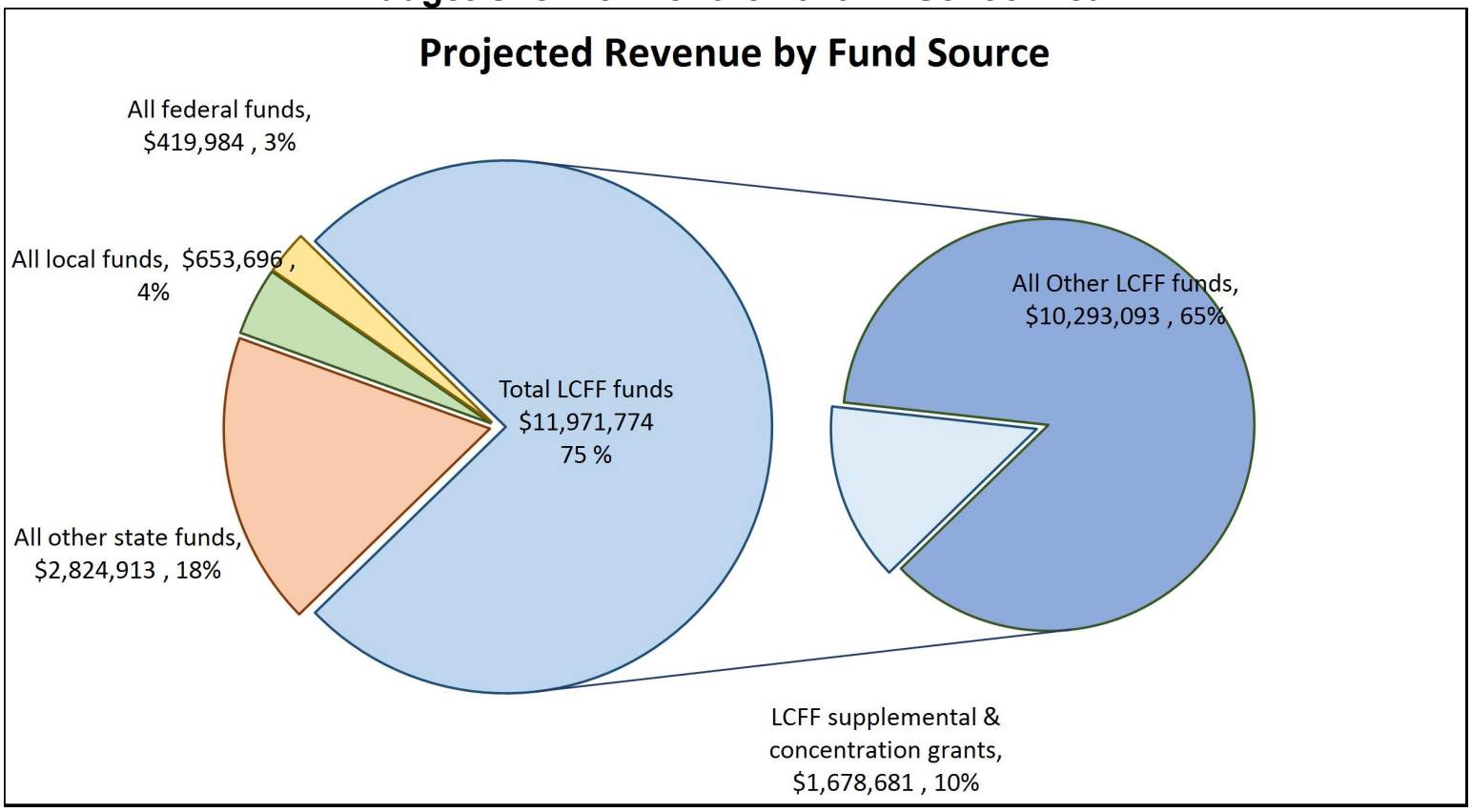
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Orchard School District
CDS Code: 43-696330000000
School Year: 2026-27
LEA contact information:
Dr. Jeff Bowman
Superintendent
jbowman@orchardsd.org
(408) 944-0397

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

Budget Overview for the 2026-27 School Year

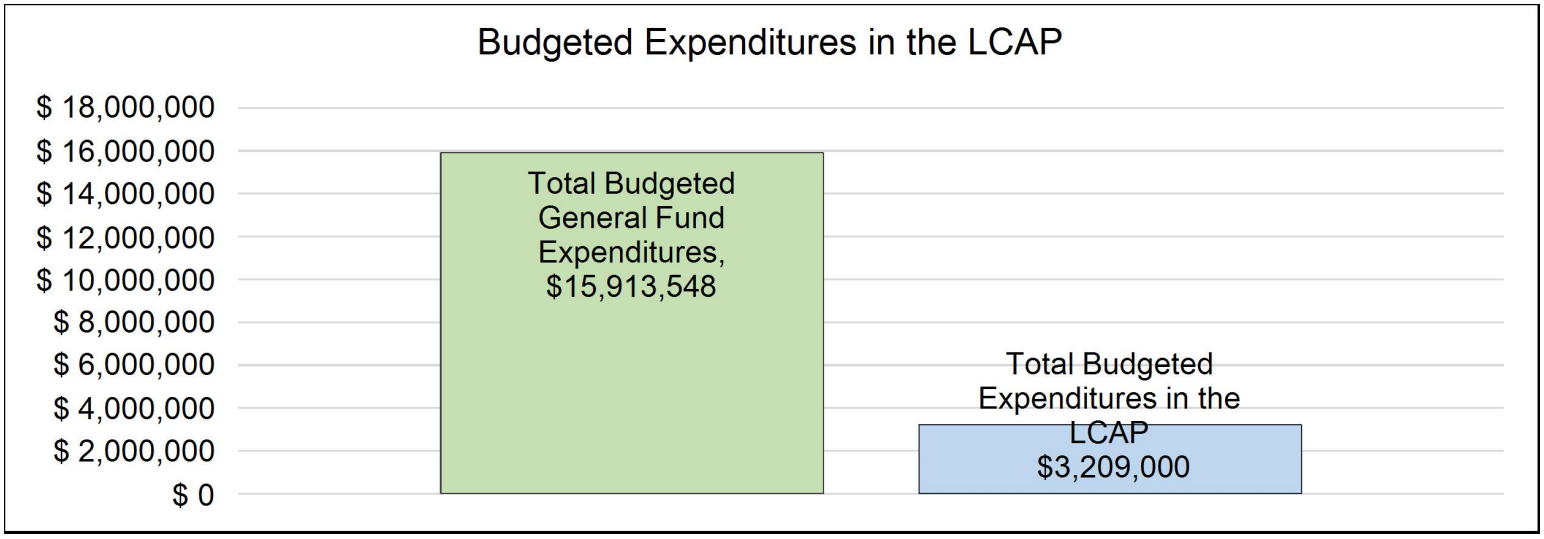


This chart shows the total general purpose revenue Orchard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orchard School District is $15,870,367, of which $11,971,774 is Local Control Funding Formula (LCFF), $2,824,913 is other state funds, $653,696.37 is local funds, and $419,984.01 is federal funds. Of the $11,971,774 in LCFF Funds, $1,678,681 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 Orchard School District plans to spend for 2026-27. 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: Orchard School District plans to spend $15,913,548 for the 2026-27 school year. Of that amount, $$3,209,000 is tied to actions/services in the LCAP and $12,704,548 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP include core instructional and operational costs necessary to operate the district, such as teacher and classified staff salaries and benefits, utilities, maintenance and operations, insurance, transportation, special education services, technology infrastructure, and other districtwide administrative and support services.

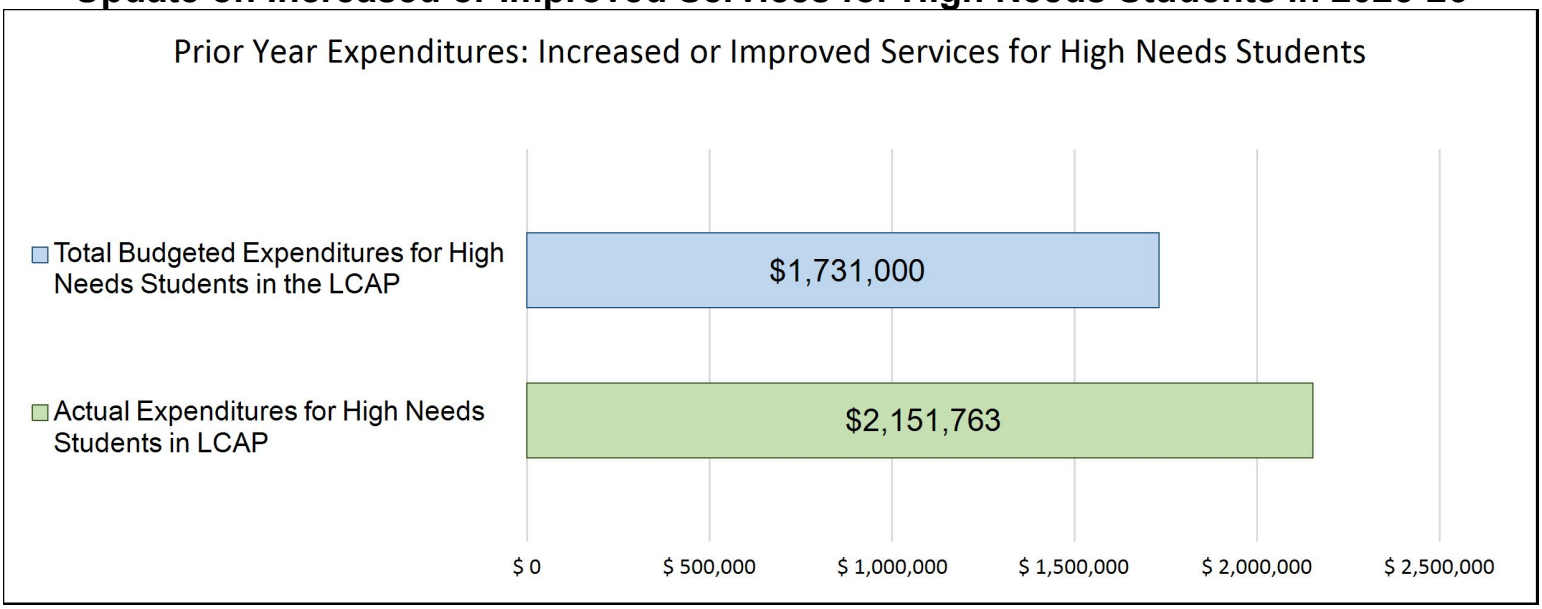
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Orchard School District is projecting it will receive $1,678,681 based on the enrollment of Foster Youth, English learner, and low-income students. Orchard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Orchard School District plans to spend $$1,680,000 towards meeting this requirement, as described in the LCAP.

In addition to the actions identified in the LCAP, Orchard School District provides districtwide services that are principally directed toward meeting the needs of unduplicated pupils, including academic intervention, counseling and social-emotional supports, extended learning opportunities, instructional technology, and staff support services. Because unduplicated pupils represent more than 55% of the district's enrollment, these districtwide services are designed to increase and improve services for high-needs students and contribute toward meeting the district's minimum proportionality percentage.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Orchard School District's LCAP budgeted $1,731,000 for planned actions to increase or improve services for high needs students. Orchard School District actually spent $2,151,763 for actions to increase or improve services for high needs students in 2025-26.

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
Orchard School District	Dr. Jeff Bowman Superintendent	jbowman@orchardsd.org (408) 944-0397

Plan Summary [2026-27]

General Information

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

Orchard School District is a dynamic and inclusive educational community in San Jose, California, serving approximately 750 students in one of the Bay Area's most vibrant and diverse areas. Established in 1856 by early pioneers of the Santa Clara Valley, Orchard is one of the first schools in San Jose and has proudly served the community for over 170 years. Evolving from its origins among fruit orchards and garden lands, the district now operates a state-of-the-art single-school campus at the heart of Silicon Valley.
Rooted in a strong tradition of community and continuous growth, Orchard School District embraces its mission to "meet you where you are and prepare you for where you are going," and its vision to "inspire one student, one family, and one neighborhood at a time." The district serves as a hub for learning and community engagement, fostering a safe, supportive, and enriching environment for all.

Our Core Values

Safety in mind, body, and spirit
Building positive relationships
Kindness, respect, and acceptance
Enthusiasm, creativity, and commitment
Resilience
Unity

Programs and Staffing

The district offers a range of programs to support students and families, including a before- and after-school program and a preschool program operated by Champions. For the 2025-26 school year, Orchard employs approximately 105 dedicated staff members, including 24 elementary teachers, 14 middle school teachers, 1 Visual and Performing Arts Teacher, 1 Physical Education Elementary Teacher, and 7 Special Education Teachers. Additionally, the campus hosts three Santa Clara County special education classes that serve students with more significant needs.

Strategic Governance

The Orchard Board of Education remains steadfast in its commitment to student-centered governance, guided by the district's mission, vision, and values. The Board continues to focus on six key strategic priorities:

Student Achievement
Social and Emotional Learning
Human Resources
Financial Stability and Sustainability
Safe and Maintained Facilities
Community Engagement

The Community School Era

Throughout the 2025-26 school year, Orchard School District has made significant strides in its Community School. This milestone reflects years of planning and investment in systems that support the whole child, strengthen family partnerships, and connect students to critical resources. These strategies are embedded into daily operations, ensuring that equity, access, and opportunity remain at the forefront of the Orchard experience. Orchard School District continues to honor its rich history while embracing the future, remaining a cornerstone of academic excellence and community connection in San Jose.

Reflections: Annual Performance

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

As part of Orchard School District's commitment to continuous improvement, we regularly reflect on our performance using both state indicators and local data. This process helps us celebrate successes and identify areas for growth, ensuring that we remain focused on achieving our mission to "meet you where you are and prepare you for where you are going."

Analysis Based on the 2025 Dashboard and 2026 Local Data

Successes

Orchard School District has made notable strides in several key areas during the 2025-26 school year:

Maturation of the Community School Model: Now in its 2nd year of implementation, the Community School initiative has integrated health, mental health, and social services directly on campus, resulting in a more holistic support system for the "whole child." In addition, Second Harvest Food Bank provides food for our community on the 3rd Wednesday of the month. Orchard is also in year 2 of the Parent Institute for Quality Education (PIQE).

UDL Mastery in the Classroom: Following multi-year district-wide professional development, Universal Design for Learning (UDL) strategies are now a cornerstone of our instructional practice, providing equitable access for our diverse learners.
Sustainability of SEL Practices: The Responsive Classroom approach has evolved from a training phase into a cultural norm, contributing to measurable improvements in middle school climate and student-led conflict resolution.

Advanced Data Integration: We continue to refine data-driven instruction through our comprehensive assessment suite:
DRA 3: TK-1 reading assessment
Literably (Grades 2–7): Real-time reading fluency and comprehension tracking.
NWEA MAP Assessments (Grades 2–8): Identifying growth trends in reading and math.
STAR Reading: Tailoring middle school literacy interventions.

Challenges and Areas for Growth

While we celebrate these achievements, we acknowledge areas where focused attention is needed, particularly for student groups identified in the red performance tier on the 2025 Dashboard:

Persistent Chronic Absenteeism: While overall attendance has improved, reducing chronic absenteeism remains a priority. We are leveraging our Community School resources to conduct deeper family outreach and remove barriers to daily attendance. Furthermore, Orchard has implemented Everyday Labs into its current practice to not only track but also increase overall student engagement and communication regarding absences.

Mathematics Performance for Hispanic Students: We continue to engage in Differentiated Assistance to address performance gaps. Our focus for 2026 is on culturally responsive math instruction. The district is undergoing a shift in core curriculum by adopting new math material beginning in the 2026 school year.

Targeted Support for Students with Disabilities (SWD): Improving academic outcomes in ELA and Math for SWD remains a top priority. We are expanding inclusive co-teaching models and enhancing progress monitoring through our specialized intervention staff.
Opportunity Gaps for LTELs: We are committed to accelerating progress for our Long-Term English Learners by integrating language scaffolds across all content areas, ensuring they not only learn English but also master core academic subjects.

Dashboard Progress

Indicator

2025 Dashboard (Red/Priority)

Chronic Absenteeism: HI, SEL, White, Homeless
English Language Arts: EL

Reflections from the 2023 Dashboard:
The following student groups and indicators were red on the 2023 Dashboard.
Chronic Absenteeism: SWD, HI & WH;
ELA: SWD
Math: SWD, HI

2025-26 LREBG funds were fully expended, and there is no remaining balance. These funds funded action 1.7, which is student support in the amount of $47,133. Metric 1.1 is used to monitor the effectiveness of the use of the funds to support students.

Reflections: Technical Assistance

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

Evaluation of Progress: 2025 Dashboard Analysis

While the District has successfully exited Technical Assistance for Chronic Absenteeism, we remain committed to sustaining this progress through focused monitoring and support. Our current efforts center on:

Addressing chronic absenteeism rates among all students. With the addition of Everyday Labs, we have been able to monitor absences more accurately.
Closing the achievement gap in Mathematics for Hispanic learners.

To drive this work, Orchard established a multidisciplinary task force of educators dedicated to investigating root causes and implementing research-based interventions. This team is currently "unpacking" attendance barriers through empathy surveys, increased translation services, expanded transportation options, and direct parent-student engagement. We operate under the core principle that consistent attendance is the prerequisite for both academic and social-emotional growth. Consequently, we are pairing attendance initiatives with relationship-building mentorships and instructional coaching to provide targeted, small-group academic support.

2024-25 Strategic Focus: Long-Term English Learners (LTELs)

Based on the 2024 California School Dashboard, Orchard was identified for Differentiated Assistance focused on Long-Term English Learners (LTELs), specifically regarding academic performance and suspension rates.

As a primary component of our Differentiated Assistance efforts, the District is prioritizing targeted, high-leverage strategies to accelerate language acquisition and foster academic success for our LTEL population:

Targeted ELD Instruction: A dedicated, full-time ELD teacher now provides high-intensity, small-group instruction focused on academic language mastery and reclassification readiness for upper-elementary and middle-school students. Though the ELD teacher will not be in place for next year, there will continue to be dedicated periods in middle school for ELD support. In addition, our elementary teachers will continue to support their students with ELD instruction within their classrooms.

Comprehensive Intervention: We have integrated language development supports into the core school day, supplemented by after-school tutoring in Mathematics and English Language Arts (ELA).

Professional Capacity Building: Staff participate in ongoing professional development focused on scaffolding complex vocabulary, culturally responsive pedagogy, and integrating ELD standards across all content areas.

Student Agency & Engagement: To decrease suspension rates and increase school connectedness, we are prioritizing student voice through goal-setting workshops, progress monitoring, and expanded access to leadership and enrichment opportunities.

Associated LCAP Goals: 1.8, 1.10, 2.1, 2.2, 2.7, 2.8, 2.9, 3.4

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers (OTA)	Staff learning day, includes all admin and teachers (2025-2026 August, September, October, November, January, March, April, and May), Instructional Leadership Team (ILT) (two times per month)
Classified (SEIU)	President monthly meeting 2025-2026.
Students	Surveys and formal and informal meetings (August 5, 2025)
Parent/Guardians	Surveys, Principal coffee (monthly), Committee Meetings (monthly)
PTA (all students, including Special Education)	Local Meetings for 2025-2026 (Monthly).
Board	Board Presentations to include LCAP updates and standing agenda on Teaching and Learning (Minimum of once per month in public Board meetings and every Friday in Board Briefings)
District English Learner Advisory Committee (DELAC)/School Site Council (SSC)	Standing meetings for 2025-2026 (Monthly: Dec. 1, Jan. 12, Mar. 30, May 11).
Community Partners	Passive (open survey/form on our website for anytime feedback) and Active meetings (Quarterly and Monthly meetings) Survey in August 2025 and May 2026.
SELPA	Monthly meeting, plus direct meeting with SELPA Director (May 2026)
PIQE Program	Parent Engagement Programs for 2025-2026 (8 sessions: October 28 - December 9)

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

Fostering strong partnerships is essential to student success at Orchard School District. This year, we have deepened our commitment to transparency and collaboration, ensuring that the voices of teachers, students, families, and staff directly shape our Local Control and Accountability Plan (LCAP).

1. Strengthened Communication Tools
To ensure equitable access to information, we have modernized our primary communication channels:

District Website (new this year): Key focus on mobile accessibility and integrated translation tools to serve our diverse multilingual community.

Principal's Newsletter: A monthly publication providing a consistent bridge between school leadership and families, celebrating student achievement and outlining upcoming initiatives.

Direct Data Access: We now require parent accounts within our Student Information System (SIS). This initiative empowers families with real-time access to grades, attendance, and direct messaging with educators.

2. Partner-Specific Engagement Highlights

We utilize a variety of forums to gather meaningful input from our diverse stakeholder groups:

Teachers and Staff (OTA & SEIU)

Instructional Alignment: The Instructional Leadership Team (ILT) reviewed the strategic plan to ensure district goals match classroom realities.

Interactive Feedback: Teachers participated in Professional Learning Community Discussions, providing qualitative data on district priorities.

Operational Input: Collaboration with SEIU ensured classified staff voices influenced decisions regarding supervision, staffing, and after-school support services.

Students

Grades 5th–8th Insights: Through empathy interviews and surveys, middle school students provided feedback, including elective offerings. This data is being used to refine the student experience and school climate each year.

Parents and Community (PTA & DELAC)

Advisory Committees: Regular sessions with the District English Learner Advisory Committee (DELAC) and PTA focused on academic supports and the "positive play" initiative.

School Climate: Families and staff provided feedback on the second year of PBIS (Positive Behavioral Intervention and Supports) implementation to measure improvements in school culture.

3. Engagement

The district employs a dual-track approach to gathering feedback:

Targeted Approaches:
Annual LCAP Surveys: Quantitative data from students, staff, and families.

Staff Learning Days: Structured collaborative time for educators to audit current LCAP goals.

Informal (Passive) Approaches:

Open Conversations: Real-time feedback captured during daily interactions and site visits.

Digital Feedback: Monitoring engagement through our new website and SIS portals.

4. Governance and Accountability

The Board of Trustees remains a vital partner in this process. Through regular updates, the Board ensures that community feedback is translated into actionable, fiscally responsible goals aligned with the district's mission.
Moving Forward: Orchard School District remains dedicated to a transparent and inclusive environment. By refining our communication tools and diversifying our engagement methods, we ensure that our LCAP is a true reflection of our community's needs and a roadmap for every student's success.

The Board is committed to conducting a climate survey that will begin at the end of the 2025-26 school year and carry into the 2026-27 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Orchard School District will reduce the percentage of students needing Tier 3 assistance to 10% of the student total population by addressing Social Emotional Learning while providing professional development, utilizing a framework for Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention Systems (PBIS), and increasing the staff's knowledge of cultural differences, and recognizing implicit bias(es).	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.

Orchard School District has set a goal to reduce the number of students requiring Tier 3 assistance (IEP, 504) to 10% of its total student population, recognizing that early and comprehensive intervention can significantly impact student success. This goal is rooted in the district's commitment to enhancing social-emotional learning (SEL), which helps students manage their emotions and interactions more effectively. By investing in professional development, the district ensures its educators are equipped with the latest educational strategies and knowledge. Implementing frameworks such as the Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention Systems (PBIS) will provide structured support to address student needs at various levels, preventing the escalation of issues requiring more intensive interventions. Additionally, increasing staff awareness of cultural differences and implicit biases aims to create a more inclusive and equitable educational environment, reducing the need for individualized intervention plans. This comprehensive approach underscores the district's proactive strategy to support all students by effectively building a foundation that addresses their educational and emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Healthy Kids Survey: Percentage of students who feel they have a caring adult relationship on campus.	5th Grade: 70% stated they had a caring adult 7th Grade: 56% stated they had a caring adult Spring 2025 data	Baseline established in Spring of 2025.	Survey not conducted in 2025-26, will be done in 2026-27 school year.	5th Grade: increase by 3% of students stating they had a caring adult	No difference in baseline as it was established this year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					7th Grade: increase by 3% of students stating they had a caring adult Spring 2025 data	
1.2	Parent Institute for Quality Education (PIQE): number of parents completing the program.	34 parents completed the PIQE program during the 2024-2025 school year.	Baseline set in 2024-25	26 parents completed the PIQE program during the 2025-2026 school year, which brings to a total of 60 over a two year period.	5% increase in parents completing the PIQE program during the 2026-2027 school year.	60 parents have completed the PIQE program, which is an increase of 26 families.
1.3	Suspension Rates	2.5% in 2023-24	1.84% in 2024-25 which is a 0.91% reduction in 2024-25	1.36% in 2025-26, which is a -1.14% reduction from 2023-24.	Student suspension rates below 3% in 2026-27	1.14% decrease in 2025-26 from 2024-25
1.4	Percentage of students who are chronically absent and percentage of total district attendance rate.	18.64% in 2023-24 overall, 35% Hispanic, 25% white, and 35.6% students with disabilities in 2023-24. EL rate is 22.9% and SED was 24.5%. All student attendance rate in 2023-24 was 91.82%. EL rate is 93.16% and SED was 93.44%.	17.17% in 2024-25 overall, 25.5% Hispanic, 16.16% white, and 25.59% students with disabilities in 2024-25. EL rate is 14.4% and SED was 20.36%. All student attendance rate in 2024-25 was 94.14%. EL rate is 94.73% and SED was 93.51%.	12.83% in 2025-26 overall, 21.60% Hispanic, 5.71% white, and 10.42% students with disabilities in 2025-26. EL rate is 12.08% and SED was 14.57%. All student attendance rate in 2025-26 was 94.95%. EL rate is 95.34% and SED was 94.57%.	12% in 2026-27, 20% Hispanic, 15% white, and 20% students with disabilities in 2026-27. EL target rate is 10% and SED is 10%. The target for all school attendance rate is 94%.	We again had positive movement with chronic absenteeism. We had the following decreases: 5.81% overall, 13.4% Hispanic, 19.29% white, 10.82% EL, 9.93% SED, and 25.18% students with disabilities. All student attendance rate in 2025-26 increased by 3.13%. EL rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						is 2.18% and SED was 1.13%.
1.5	Percentage of School facilities are maintained in good repair	75% of the facility is considered in good standing and 25% is considered fair (SARC) in 2023-24	38% of the facility is considered in good standing and 50% is considered fair (SARC) in 2024-25. 78% considered in fair or good standing.	75% of the facility is considered in good standing and 25% is considered fair (SARC) in 2024-25. 100% considered in fair or good standing.	Goal is to increase to 80% of the facility in good standing and 100% of the facility in fair or higher in 2026-27	No difference from 2023-24
1.6	Middle school dropout rate	0% in 2023-24	0% in 2024-25	0% in 2025-26	Maintain 0% Middle School Drop out rate in 2026-27	No difference in 2025-26
1.7	Number of students expelled as of May 31st	0% in 2023-24	0% in 2024-25	0% in 2025-26	Maintain 0% Middle School Expulsion rate in 2026-27	No difference in 2025-26
1.8	Percentage of middle school students enrolled in a Visual and Performing Arts Course	In 2024-25 (Baseline established), 162 (67%) middle school students are enrolled in our Visual and Performing Arts courses.	N/A	In 2025-26, 188 (75%) middle school students are enrolled in our Visual and Performing Arts courses.	Maintain a range of 65-70% of our students enrolled in our Visual and Performing Arts courses in 2024-25.	Increased by 8% for students enrolled in our Visual and Performing Arts courses.
1.9	Percent of EL and SED students in advanced math classes in grades 7-8.	In 2024-25: 46% of students in advanced math classes in grades 6-8 are EL or SED.	NA - Baseline was established in 2024-25. .	In 2025-26: 49% of students in advanced math classes in grades 6-8 are EL or SED.	Increase by 3% the number of students who are in advanced math classes in grades 6-8 are EL or SED.	Increased by 3% the number of students who are in advanced math classes in grades 6-8 are EL or SED.
1.10	Triennial Assessment Completion Rate	2024-25 Triennial Assessment Completion - Rate 30 out of 32 on time (93.75%). Baseline and	NA - Baseline was established in 2024-25.	2025-26 Triennial Assessment Completion - Rate 33 out of 34 on time (97.1%).	Increase the Triennial Assessment Completion by 3% in 2026-27.	Increased Triennial Assessment Completion Rate by 3.35% in 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		target to be set in 2024-25.				

Goal Analysis [2025-26]

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.

Orchard School District implemented its goal to reduce the percentage of students needing Tier 3 assistance to 10% of the student population with strong fidelity. The plan centered on strengthening Social Emotional Learning (SEL), building out Multi-Tiered System of Supports (MTSS) and Positive Behavior Intervention and Supports (PBIS), and increasing staff capacity through professional development on cultural responsiveness and implicit bias.

IMPLEMENTATION OVERVIEW:

Most planned actions were implemented as intended, with no substantive deviations.
SEL practices were integrated school wide and reinforced through our school counselors classroom lessons, social groups, and Responsive Classroom best practices.
MTSS structures were refined, with regular intervention meetings and improved progress monitoring systems.
Professional development included focused training on equity, cultural differences, and implicit bias, supporting more inclusive practices.
(Action 1.2) Unable to find and schedule the professional development during the year.

SUCCESSES:

Baseline data across key areas—including attendance—have been established or improved.
Increased early identification and support for students through strengthened Tier 1 and Tier 2 systems.
Staff report greater confidence and skill in delivering equitable and proactive behavioral and academic support.

CHALLENGES:

Continued coaching is needed to fully integrate culturally responsive practices into daily instruction and intervention.
Time and capacity remain ongoing considerations for sustaining high-quality intervention systems.
Overall, implementation was successful, with clear progress toward reducing Tier 3 needs and strengthening the foundation for inclusive and proactive support systems.

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.

As a small school district, we report material differences of 20% or more.

1.1: We spent $4400 less on the work based on the number of students.
1.2: Training was integrated into other professional development.
1.3: Spent $4,900 more on community events as a result of larger turnouts.
1.4: No material difference
1.5: No material difference, adjustment for step and column.
1.6: Cost of transportation continues to rise; however, adding a van decreased the overall cost.
1.7: Increase support for our students with higher needs to include tutoring and materials. Programs and resources continue to rise in cost. This also included the use of LREBG funds for support services, which were used in addition to allocated dollars.

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

The actions implemented to reduce Tier 3 support needs have been effective in moving toward the goal. Strengthened MTSS and PBIS structures, integration of SEL, and targeted professional development have led to improved early intervention, reduced behavior escalations, and increased staff capacity. Notably, attendance has improved, and baseline data now guide more responsive supports. While ongoing coaching is needed, the district is making measurable progress toward reducing Tier 3 cases to 10%.The ride share, communication with families, and a larger attendance have support overall effectiveness.

Targeted professional development, Social-Emotional Learning Curriculum Training (Action 1.1) have strengthened MTSS (Action 1.7) and PBIS structures. Evidence of effectiveness can be seen in the 1.59% reduction of suspension rates (Metric 1.3). Project Cornerstone (Metric 1.1) has been replaced with the California Healthy Kids survey and will be reported out next year.

Counseling Services (Action 1.5), Positive Play (Action 1.4), Specific School Events (Action 1.3), and Transportation (Action 1.6) have had positive impacts on student attendance. Attendance rates (Metric 1.4) have improved by 2.32 %pts for all students. Chronic absenteeism rates have decreased for all students by 1.47%pts, 10%pts decrease for Hispanic students, and a 6.53% decrease in Chronic Absenteeism for our English Learners.

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

No changes to report.

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	Social-Emotional Learning Curriculum Training	Provide social-emotional learning curriculum and training to improve students' social interactions, emotional well-being, and academic achievement.	$10,000.00	No
1.2	Implicit Bias/Cultural Differences training	Provide implicit bias and cultural difference training to foster a more inclusive and equitable learning environment for all students.	$20,000.00	Yes
1.3	School events: health, wellness, and community events (aligned with DA work)	Provide events accessible to the community (staff, students, parents, and families) that address health, wellness, and community building to improve overall connection and relationships at Orchard. This action is included to address lowest performance level on the 2023 CA Dashboard specifically Chronic Absenteeism - for SWD, HI & Wt students.	$20,000.00	No
1.4	Positive play during recess	Develop and implement positive play during recess (friendship groups, safe play, and activities)	$45,000.00	No
1.5	Counseling services	Maintain counselor staffing for a total of 2 FTE	$345,000.00	Yes
1.6	Transportation (aligned with DA work)	Provide transportation services for students facing challenges in commuting to and from school. Also, this action is included to address the lowest performance level on the 2023 CA Dashboard, Specifically Chronic Absenteeism - for SWD, HI & Wt students.	$235,000.00	Yes
1.7	Support Services	Direct support to students. Also, this action is included to address the lowest performance level on the 2023 CA Dashboard, specifically for academic support in math and	$455,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		language arts for SWD, HI, & Wt students. Metric 1.1 will be used to measure progress for this action.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Orchard School District will reduce the academic gaps between subgroups while increasing overall student performance as measured by the California Assessment of Student Performance and Progress (CAASPP), local summative and formative assessments in English and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Orchard School District has established a goal to reduce academic disparities between various student subgroups, as measured by the California Assessment of Student Performance and Progress (CAASPP), along with local summative and formative assessments in English and Math. This objective stems from the district's dedication to equity in education, aiming to ensure that all students, regardless of their background or subgroup, have access to the support and resources needed to succeed academically. By focusing on narrowing these gaps, the district seeks to address systemic inequalities and enhance educational outcomes across all demographics. This will improve individual student performance and elevate the overall educational standard and cohesion within the community, ensuring that every student has the opportunity to reach their potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Hegerty summative assessment	Baseline to be established in 2024-25	Heggerty and Literably merged; assessments will be utilized in 2025-26. Phonemic awareness	Unable to receive scores, working with vendor	Compare subgroups performance compared to baseline in 2024-25 Phonemic awareness	Baseline established in 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Literably Scores - percent not meeting the mid year benchmark.	December 2024 46% of students are far below the mid year expectation in reading.	Baseline established in December 2024.	Unable to receive scores, working with Literably	40% of our students or fewer will be far below on the mid year assessment in 2026-27.	TBD
2.3	Implementation of state board adopted academic content and performance standards for all students	Baseline is 100% in 2023-24	100% in 2024-25	100% in 2025-26	Continue 100% compliance in 2026-27	0% change in 2025-26 from baseline data.
2.4	Ratings on the Parent Engagement (Priority 3) Self-Reflection Tool, where a 4 indicated "Full Implementation" and a 5 indicated " Full Implementation and Sustainability"	2023-24: 4 out of 4 practices in the self-reflection resulted in Levels 4 or 5.	2024-25: 4 out of 4 practices in the self-reflection resulted in Levels 4 or 5.	2025-26: 4 out of 4 practices in the self-reflection resulted in Levels 4 or 5.	2026-27: Goal is to maintain 4 out of 4 practices resulted in Levels 4 or 5.	no change from baseline.
2.5	Percent of parents of students with a disability that indicated full participation in the IEP process	Baseline is 100% in 2024-25	100% in 2024-25	100% in 2025-26	Maintain 100% of parent participation in 2026-27	0% in 2024-25 from baseline data.
2.6	Percent of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST)	(2022-23) All Students ELA: 44% Math: 33% Science: 28% EL: 16% in ELA and 13% in Math SED: 19% in ELA and 13% in Math	(2023-24) ELA: 39.32% Math: 29.61% Science: 18.84% EL: 8.27% in ELA and 11.19% in Math	(2024-25) ELA: 39% Math: 31% Science: 21% EL: 9% in ELA and 9% in Math SED: 33% in ELA and 28% in Math	2025-2026, all student groups improve by 4%. ELA: 48% Math: 37% Science: 32% EL: 20% in ELA and 17% in Math	(2024-25) ELA: 5% decrease Math: 2% decrease Science: 7% decrease EL: 7% decrease in ELA and 4% decrease in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HL: 22.2% in ELA and 0% in Math SWD: 6% in ELA and 0% in Math	SED: 29.2% in ELA and 23.13% in Math HL: 23.87% in ELA and 13.79% in Math SWD: 0% in ELA and 0% in Math	HL: 27% in ELA and 16% in Math SWD: 13% in ELA and 10% in Math	SED: 23% in ELA and 17% in Math HL: 26% in ELA and 4% in Math SWD: 10% in ELA and 4% in Math	SED: 14% increase in ELA and 15% increase in Math HL: 4.8% increase in ELA and 16% increase in Math SWD: 7% in ELA and 10% in Math increase
2.7	Pecentage of English Learner students reclassified to Fluent English Proficient during the school year.	23-24: 4.8% reclassification rate, currently reviewing reclassification processes.	2024-25: 21 students were reclassified for a 7.58% reclassification rate.	2025-26: 34 students were reclassified for a 13% reclassification rate.	The goal is to have a reclassification rate of 12% 2026-27.	Increase in reclassification by 8.2%.
2.8	Percent of students who made progress towards English language proficiency by advancing at least one English Learner Progress Indicator (ELPI) level or maintaining their current level.	2022-23: 51.4% Percent of students who made progress towards English language proficiency by advancing at least one English Learner Progress Indicator (ELPI) level or maintaining their current level.	2023-24: 44.5% Percent of students who made progress towards English language proficiency by advancing at least one English Learner Progress Indicator (ELPI) level or maintaining their current level.	2024-25: 38.3% Percent of students who made progress towards English language proficiency by advancing at least one English Learner Progress Indicator (ELPI) level or maintaining their current level.	80% target in 2026-27.	Decrease in number of students by 13.1% Percent of students who made progress towards English language proficiency by advancing at least one English Learner Progress Indicator (ELPI) level or maintaining their current level.
2.10	ELD level of implementation of ELD standards	Average rating in 23-24 is 4.6 based on a 1-5 rating scale. 1 is low implementation and 5 is high implementation.	Average rating in 2024-25 is 4.6. 1 is low implementation	Average rating in 2025-26 is 4.6. 1 is low implementation	Target growth is a 5 rating in 2026-27	0% change from 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and 5 is high implementation.	and 5 is high implementation.		

Goal Analysis [2025-26]

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

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

Overall Implementation:

Orchard School District made consistent efforts to implement the planned actions under Goal 2, with most actions aligning closely with the original plans. Actions such as implementing state-adopted content standards, local assessment practices (Literably and Heggerty), and tracking parent engagement in subgroup-targeted meetings were carried out as intended.

Substantive Differences and Challenges:

One notable adjustment was the merger of the Heggerty and Literably assessments, which necessitated the realignment of baseline timelines and metric integration for the 2025-26 school year. This change delayed the ability to establish baseline trends for phonics and early literacy development. Additionally, the CAASPP scores in ELA, Math, and Science reflected a decline in multiple subgroups.

Successes Experienced:

Maintained 100% implementation of state content standards.
Achieved 100% parent participation in IEP processes, demonstrating strong engagement and support for students with disabilities.
Improved reclassification rate from 4.8% to 7.58%, indicating progress toward supporting English Learners in language development.
Notable gains in CAASPP performance among socioeconomically disadvantaged (SED) and Hispanic/Latino (HL) students, particularly in Math.
Parent attendance at subgroup-focused events increased to an average of 12 participants per session.

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.

As a small school district, we use a material difference of 20% or more.

2.1: We were able to utilize grants, free trainings, and other funds to pay for these actions.
2.2: We utilized a staff member to provide support to Orchard ELD students.
2.3: No material difference

2.4: The number of aides/support needed at the start of the year was less than expected.
2.5: No material difference
2.6: Increased the contracts for supporting students and staff.
2.7: The number of students participating was less than expected for the program.
2.8: The cost to run summer school was more than expected based on the services and the extended day support.
2.9: Resources to support students in math and ELA were higher than anticipated, and the costs of the contracts increased more than budgeted. This increase will continue moving forward.
2.10: Cost of staff is moving to a stipend model

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

The effectiveness of Student Engagement Training (Action 2.1), Small Class Sizes (Action 2.3), Qualified Staff (Action 2.4), Utilization of Benchmark Assessments (Action 2.5), Support Staff (Action 2.6), and ELA/Math resources (Action 2.9) cannot be determined at this time due to challenges with our metrics. The 2024-25 CAASPP data (Metric 2.6) indicates a decrease in performance from the 2023-24 school year to the 2024-25 school year.

However, this metric does not reflect our efforts over the 2025-26 school year. Our local literacy data (Metrics 2.1 and 2.2) are more current, but we will implement the assessment in the 2025-26 school year.

Metrics related to our EL/Newcomer Support (Action 2.2), Expanded Learning (Action 2.7), and Instructional Coach (Action 2.10) indicate these actions have had a positive impact on our students. ELD Implementation (Metric 2.10) remains strong. 2025-26 Reclassification Rates (Metric 2.7) have increased. We recognize that the most current 2025/26 ELPI data (Metric 2.8) indicates a small decline, but growth in maintaining their ELPI levels. However, it is important to note that this data is delayed and not reflective of the work we have accomplished in 2025-26. We will analyze the 2025 Dashboard to further reflect on the progress our English Learners are making.

2.8 Summer school continues to be an important and effective resource for our families. We offer an intervention block and STEAM learning for our students. Our 2.6 metric is used to measure the overall effectiveness.

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.

Changes Based on Reflection:

Assessment Consolidation and Alignment: The merger of Heggerty and Literably is expected to lead to streamlined literacy assessments in 2025-26. Baselines will be formally established, enabling more coherent data collection and informed instructional adjustments.

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	Student engagement and self regulation training	Provide all grades access to professional development (plan is for Doug Fisher in 24/25) to support pedagogical practices, including academic and social-emotional support.	$10,000.00	No
2.2	EL/Newcomer support (aligned with DA work), including ELD professional development for all staff.	Increase support and resources better to meet the needs of English learners, LTEL's and newcomers. This includes ELD professional development for all staff. This action also is intended to address the lowest performance level on the 2023 CA Dashboard, Specifically for reading and math - for SWD, HI & Wt students.	$10,000.00	Yes
2.3	Small class sizes	Increase opportunities for staff and student connection to support differentiated instruction and behavioral management in the classroom.	$990,000.00	No
2.4	Retain and hire qualified staff	Create a supportive and engaging work environment that values and retains qualified staff. This can include resources and opportunities for professional growth.	$40,000.00	No
2.5	Utilize benchmark and formative assessments (NWEA, IABs, other)	Ensure consistent and effective assessment tools for grades TK-8 to monitor growth and inform instruction.	$70,000.00	No
2.6	Support Staff	Provide support to staff by way of programs or personnel in regard to behavior and emotional support.	$200,000.00	Yes
2.7	Expanded learning opportunities to support students	Utilize expanded learning opportunities, including after-school programs, tutoring services, during-school pull-out support, and other extracurricular programs. This action addresses the lowest performance level on the 2023 CA Dashboard, Specifically for academic support in math and language arts - for SWD, HI & Wt students.	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Summer school	Provide a robust summer school offering. This action is included to address the lowest performance level on the 2024 CA Dashboard, Specifically for growth in reading and math - for SWD, HI & Wt students.	$250,000.00	Yes
2.9	ELA and Math curriculum, resources and tools to support EL middle school and elementary programming in Kinder through 8th grade	All standards-aligned curriculum, including ELA, Math, and ELD will be provided in grades TK-8 to support teaching and learning.	$114,000.00	No
2.10	Instructional Coach	Instructional Coach to Support Students and Teachers	$24,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Assure appropriate conditions for teaching and learning, including our facility and standards-based instruction alignment across TK-8th grade.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Orchard School District has developed a goal to ensure appropriate teaching and learning conditions that encompass maintaining high-quality facilities and aligning standards-based instruction from Transitional Kindergarten (TK) through 8th grade. This goal is fundamental in creating a conducive learning environment that effectively supports students and teachers. The district sets a physical foundation that complements academic goals by ensuring that educational facilities are well-maintained and conducive to learning. Simultaneously, aligning instruction across grades according to standards ensures that all students receive a consistent, high-quality education that builds from one grade to the next. This systematic approach enhances student engagement and achievement and facilitates smoother transitions between grades, promoting sustained academic progress throughout a student's early educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teachers at Orchard are appropriately assigned and credentialed.	100% in 2023-24	100% in 2024-25.	100% in 2025-26.	100% in 2026-27	0% in change 2025-26.
3.2	Every student at Orchard has sufficient access to the standards-aligned instructional materials in all subject areas including ELD.	100% in 2023-24	100% in 2024-25.	100% in 2025-26.	100% in 2026-27	0% change in 2025-26.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of students that are at or above standard on the mid-year math assessment.	37% of students in 2nd-5th and 32% of students in 6th-8th grade are at or above grade level in math in 2023-24 (NWEA).	27% of students in 2nd-5th and 19% of students in 6th-8th grade are at or above grade level in math in 2024-25 (NWEA).	39% of students in 2nd-5th and 37% of students in 6th-8th grade are at or above grade level in math in 2025-26 (NWEA).	3% increase in all student groups, 40% of students in 2nd-5th grade and 35% of students in 8th grade being at or above grade level in 2026-27 (NWEA).	Increase of 2% of students in 2nd-5th and an increase of 5% of students in 6th-8th grade are at or above grade level in math in 2025-26 (NWEA).
3.4	Percentage of students that are at or above standard on the mid-year reading assessment.	25% of students in 2nd-5th and 34% of students in 6th-8th grade are at or above grade level in reading in 2023-24 (NWEA).	24% of students in 2nd-5th and 27% of students in 6th-8th grade are at or above grade level in reading in 2024-25 (NWEA).	35% of students in 2nd-5th and 42% of students in 6th-8th grade are at or above grade level in reading in 2025-26 (NWEA).	3% increase in all student groups, 28% of students in 2nd-5th grade and 37% of students in 8th grade being at or above grade level in 2026-27 (NWEA).	Increase of 10% of students in 2nd-5th, and an increase of 8% of students in 6th- 8th grade being at or above grade level in in 2025-26 (NWEA).

Goal Analysis [2025-26]

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 actions 3.1 and 3.2 has been effective and has been and will continue to be maintained. The 3.3 and 3.4 actions are key areas of ongoing need to support students in math and language arts. To address this, students were pulled from elementary classrooms to receive targeted tutoring and intervention in small groups during the school day.

-All English learners were provided with a device (Action 3.1) to support their academic learning & transition into US schools.
-Translation services were provided for all families needing translation (Action 3.2).
-Hardware was upgraded and distributed to staff as planned (Action 3.3).
-Upgrade and enhance flexible learning environments (Action 3.4) was modified to support various student learning preferences.

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.

As a small school district, we use a difference of 20% or more for noting any material differences.

3.1: No material difference
3.2: No material difference
3.3: Required fewer devices than expected; we anticipate the need will increase in 2026-27
3.4: Furniture purchased this year decreased the amount as a result of the purchase, as we only did one space. Still need to update other spaces.

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

Providing devices (Action 3.1) appears to have been beneficial and has had a positive impact on Reclassification Rates, increasing our local NWEA reading (Metric 3.3) by 10% in 2nd through 5th grade and 8% in grades 6th-8th. NWEA Math (Metric 3.4), in grades 2nd-5th grade, students increased by 2%, and in grades 6th-8th, students increased by 5%.

Translation Services (Action 3.2) were provided for families, which allowed all parents to participate in discussions.

Upgrades in hardware to support teaching and learning (Action 3.3) and in flexible learning environments (Action 3.4) have not yet demonstrated an impact on local NWEA Assessments (Metrics 3.3 & 3.4), as the furniture order has been placed and we are waiting for its arrival. The current difference indicates an increase of 2% in students in 2nd-5th grade and an increase of 5% in students in 6th-8th grade who are at or above grade level in math in 2024-25 (NWEA) (Metric 3.4). In ELA, the current difference is an increase of 10% of students in 2nd-5th, and an increase of 8% of students in 6th-8th grade being at or above grade level in 2024-25 (NWEA). As mentioned above. Action 3.4 was modified to support students' preferences and interventions during the school day. Tutoring and intervention blocks will continue to be utilized.

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

No changes in the planned goal, metrics, target outcomes, or actions for 2026-27.

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	Devices to support English Learners including newcomers (aligned with DA work)	Provide devices to support English Learners including newcomers in grades TK-8.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Translation Services to support Orchard families including LTEL students and their families.	Services for translation of written material and for interpreter services. By providing translation services, we are providing increased access to our EL families thus, improve communication and connection between school and home.	$56,000.00	Yes
3.3	Upgrade staff hardware to support teaching and learning	Upgrade staff hardware to support teaching and learning	$100,000.00	No
3.4	Upgrade and enhance flexible learning environments to support teaching and learning.	In recognizing the diverse learning needs of students, upgrade or enhance classrooms, pods, and other spaces' functionality to support teaching-learning.	$50,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,678,681	$137.173

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
18.672%	0.000%	$0.00	18.672%

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
1.2	**Action:** Implicit Bias/Cultural Differences training **Need:** Improve student and staff awareness to provide a safe and positive learning environment for all. **Scope:**	This action promotes a safe and positive learning environment by increasing student and staff awareness around behavior expectations, inclusion, and well-being. Implementing it schoolwide or LEA-wide supports equitable access, aligned practices, and a shared culture that fosters safety, respect, and belonging for all.	Staff training attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	**Action:** Counseling services **Need:** Post covid learning loss and support for students in TK-8th grade, in particular unduplicated students. **Scope:** LEA-wide	While counselors support all students, they are primarily focused on providing the executive functioning support that our unduplicated students continue to need since the pandemic.	1.1 California Healthy Kids survey
1.6	**Action:** Transportation (aligned with DA work) **Need:** English learners and socio-economic disadvantaged experience high levels of chronic absenteeism due to transportation challenges. **Scope:** LEA-wide	By providing transportation to EL and SED we seek to decrease their rate of chronic absenteeism. While transportation will be provided to any student who needs it, it is being offered to specifically address the transportation needs of these two unduplicated groups.	1.4 Chronically absent student percentage
1.7	**Action:** Support Services **Need:** Academic needs for all students, in particular our unduplicated students as identified in the MTSS referral system. **Scope:**	Unduplicated students (specifically English learners) require the additional support of instructional coaches and outside tutoring.	1.1 California Healthy Kids Survey: Caring adults at school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** EL/Newcomer support (aligned with DA work), including ELD professional development for all staff. **Need:** The 2023 CA Dashboard indicates that our English Learners' performance in ELA was 51.8 points below standard and which was a decline of 13.6 points from 2022 Dashboard. This indicates that our English Learner Students need to receive more effective instruction. **Scope:** LEA-wide	By providing additional ELD training to all teachers, we will build the capacity of our faculty to provide effective ELD instruction to English Learners and LTEL's we will increase their English proficiency in spoken and written language.	2.7 and 2.8 reclassification of students
2.6	**Action:** Support Staff **Need:** Unduplicated need additional behavioral and emotional support as evidence by MTSS referral data. **Scope:** LEA-wide	Providing certificated and classified staff with high-quality professional development will build their capacity to effectively address all students' social, emotional, and behavioral needs. This includes responsive classroom, TCI, Continuum of Learning, and ELD instructional methods.	Academic assessments (2.6)
2.7	**Action:** Expanded learning opportunities to support students **Need:**	By providing before-school and after-school programming, along with summer support and intervention, we will decrease the gap between student groups.	2.6, 2.7, and 2.8 will all be used to monitor effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The CA Dashboard and other local metrics indicate that the performance of our unduplicated students in math and ELA is below that of our "all" and significantly below that of "white student group." **Scope:** LEA-wide		
2.8	**Action:** Summer school **Need:** Unduplicated students are performing below All Students in ELA and Math, and the CA Dashboard indicates that their performance has declined. **Scope:** LEA-wide	By providing additional instruction over the summer to students, we seek to minimize the regression of progress and reinforce grade-level standards. The summer school will be provided to all students in need; it is designed to address the specific needs of unduplicated students.	2.6 percentage of students scoring at or above standard
2.10	**Action:** Instructional Coach **Need:** EL students' performance ELPI indicate a decline in performance and an increase in the number of newcomers. **Scope:** LEA-wide	While our EL students (including newcomers and LTELs) benefit from ELD Instruction and SDAIE strategies, providing 1:1 devices with translation apps will increase students' ability to translate in both academic and social situations on demand. Also, this will include data tracking and direct support to EL students.	2.7 and 2.8 cover reclassification and progress made toward English language proficiency.

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
3.1	**Action:** Devices to support English Learners including newcomers (aligned with DA work) **Need:** EL students need improved methods for communication so they can participate more fully academically and socially. Thus, improving academic performance and decreasing behavioral and mental health referrals. **Scope:** Limited to Unduplicated Student Group(s)	While our EL students (newcomers) benefit from ELD Instruction and SDAIE strategies, providing 1:1 devices with (translation apps) will significantly increase their ability to translate in both academic and social situations on demand. This elevates their ability to clearly communicate and builds their independence and their English language communication skills.	2.7 and 2.8 cover reclassification and progress made toward English language proficiency.
3.2	**Action:** Translation Services to support Orchard families including LTEL students and their families. **Need:** EL students need improved methods for communication so they can participate more fully academically and socially. Thus, improving academic performance and decreasing behavioral and mental health referrals. **Scope:** Limited to Unduplicated Student Group(s)	By providing translation services, we are providing increased access to our EL families, thus improving communication and connection between home and school.	1.2 and 2.4 attendance of parents at events

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.

NA

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.

Orchard receives concentration grant funding for foster youth, English learners, or low-income students above 55%. Staff were hired to provide direct and indirect services to these groups. This staff includes Counselors (Goal 1, 1.5), Support services (Goal 1, 1.7), Teachers (Goal 2, 2.3), Qualified staff (Goal 2, 2.4), and Instructional coaches (Goal 2, 2.10).

Concentration funds are tracked internally by using site code 502. Data for concentration funding is based on CALPADS data from Census Day, October 1, 2025.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 Staff: 39.10 Students
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 Teacher: 13.67 Students

2026-27 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	$8,990,166	$1,678,681	18.672%	0.000%	18.672%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,069,000.00	$135,000.00	$0.00	$5,000.00	$3,209,000.00	$2,165,000.00	$1,044,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Social-Emotional Learning Curriculum Training	All	No			All Schools	1 year	$0.00	$10,000.00		$10,000.00			$10,000.00	0
1	1.2	Implicit Bias/Cultural Differences training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$0.00	$20,000.00	$20,000.00				$20,000.00	0
1	1.3	School events: health, wellness, and community events (aligned with DA work)	All	No			All Schools	1 year	$0.00	$20,000.00	$20,000.00				$20,000.00	0
1	1.4	Positive play during recess	All	No			All Schools	1 year	$0.00	$45,000.00		$45,000.00			$45,000.00	0
1	1.5	Counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 Year	$345,000.00	$0.00	$295,000.00	$50,000.00			$345,000.00	0
1	1.6	Transportation (aligned with DA work)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	One Year (2024-25)	$0.00	$235,000.00	$235,000.00				$235,000.00	0
1	1.7	Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 Year	$455,000.00	$0.00	$455,000.00				$455,000.00	0
2	2.1	Student engagement and self regulation training	All	No			All Schools	2 years	$0.00	$10,000.00	$5,000.00			$5,000.00	$10,000.00	0
2	2.2	EL/Newcomer support (aligned with DA work), including ELD professional development for all staff.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3	$5,000.00	$5,000.00	$10,000.00				$10,000.00	0
2	2.3	Small class sizes	All	No			All Schools	3 years of $690,000	$990,000.00	$0.00	$990,000.00				$990,000.00	0
2	2.4	Retain and hire qualified staff	All	No			All Schools	1 Year	$0.00	$40,000.00	$40,000.00				$40,000.00	0
2	2.5	Utilize benchmark and formative assessments (NWEA, IABs, other)	All	No			All Schools	3 years	$0.00	$70,000.00	$70,000.00				$70,000.00	0

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	2.6	Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	$170,000.00	$30,000.00	$200,000.00				$200,000.00	0
2	2.7	Expanded learning opportunities to support students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 Year	$30,000.00	$100,000.00	$100,000.00	$30,000.00			$130,000.00	0
2	2.8	Summer school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	One Year (2025-26)	$170,000.00	$80,000.00	$250,000.00				$250,000.00	0
2	2.9	ELA and Math curriculum, resources and tools to support EL middle school and elementary programming in Kinder through 8th grade	All	No			All Schools	1 Year	$0.00	$114,000.00	$114,000.00				$114,000.00	0
2	2.10	Instructional Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 Year	$0.00	$24,000.00	$24,000.00				$24,000.00	0
3	3.1	Devices to support English Learners including newcomers (aligned with DA work)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	1 Year	$0.00	$35,000.00	$35,000.00				$35,000.00	0
3	3.2	Translation Services to support Orchard families including LTEL students and their families.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	1 Year	$0.00	$56,000.00	$56,000.00				$56,000.00	0
3	3.3	Upgrade staff hardware to support teaching and learning	All	No			All Schools	1 Year	$0.00	$100,000.00	$100,000.00				$100,000.00	0
3	3.4	Upgrade and enhance flexible learning environments to support teaching and learning.	All	No			All Schools	1 Year	$0.00	$50,000.00	$50,000.00				$50,000.00	0

2026-27 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
$8,990,166	$1,678,681	18.672%	0.000%	18.672%	$1,680,000.00	0.000%	18.687 %	**Total:**	$1,680,000.00
								LEA-wide Total:	$1,589,000.00
								Limited Total:	$91,000.00
								Schoolwide Total:	$0.00

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	**1.2**	Implicit Bias/Cultural Differences training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0
1	**1.5**	Counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$295,000.00	0
1	**1.6**	Transportation (aligned with DA work)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$235,000.00	0
1	**1.7**	Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$455,000.00	0
2	**2.2**	EL/Newcomer support (aligned with DA work), including ELD professional development for all staff.	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	0
2	**2.6**	Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	0

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 (%)
2	2.7	Expanded learning opportunities to support students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0
2	2.8	Summer school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	0
2	2.10	Instructional Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	0
3	3.1	Devices to support English Learners including newcomers (aligned with DA work)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$35,000.00	0
3	3.2	Translation Services to support Orchard families including LTEL students and their families.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$56,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,990,000.00	$3,056,193.00

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**	Social-Emotional Learning Curriculum Training	No	$10,000.00	$5,597
1	**1.2**	Implicit Bias/Cultural Differences training	Yes	$30,000.00	$1,788
1	**1.3**	School events: health, wellness, and community events (aligned with DA work)	No	$10,000.00	$14,903
1	**1.4**	Positive play during recess	No	$45,000.00	$40,481
1	**1.5**	Counseling services	Yes	$280,000.00	$313,054
1	**1.6**	Transportation (aligned with DA work)	Yes	$220,000.00	$158,853
1	**1.7**	Support Services	Yes	$295,000.00	$664,511
2	**2.1**	Student engagement and self regulation training	No	$70,000.00	$262,96
2	**2.2**	EL/Newcomer support (aligned with DA work), including ELD professional development for all staff.	Yes	$70,000.00	$147,306
2	**2.3**	Small class sizes	No	$690,000.00	$586,663
2	**2.4**	Retain and hire qualified staff	No	$40,000.00	$24045

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	**2.5**	Utilize benchmark and formative assessments (NWEA, IABs, other)	No	$50,000.00	$51,102
2	**2.6**	Support Staff	Yes	$135,000.00	$199,180
2	**2.7**	Expanded learning opportunities to support students	Yes	$190,000.00	$121,557
2	**2.8**	Summer school	Yes	$180,000.00	$254,145
2	**2.9**	ELA and Math curriculum, resources and tools to support EL middle school and elementary programming in Kinder through 8th grade	No	$14,000.00	$82,633
2	**2.10**	Instructional Coach	Yes	$320,000.00	$207,796
3	**3.1**	Devices to support English Learners including newcomers (aligned with DA work)	Yes	$35,000.00	$32,573
3	**3.2**	Translation Services to support Orchard families including LTEL students and their families.	Yes	$56,000.00	$51,000
3	**3.3**	Upgrade staff hardware to support teaching and learning	No	$150,000.00	$299,47
3	**3.4**	Upgrade and enhance flexible learning environments to support teaching and learning.	No	$100,000.00	$42763

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,641,049.00	$1,731,000.00	$2,151,763.00	($420,763.00)	0.000%	0.000%	0.000%

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	1.2	Implicit Bias/Cultural Differences training	Yes	$30,000.00	1788	0	
1	1.5	Counseling services	Yes	$230,000.00	313054	0	
1	1.6	Transportation (aligned with DA work)	Yes	$220,000.00	158853	0	
1	1.7	Support Services	Yes	$295,000.00	664511	0	
2	2.2	EL/Newcomer support (aligned with DA work), including ELD professional development for all staff.	Yes	$70,000.00	147306	0	
2	2.6	Support Staff	Yes	$135,000.00	199180	0	
2	2.7	Expanded learning opportunities to support students	Yes	$160,000.00	121557	0	
2	2.8	Summer school	Yes	$180,000.00	254145	0	
2	2.10	Instructional Coach	Yes	$320,000.00	207796	0	
3	3.1	Devices to support English Learners including newcomers (aligned with DA work)	Yes	$35,000.00	32573	0	
3	3.2	Translation Services to support Orchard families including	Yes	$56,000.00	51000	0	

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)
		LTEL students and their families.					

2025-26 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)
$$8,761,198	$1,641,049.00	0%	18.731%	$2,151,763.00	0.000%	24.560%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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