback from our previous	1.9 - Percentage of EL students making progress toward English language proficiency on the ELPAC; and 1.11 - CAASPP ELA: Percentage of students meeting or exceeding standards

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
	Scope: LEA-wide	Superintendent supported the selection of Wit and Wisdom. In accordance with SB 114, we will be conducting mandatory screenings of all students in kindergarten through fifth grade for potential reading difficulties, including the risk of dyslexia. Based on identified needs, pursuant to these screenings, we will implement interventions for our students. Our leftover LREBG funds will be used to procure such interventions as are deemed appropriate across groups of students and grade spans. We believe these strategies will address the unique needs identified above.	
3.5	**Action:** Build inclusive classrooms **Need:** The feedback from our teachers indicates our English Learner (EL) students exhibit lower levels of classroom participation due to a combination of linguistic, social, and instructional barriers. Low engagement among English Learner (EL) students is closely linked to higher rates of chronic absenteeism, as disengaged students are more likely to feel disconnected from school and less motivated to attend regularly. When ELs struggle to understand instruction, participate in classroom discussions, or feel a sense of belonging due to language barriers, school can become a source of anxiety or frustration	An inclusive classroom is reflective of the students who are in it. Via this action, our focus is on ensuring the classroom library, posters, and other reference materials and props are representative of the students in the classroom. Teachers are encouraged to view the classroom through the lens of their EL students and assess whether or not the EL students can "see" themselves in it. An inclusive classroom plays a vital role in engaging English Learners (EL) and low-income students while also helping to reduce chronic absenteeism. When students feel seen, valued, and supported in their learning environment, they are more likely to attend school consistently and participate actively in academic activities. Inclusive classrooms foster belonging by incorporating culturally responsive teaching, differentiated	3.15 - 3.18

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
	rather than support. Research from the Migration Policy Institute and the National Center for Education Statistics shows that EL students who lack meaningful engagement—whether academically, socially, or emotionally—are at increased risk of frequent absences. Conversely, when ELs experience culturally responsive teaching, accessible content, and opportunities to succeed, their sense of inclusion and motivation improves, leading to better attendance. Addressing engagement through language development, relationship-building, and inclusive instruction is therefore essential to reducing chronic absenteeism among EL students. **Scope:** Schoolwide	instruction, and scaffolds that meet diverse language and learning needs. For our EL students, this includes visual aids, collaborative discussions, and targeted language support. For our low-income students, it includes access to relevant materials and emotional support systems. According to the Learning Policy Institute (Darling-Hammond et al., 2017), schools that implement inclusive and supportive practices show stronger student engagement and attendance rates. Similarly, research from the American Institutes for Research (AIR, 2020) finds that students who experience culturally responsive and inclusive instruction demonstrate increased motivation and reduced chronic absenteeism. When students feel their voices matter and that they can succeed, they are more motivated to show up, engage, and thrive. We believe the above strategy will bridge the barriers to EL student participation in the classroom and contribute to their engagement in classroom activities. The success of this action will result in a broad reduction in chronic absenteeism amongst our student population.	

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.

We do not have any limited actions

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.

Based on our unduplicated pupil percentage, our District did not qualify for additional concentration funds, and therefore this prompt does not apply to us

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:9	
Staff-to-student ratio of certificated staff providing direct services to students	1:3	

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	3,159,705	76,934	2.435%	0.000%	2.435%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,731,641.00	$70,126.00	$312,295.00	$32,295.00	$2,146,357.00	$2,003,837.00	$142,520.00

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	Quality Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$1,675,199.00	$0.00	$1,642,904.00			$32,295.00	$1,675,199.00	
1	1.2	Standards aligned materials and instruction	All	No				2024-25	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.3	Professional Development	All	No			All Schools	2024-27	$0.00	$12,750.00	$0.00	$12,750.00			$12,750.00	
1	1.4	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27	$59,237.00	$0.00	$35,737.00	$23,500.00			$59,237.00	
1	1.5	FAPE Compliance	Students with Disabilities	No			All Schools	2024-25	$247,025.00	$43,270.00			$290,295.00		$290,295.00	
1	1.6	Wit and Wisdom	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th grade	2024-25	$0.00	$3,500.00	$3,500.00				$3,500.00	
1	1.7	TWIG	All	No			K-3	2024-25	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.8	Art Education	All	No				2024-25	$0.00	$22,000.00			$22,000.00		$22,000.00	
2	2.1	Technology embedded instruction	All	No				Discontinued	$0.00	$0.00	$0.00				$0.00	
2	2.2	Professional Development	All	No				Discontinued	$0.00	$0.00	$0.00				$0.00	
2	2.3	Technology support	All	No				Discontinued	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.4**	Access to hardware	All	No				Discontinued	$0.00	$0.00				$0.00	$0.00	
3	**3.1**	Character Education	All	No				2024-27	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	**3.2**	Text Nudges	All	No				2024-27	$0.00	$0.00	$0.00				$0.00	
3	**3.3**	Referral to counselor	All	No				2024-27	$0.00	$1,500.00		$1,500.00			$1,500.00	
3	**3.4**	Extracurricular Activities	All	No			All Schools	Discontinued	$0.00	$0.00	$0.00				$0.00	
3	**3.5**	Build inclusive classrooms	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-27	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	**3.6**	Foster a positive attendance culture	All	No			All Schools	2025-27	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	**3.7**	Annual screening for reading difficulties, including risk of dyslexia.	K-2	No			All Schools	ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	**3.8**	Interventions for students identified as "at risk"	k-2	No			All Schools	ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	**4.1**	Conduct annual FIT	All	No				2024-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.2**	Following protocols	All	No				2024-27	$22,376.00	$10,000.00		$32,376.00			$32,376.00	
4	**4.3**	Surveys	All	No				2024-27	$0.00	$0.00	$0.00				$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,159,705	76,934	2.435%	0.000%	2.435%	$1,683,641.00	0.000%	53.285 %	**Total:**	$1,683,641.00
								LEA-wide Total:	$1,682,141.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,500.00

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**	Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,642,904.00	
1	**1.4**	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,737.00	
1	**1.6**	Wit and Wisdom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
3	**3.5**	Build inclusive classrooms	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,175,357.00	$2,232,723.00

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**	Quality Teachers	Yes	$1,675,199.00	$1,822,570
1	**1.2**	Standards aligned materials and instruction	No	$5,000.00	$5,107
1	**1.3**	Professional Development	No	$12,750.00	$13,975
1	**1.4**	Intervention	Yes	$59,237.00	$30,215
1	**1.5**	FAPE Compliance	No	$290,295.00	$314,427
1	**1.6**	Wit and Wisdom	Yes	$3,500.00	$942
1	**1.7**	TWIG	No	$30,000.00	$0
1	**1.8**	Art Education	No	$22,000.00	$2,526
2	**2.1**	Technology embedded instruction	No	$13,000.00	$0
2	**2.2**	Professional Development	No	$16,000.00	$0
2	**2.3**	Technology support	No	$6,000.00	$0

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)
2	2.4	Access to hardware	No	$7,000.00	$0
3	3.1	Character Education	No	$1,500.00	$0
3	3.2	Text Nudges	No	$0	$0
3	3.3	Referral to counselor	No	$1,500.00	$18,615
3	3.4	Extracurricular Activities	No	$0	$0
4	4.1	Conduct annual FIT	No	$0.00	$0
4	4.2	Following protocols	No	$32,376.00	$24,346
4	4.3	Surveys	No	$0	$0
5	5.1	Chronic Absenteeism		$0	$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$78,362	$1,705,641.00	$1,852,662.00	($147,021.00)	156.156%	201.270%	45.114%

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	Quality Teachers	Yes	$1,642,904.00	$1,822,570	52.052%	67.09%
1	1.4	Intervention	Yes	$59,237.00	$29,434	52.052%	67.09%
1	1.6	Wit and Wisdom	Yes	$3,500.00	$658	52.052	67.09%

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)
3,165,129	$78,362	0%	2.476%	$1,852,662.00	201.270%	259.804%	$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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