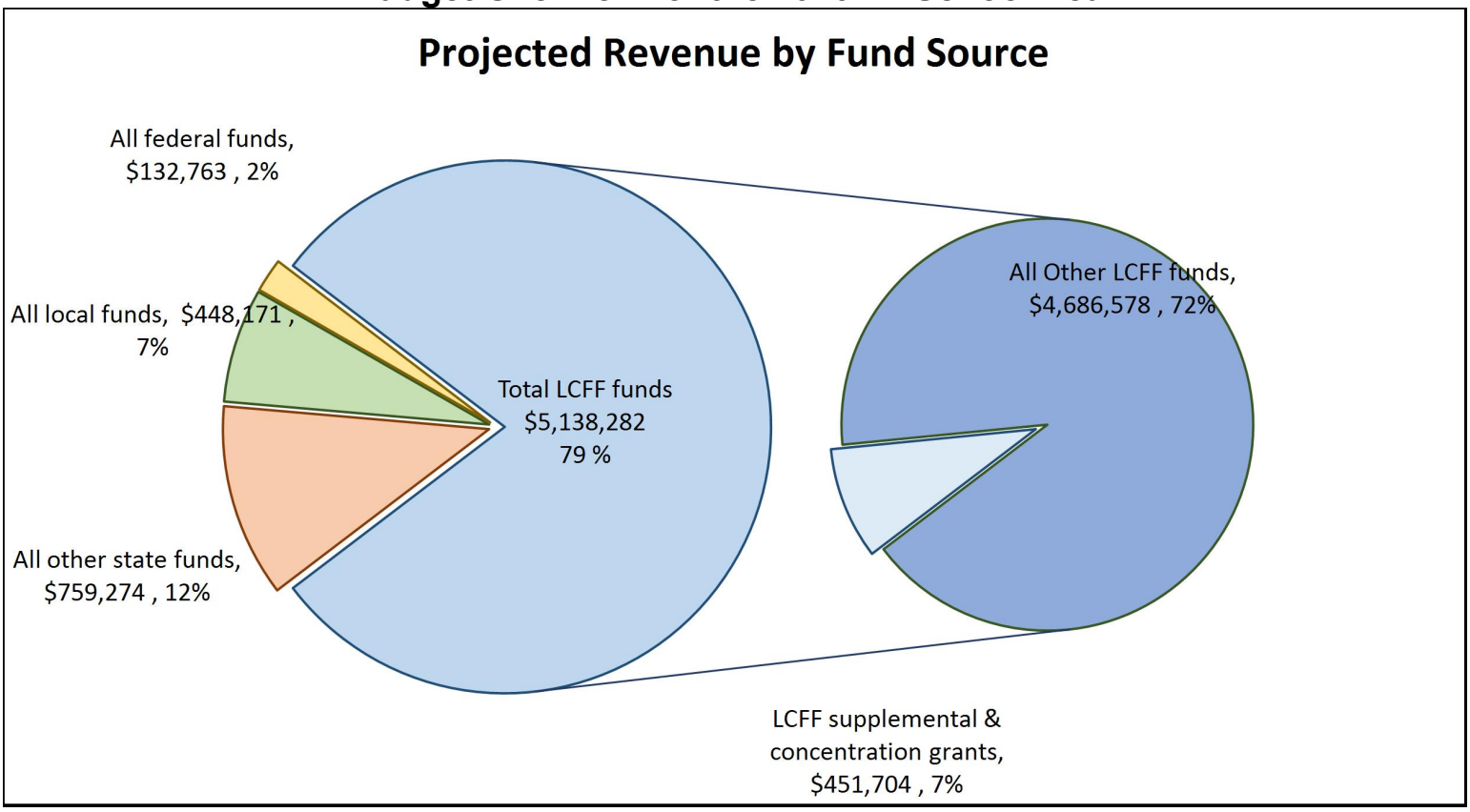
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Island Union Elementary School District
CDS Code: 16-63933-0000000
School Year: 2026-27
LEA contact information:
Loretta Black
Superintendent/Principal
lorettablack@island.k12.ca.us
(559) 924-6424

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

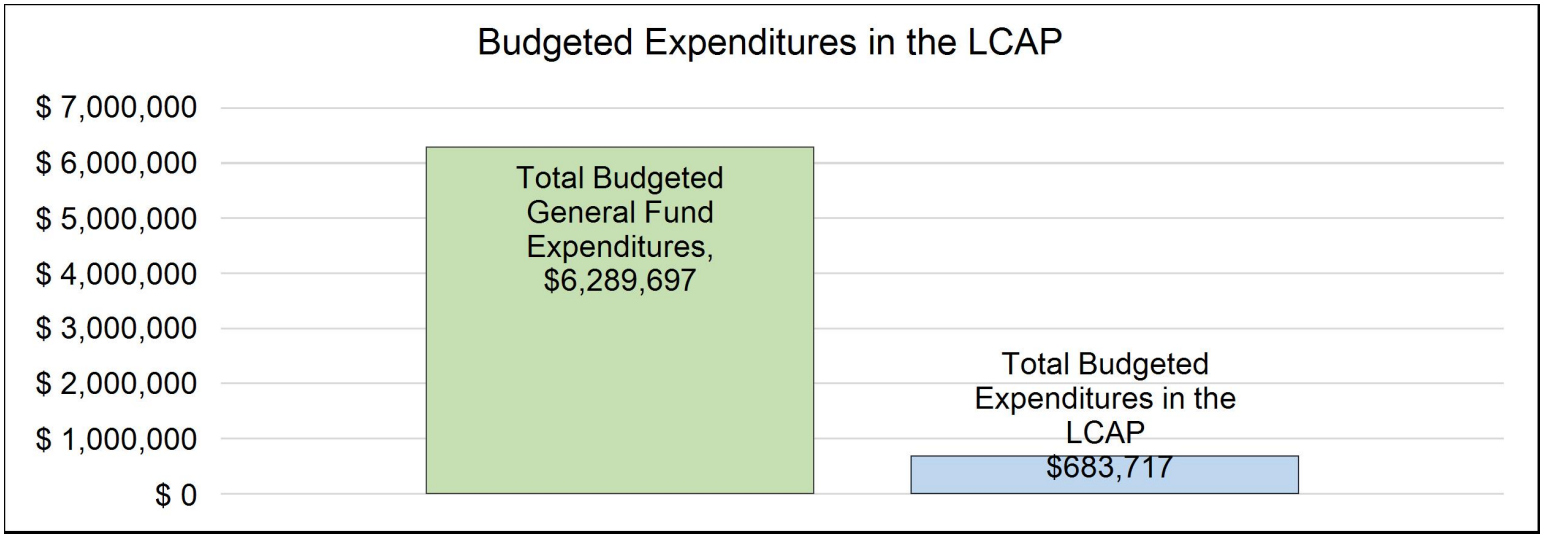


This chart shows the total general purpose revenue Island Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Island Union Elementary School District is $6,478,490, of which $5,138,282 is Local Control Funding Formula (LCFF), $759,274 is other state funds, $448,171 is local funds, and $132,763 is federal funds. Of the $5,138,282 in LCFF Funds, $451,704 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 Island Union Elementary 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: Island Union Elementary School District plans to spend $6,289,697 for the 2026-27 school year. Of that amount, $683,717 is tied to actions/services in the LCAP and $5,605,980 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

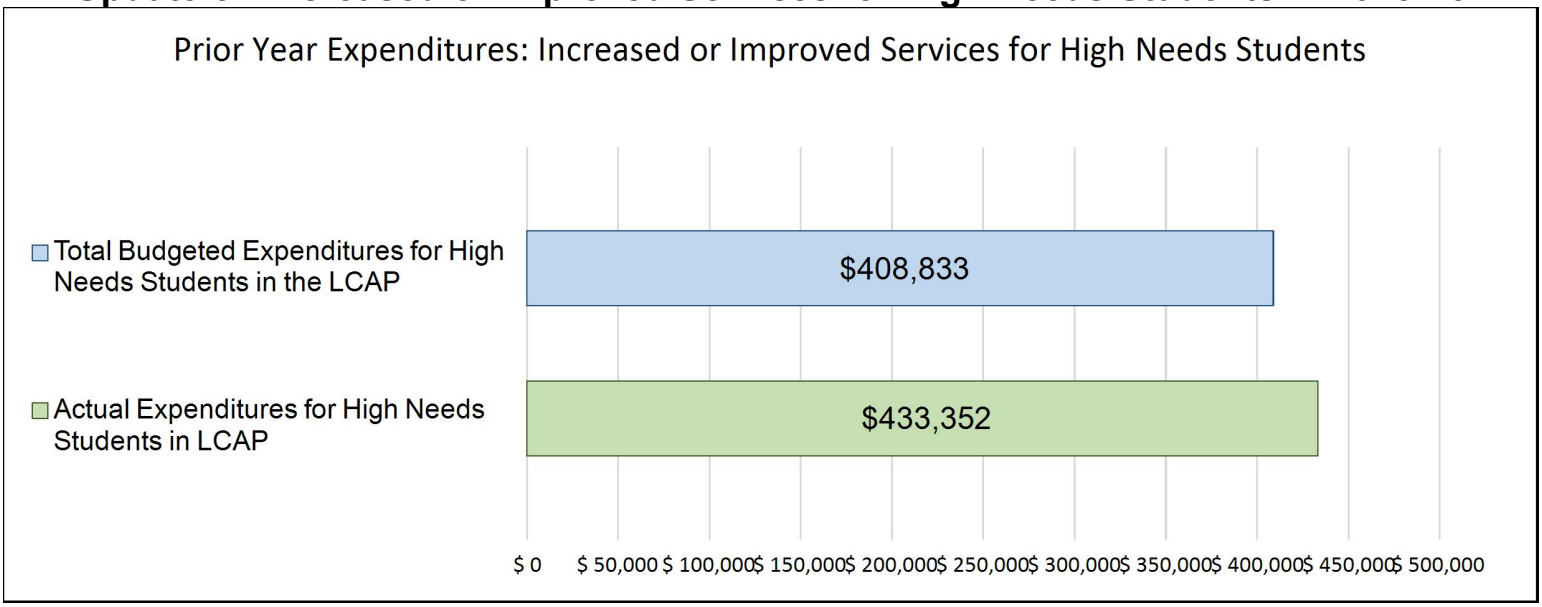
The most significant General Fund budgeted expenditures that are not included in the Local Control Accountability Plan (LCAP) are related to salaries and benefits of school administrators, teachers and support staff, utilities, equipment, repairs, maintenance and other services, home-to-school transportation and other operational costs of the District.

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

In 2026-27, Island Union Elementary School District is projecting it will receive $451,704 based on the enrollment of Foster Youth, English learner, and low-income students. Island Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Island Union Elementary School District plans to spend $472,422 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Island Union Elementary School District's LCAP budgeted $408,833 for planned actions to increase or improve services for high needs students. Island Union Elementary School District actually spent $433,352 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
Island Union Elementary School District	Loretta Black Superintendent/Principal	lorettablack@island.k12.ca.us (559) 924-6424

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.

Island Union Elementary School District (IUESD) is a TK-8th grade self-contained single school district. All IUESD teachers are appropriately assigned pursuant to Ed. Code 44258.9. Newly credentialed teachers are required to participate in the Induction Program for the first two years, until they clear their credentials, while they are employed at IUESD. There is a total of 45 staff members in the district with 19 classroom teachers, one special education teacher on staff who supports students with special needs, one music teacher, and two administrators. The Island School student population which is inclusive of English Learners (5%), socio-economically disadvantaged students(50%), and at times Foster Youth(1%), served on average 395 students for the 2025-2026 school year. Other significant subgroups of students include Hispanic (42%), White (51%), two or more races (4%), and students with disabilities (7%).

All Island Union Elementary School District (IUESD) students have access to sufficient standards-aligned instructional materials, pursuant to Ed. Code section 60119. Our school facilities are safe and maintained in good repair pursuant to Ed. Code section 17002(d). The IUESD School Board holds a public hearing annually within the first eight weeks of school to verify that students have sufficient materials, are taught by properly assigned teachers, and learn at a safe and well-maintained school. This information is posted annually in the School Accountability Report Card (SARC).

We continually work to provide quality curriculum and instruction aligned with the California Content Standards to ensure improvement in practices and student progress. Teachers and staff receive training from various sources in areas such as English Language Arts, Math, Science, and Social Emotional Learning strategies in order to be able to instruct most effectively for all children. California Content Standards instructional supports and materials have been purchased for classroom teachers. Student growth is measured by monitoring academic

progress through several measures. Kindergarten through grade 8 students are assessed using district benchmark assessments which include iReady and STAR Renaissance. These benchmarks are administered at the beginning of the school year and subsequently each trimester. Grades three through eighth participate in the California Assessment of Student Performance and Progress (CAASPP) each spring. In addition, fifth and eighth grade students take the California Assessment Science Test (CAST). All English Learners are administered the English Language Proficiency Assessment for California (ELPAC) between February 1st and May 31st annually.

Cardinal Behavior Expectations have been outlined for each specified school area to improve student conduct. Behavior expectations are continually reviewed with students to allow students to have a clear idea of what is expected from them and, therefore, minimize behavior incidents. Cardinal Behavior Expectations are posted throughout the school for student and staff reference. Surveys have also been administered to students in grade three through eight, all staff, and parents in order to garner input regarding school safety, student connectedness, and school climate.
Student and staff survey results revealed that 84% of students and 97% of staff feel safe at school. 84% of students feel connected to school and 87% of staff feel connected to other staff members. 90% of students feel that teachers and aides work hard to help them with schoolwork with staff rating 92% for the same question.
Approximately 20% of student's parents participated in the parent survey. Parent survey results revealed that 96% of parents strongly agreed or somewhat agreed that their children are safe at school. 96% strongly or somewhat agreed that they feel welcome at Island School. 91% of parents surveyed strongly or somewhat agree that staff work hard to make sure students do well. Several parents also shared that they are very happy with their child's teacher and the school. A couple of parents voiced concerns about the over usage of devices in the classroom.

Our 2025 Dashboard indicates that our suspension rate was 1%, a decline of 1.1%. Our chronic absenteeism was 6.4% which was a decline of 2.3% from the previous school year.

Parents are encouraged to participate through various avenues. Island School historically has excellent attendance for events such as Back to School Night, Open House, Winter Program, Variety Show fundraiser, and Parent/Teacher Conferences. Parents are also encouraged to participate in School Site Council, Island Booster's Parent Club, grade level study trips, volunteering in the classroom, Student Study Team meetings, and IEP or 504 meetings. Parents can also see up to date grading information through the Aeries Parent Portal. This portal allows parents to see student progress in all subject areas. Their input is vital to the development of their student and IUESD works hard to foster positive relationships with our students' parents.

The IUESD website at www.island.k12.ca.us has been extensively updated this school year. The new format is organized for better community access to important information regarding our school district. Another form of communication utilized is Parent Square. This platform allows teachers and office staff to communicate quickly with our school community. The district upgraded to Parent Square last school year to offer a more reliable, safe form of communication.

IUESD works closely with families to maintain consistent attendance rates with a goal of staying above 95% attendance rate. Daily absences are verified each day. If a student begins to show a trend of increased absences, the parent is contacted by the Learning Coordinator. If needed, a plan is discussed to help ensure the student continues attending school regularly. Teachers, administrators, and counseling staff all play a role in ensuring attendance barriers are addressed so that students may access their education each day to the best of their ability. Making sure students feel connected and supported is a focus of the IUESD team.

IUESD has a well developed school safety plan. Fire drills are practiced monthly and Lockdown drills are practiced twice a year. Teachers received active shooter training from the Kings County Sheriff's Department and the campus was upgraded with new cameras, phones, and intercom systems throughout in the 2023-2024 school year. Staff members also utilize radios for communication before school, during recess and lunch, and after school in an effort to increase student and campus safety. IUESD employed a school resource officer for the first time in the 2023-2024 school year. The SRO is on campus 50% of the school year.

IUESD works to create and maintain relationships within the greater community. Our facilities are utilized for clubs such as 4-H. A blanket drive organized by a local company is an annual event at Island as well as the food drive and gift drive organized by the Island Boosters Parent Club. IUESD and its Board feel maintaining partnerships within the community models collaboration to its students. Island aims to produce students who are responsible, global citizens aiming to make their world better.

Reflections: Annual Performance

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

Following is a reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data:

Successes:
Island Union Elementary School continues to meet standards of the California Dashboard. Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to Broad Course of Studies are all "standards met". Furthermore, chronic absenteeism, suspension rate, english language arts, and mathematics are either in the "green" or "blue" range in most areas as indicated on the California Dashboard.

Chronic Absenteeism as of May 6, 2026 is 8.3% which is higher than last year's chronic absenteeism number of 6.4%.

The CA Dashboard for 2024-2025 showed that all sub groups declined in chronic absenteeism except for "two or more races" which saw an increase by 12.5%

1) Chronic Absenteeism:
- All: 6.4% chronically absent
- SED: 7.7% chronically absent; decline of 3.6%
- EL: 3.7% chronically absent; decline of 7.8%
- Hispanic: 9.4% chronically absent; decline of 3%
- Homeless: 3.6% chronically absent; decline of 13.8%

2) Suspensions:
- All: 1%; decline of 1.1%
- Homeless: 0%; decline of 8.7%

Evidence-Based Literacy Instruction (EBLI) is being utilized as a Tier 3 Intervention. Twenty-one students in grades 3-8 met criteria indicating two or more years of below grade level reading with STAR reading assessment and i-Ready showing 40% and 57%, respectively, needing urgent intervention. Starting Trimester 3, data from STAR (52%) and i-Ready (34%) indicate progress of at least one grade level toward on-grade level reading.

Our Behavior Enrichment Support Team (BEST) supports students through one on one counseling, group counseling, and behavior intervention supports for teachers in the classrooms. The BEST team consists of: one school psychologist, one registered behavior technician, and one Licensed Marriage and Family Therapist. A member of the BEST team is on campus four days a week. Staff can refer students or families for additional and specific support for resources, materials, out-of-agency services, behavior, or emotional concerns. The BEST Team allows Island to consider all the needs of our students for school based counseling.

Areas of Improvement:
Based on our CA Dashboard Information, we have identified areas of improvement. Our student group "Hispanic" scored 1 points above standard in ELA, but it was still a decline of 8.7 points. The CA Dashboard 2024-2025 Math data also reflected an increase of 3.2 points for "English Learner" student groups, but still 42.8 points below standard. In an effort to address the needs of our students in mathematics this will remain an area of focus for professional development.

LREBG Needs Assessment:
Based on a review of California Dashboard data and local indicators, the district has determined that Learning Recovery Emergency Block Grant (LREBG) funds will be most effectively used to support academic intervention. Specifically, funds have been allocated for a part-time intervention teacher who will provide targeted support in English Language Arts (ELA) and mathematics to small groups of students. In addition, the block grant has funded the purchase of iReady, a diagnostic and instructional tool that will be used to monitor student progress. Progress will also be measured through STAR Renaissance reading levels and CAASPP student outcomes to ensure the effectiveness of interventions and to support continued academic recovery. These interventions align with Allowable Uses of Funds as seen here:
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:

- Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
- Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

These intensive and purposeful tutoring interventions are based and have been systemically shown to improve student outcomes: https://docs.google.com/document/d/1J0IWKKk1HbXk3VyuqNcqyS_EbbPIytqSdZLiQVLvyyY/edit?tab=t.0 and https://www.curriculumassociates.com/research-and-efficacy
This work will be reflected in Goal/Action 2.8 in the amount of $107,336.00.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Guardians	• The Parent Survey was administered one time this school year. Spanish translation is available if needed. • LCAP discussion at SSC and Booster Meeting to share data, discuss educational options, and solicit input. • Formal and informal feedback via discussions with Parents/Guardians is garnered throughout the school year.
Students	• Student Survey • Formal and informal feedback via discussions with students throughout the school year. • Student Council was held and feedback was obtained for student activities. In February 2026 we held a Student Advisory Event that allowed students to give direct input to activities provided through our LCAP along with other areas related to school culture.
Teachers/Staff (Certificated and Classified staff, IUETA, CSEA), Administrators (Superintendent/Principal, Learning Coordinator, CBO)	• Staff Survey was administered one time this school year. • LCAP discussion at staff meeting • Formal and informal feedback via discussions with teachers/staff/administration is garnered throughout the school year.
School Site Council (SSC)/ English Learner Advisory Council (ELAC)/Parent/District Advisory Committee:	• SSC meetings: These were held four times this year. • ELAC meetings: Although Island Elementary did not have enough English Learner students enrolled to require an ELAC, they understand the importance of receiving their input, and as such, they reach out to English Learner families to obtain applicable feedback. Since enrollment is

Educational Partner(s)	Process for Engagement
	well below the threshold of 31 English Learner students, we do not operate a District English Learner Advisory Committee (DELAC). • Boosters: We hold Booster meetings to solicit feedback from parents, staff, and the community. This year, we held six meetings. Each meeting was in-person. Spanish translation is available if needed. • advisory committee included parents or legal guardians of currently enrolled students with disabilities (EC Section 52063)
SELPA Governance	Meetings are held monthly to discuss county and site needs surrounding students with disabilities. These meetings are leveraged to understand legislation better, receive updates regarding requirements, and discuss local issues and strategies best to serve the special needs students in our care.

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

Following is a description of how the adopted LCAP was influenced by the feedback provided by educational partners:

- All Educational Partners, including staff and parents attending SSC and Boosters meeting, were given an opportunity to discuss and review LCAP goals and actions. Parents were supportive of the current actions and goals outlined in the LCAP and did not have any further feedback but supported more funding support to maintain the quality of student study trips.
- Students in grades 5th-8th participated in our Student Advisory Event held in February 2026. Students gave their input on various programs at Island School; study trips, music program, library services, playground needs, cafeteria meals. There were approximately 20 students that participate
- Teachers continue to support our efforts in continuing behavior supports and including activities such as presenters and assemblies that support character counts, but supported more funding to maintain the quality of our student study trip experiences by revising our funding for behavior supports. Staff feedback regarding improving student academic progress to include opportunities for math intervention. We are using LREBG funds to refine an existing reading intervention by providing more targeted instruction delivered by a credentialed teacher and implementing closer progress monitoring to better address students' individual needs.(Goal/Action 2.8 LREBG)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We will provide all students with a safe, positive learning environment which aligns with State Priorities 1, 3, 5, and 6.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Providing all students with a safe, positive learning environment at a small, rural school is crucial because it lays the foundation for effective learning and personal development. In a safe environment, students are free from physical and emotional harm, which reduces anxiety and distractions, allowing them to focus on their studies and participate fully in classroom activities. A positive learning environment fosters a sense of belonging and community, encouraging students to engage, collaborate, and support one another. This is especially important in small, rural schools with limited resources and opportunities; a nurturing atmosphere can significantly enhance students' motivation and resilience. Moreover, such an environment supports the well-being of both students and staff, leading to better academic outcomes, higher attendance rates, and overall school success. Small rural schools, like Island Elementary, can maximize their students' potential and contribute to their long-term personal and academic success by ensuring that every student feels valued and secure.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services (Conditions of Learning) A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching B. Pupils in the school district have sufficient	A1. 100% of teachers in the LEA were appropriately assigned A2. 88.89% of teachers are fully credentialed B. 100% of pupils had sufficient access to the standards-aligned instructional materials	A1. Teachers appropriately assigned: 100% A2. Fully Credentialed Teachers: 90% B. Access to standards-aligned instructional	A1. Teachers appropriately assigned: 100% A2. Fully Credentialed Teachers: 89% B. Access to standards-aligned instructional	A1. 100% of teachers in the LEA that will be appropriately assigned A2. 95% of teachers will be fully credentialed B. 100% of pupils will have sufficient	A1. Remained at 100% A2. Decrease of 1% B. Remained at 100% C. Facilities remained in good repair.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	access to the standards-aligned instructional materials C. School facilities are maintained in good repair.	C. School facilities were maintained in good repair. (2023 SARC)	materials: 100% of students C. School facilities in good repair (2024 SARC)	materials: 100% of students C. School facilities in good repair (2025 SARC)	access to the standards-aligned instructional materials C. School facilities will be maintained in good repair.	
1.2	Priority 3: Parent Involvement (Engagement) A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	A & B: # of SSC & ELAC meetings: 4 C. 100% of parents attended IEP meetings (2024 Local data as of 5/1)	A&B: # 0f SSC & ELAC Meetings: 5 C. 100% of parents attended IEP meetings	A&B: # 0f SSC & ELAC Meetings: 5 C. 100% of parents attended IEP meetings	A & B: # of SSC & ELAC meetings: 4 C. 100% of parents attending IEP meetings	A&B: # of SSC meetings increased by 1 C: # of parents attending IEP meetings remained at 100%
1.3	Priority 5: Student Engagement (Engagement) A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates	A. School attendance rate: 95% B. Chronic absenteeism rate: • All: 9.5% chronically absent • SED: 15.3% chronically absent	A. School Attendance rate: 95.5% B Chronic Absenteeism rate: -All: 8.8% chronically absent -SED: 11.2% chronically absent -EL: 11.5% chronically absent	A. School Attendance rate: 95.9% B Chronic Absenteeism rate: -All: 6.4% chronically absent -SED: 5.7% chronically absent -EL: 3.7% chronically absent	A. School attendance rate: 96% B. Chronic absenteeism rate: 6% chronically absent (all groups) C. Middle school dropout rate: 0%	A. Attendance rate increased by .4% B. Chronic Absenteeism rate: -All: declined by 3.1% -SED: declined by 7.7% -EL: declined by 15.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	* D & E are not applicable to this LEA (ELEMENTARY)	• EL: 19.2% chronically absent • Hispanic: 11.8% chronically absent • White: 8.6% chronically absent • Homeless: 10.5% chronically absent (2023 CA Dashboard) C. Middle school dropout rate: 0% (2024 Local data as of 5/1 for items A & C)	-Hispanic: 12.3% chronically absent -White: 6.8% chronically absent -Homeless: 17.4% chronically absent (2024 CA Dashboard) C. Middle school dropout rate: 0% (2025 Local data as of 5/1 for items A & C)	-Hispanic: 9.4% chronically absent -White: 3.9% chronically absent -Homeless: 3.6% chronically absent (2025 CA Dashboard) C. Middle school dropout rate: 0% (2025 Local data as of 5/1 for items A & C)		-Hispanic: declined by 2.4% -White: decreased by 4.7% -Homeless: declined by 6.9% C. Dropout rate remained at 0%
1.4	Priority 6: School Climate (Engagement) A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	A. Pupil suspension rate: • All: 1% • SED: 1.1% • EL: 0% • Hispanic: 0% • White: 1.2% • Homeless: 10.5% (2023 CA Dashboard) B. Pupil expulsion rates: 0.55% C. Surveys: • 90% of students felt safe	A. Pupil suspension rate: -All: 2% -SED: 3.3% • EL: 3.8% -Hispanic: 1.4% -White: 1.8% -Homeless: 8.7% (2024 CA Dashboard) B. Pupil expulsion rates: 0% C. Surveys: • 89% of students felt safe • 86% of students	A. Pupil suspension rate: -All: 1% -SED: 2.9% • EL: 3.7% -Hispanic: 1.2% -White: 1% -Homeless: 0% • SWD: 2.8% (Added 26-27) (2025 CA Dashboard) B. Pupil expulsion rates: 0% C. Surveys:	A. Pupil suspension rate: • All: 2% • SED: 1% • EL: 0% • Hispanic: 0% • White: 1% • Homeless: 1% • SWD: 2% (Added 26-27) B. Pupil expulsion rates: 0% C. Surveys: • 95% of students	A. Pupil suspension rate: -All: decreased by 1% -SED: decreased by .4% -EL: maintained % -Hispanic: maintained % -White: decreased by .8% -Homeless: decreased by 8.7% -SWD - new no baseline info B. Pupil expulsion rates: maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 93% of students felt connected • 100% of parents felt safe • 97% of parents felt connected • 100% of teachers/staff felt safe • 93% of teachers/staff felt connected (2024 Local data as of 5/1 for items B & C)	felt connected • 94% of parents felt safe • 96% of parents felt connected • 95% of teachers/staff felt safe • 93% of teachers/staff felt connected (2025 Local Data as of 5/1 for items B & C)	• 84% of students felt safe • 84% of students felt connected • 96% of parents felt safe • 96% of parents felt connected • 100% of teachers/staff felt safe • 93% of teachers/staff felt connected (2026 Local Data as of 5/1 for items B & C)	will feel safe • 95% of students will feel connected • 100% of parents will feel safe • 97% of parents will feel connected • 100% of teachers/staff will feel safe • 95% of teachers/staff will feel connected	0% C. Surveys: -5% decrease of students felt safe -2% decrease student felt connected -2% increase parents felt safe -% maintained the same parents felt connected -5% increase teachers/staff felt safe • remained the same teachers/staff felt connected

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.

Implementation of actions were adhered to as planned during the 2025-2026 school year and the following successes were determined: ParentSquare continued to allow for better communication between school and home and aided in messaging to parents regarding events,

celebrations, and attendance. We increased our communication through ParentSquare by utilizing it for field trip permission slips as well. Furthermore, with the support of our BEST Team, students had access to counseling and behavioral supports to assist teachers in the classrooms and support student behavior where needed on campus. Our Learning Coordinator's continued focus on attendance this year contributed to another drop in chronic absenteeism in All, SED, EL, Hispanic, and White student groups. Our Learning Coordinator took several steps to improve student attendance by meeting with parents in order to work together for better student attendance outcomes. These meetings were held throughout the year, were well attended, and decreased absenteeism for those students chronically absent. Another success was a 0% rate of student expulsions. This year, we also saw a decrease or maintenance of suspensions in all student groups.
Challenges implementing Goal 1 affected our school climate with another decrease of 2% of our students that feel connected to school and a 5% decrease in students feeling safe. The staff has had an opportunity to discuss this outcome and ways we can continue using our SEL curriculum in our classrooms as well as how we interact with students to look for ways to help students feel connected while at school.

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

Action 1.1 - Under budget due to rallies being paid for by the Parent Booster Club.
Action 1.3 - There were few monetary needs by the District to support students experiencing homelessness.
Action 1.4 - There were no monetary needs for parent engagement.

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

Actions in goal 1 assisted in the following areas of effectiveness:
Increase of .4% ADA and almost a full 1% over the last two years
Overall decrease of chronic absenteeism of 3.1%
Decreased expulsion rate

This year we had a 7% decrease of the amount of students that feel connected to the school. Staff will be reviewing this data and looking for ways to increase student connectedness the coming school year.

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

Changes for the 2026-2027 school year:
The RBT has been reduced to one day a week instead of two to help support the increased costs of study trips. Even though we are reducing the RBT to one day a week, we will still have mental health support with our BEST team four days a week which is the same amount of days as previous years.
Students with Disabilities (SWD) student group was added to track suspension rates.

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	Behavior Support System	Maintaining or growing an effective behavior support system at Island Elementary School is crucial for fostering a positive learning environment and promoting the holistic development of students. By addressing behavioral challenges early on, our school can create a safe and conducive atmosphere where students feel supported and motivated to succeed academically and socially. Such systems help manage disruptive behavior and teach students essential life skills like self-regulation, conflict resolution, and empathy, which are invaluable for their future success. Additionally, a well-designed behavior support system promotes collaboration between teachers, parents, and administrators, ensuring a consistent approach to behavior management and fostering a sense of community within the school. Investing in this system lays the foundation for a nurturing educational environment that empowers students to thrive academically, socially, and emotionally. Some of the supports that will be provided in this action may include, but is not limited to: • Extra Day with Psych support • Internet safety supports • Rally/Assemblies • Registered Behavior Technician (RBT) • Parent Square (Communication)	$50,800.00	Yes
1.2	Learning Coordinator	Island Elementary School believes having a Learning Coordinator ensures that every student receives personalized attention and assistance tailored to their learning needs. This role is pivotal in identifying students requiring additional academic support or enrichment, fostering a more inclusive and equitable learning environment. By collaborating with teachers, parents, and other stakeholders, the Learning Coordinator can develop and implement targeted intervention strategies to address learning gaps and promote academic growth. Moreover, they serve as a central point of contact for coordinating resources, such as specialized instruction, accommodations, and educational technologies, to enhance the learning	$113,653.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experience for all students. Ultimately, the presence of a Learning Coordinator improves academic outcomes and reinforces the school's commitment to meeting the diverse needs of every learner, setting a solid foundation for lifelong success. Some of the supports provided in this action may include but are not limited to providing 50% of a Learning Director. This time will be spent on progress monitoring unduplicated student groups (Foster Youth, EL, and low-income) to identify students needing additional support to achieve whole-child focus. The Learning Coordinator leads Student Study Team meetings for those needing tutoring, targeted intervention, or after-school program enrollment. Additionally, the Learning Coordinator will monitor EL students through local measures, ELPAC achievements, and classroom performance and eventually meet with students/parents/teachers to consider the reclassification process toward English language proficiency. English language programs and student needs are assessed and adjusted according to student needs.		
1.3	Support for students/families experiencing Homelessness (Title I)	Providing support for students and families experiencing homelessness is crucial for ensuring that every child has equal access to education and the opportunity to thrive academically and socially. Homelessness can have profound effects on a child's well-being and educational attainment, often leading to instability, stress, and challenges in meeting basic needs. By offering tailored support services, which may include access to food, clothing, transportation, and counseling, schools can create a safe and nurturing environment where homeless students feel valued and empowered to succeed. Additionally, assisting with enrollment, attendance, and academic support can help mitigate the negative impact of homelessness on a child's education, fostering a sense of belonging and continuity amidst their transient circumstances. Ultimately, by addressing the unique needs of homeless students and families, elementary schools can play a vital role in breaking the cycle of poverty and ensuring that every child has the opportunity to reach their full potential. Effectiveness will be measured via priority 5. (Attendance and Dropout rates)	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Parent Engagement (TITLE I)	Parent engagement is crucial for fostering a supportive and collaborative learning environment that enhances students' academic success and overall well-being. When parents are actively involved in their child's education, whether volunteering, attending school events, or communicating with teachers, it strengthens the connection between home and school, creating a cohesive support system for the child. Engaged parents are better equipped to understand their child's strengths, challenges, and learning needs, allowing them to provide more effective support at home. Additionally, when parents are involved in school activities, it sends a powerful message to children about the value of education, reinforcing the importance of learning as a shared priority between home and school. Moreover, parent engagement fosters a sense of community within the school, where families from diverse backgrounds come together to celebrate achievements, address concerns, and collaborate on initiatives to improve educational outcomes for all students. Parent engagement is vital in promoting student success, building stronger school communities, and empowering families to be active partners in their child's education journey. Effectiveness will be measured via priority 6. (Parent Surveys)	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will improve academically which aligns with State Priorities 2, 4, 7, and 8.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Providing supplemental staff assistance and programs to support student achievement at our small, rural school is essential due to the unique challenges we often face, including limited resources and fewer specialized programs. Supplemental staff, such as instructional aides and specialists, can provide targeted support and individualized attention, helping to address diverse student needs and learning gaps. Additionally, enrichment programs can offer otherwise unavailable opportunities, such as advanced coursework, extracurricular activities, and specialized academic interventions. This support enhances the educational experience, promoting higher academic achievement, engagement, and retention. By investing in these resources, Island Union Elementary School can create a more equitable learning environment, ensuring all students have the opportunities and support they need to succeed academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 2: Implementation of State Standards (Conditions of Learning) A. Implementation of state board adopted academic content and performance standards for all students B. How the programs and services will enable	A. 24-25 SY will be the first year of implementation new of local measures B. ELPI: 50% making progress towards English language proficiency (2023 CA Dashboard)	A. Math proficient/advanced percentages: -All: 54% -SED: 39% -EL: 32% -FY: Less than 11 students (2025 IXL Spring local measure)	A. Math proficient/advanced percentages: -All: 52% -SED: 49% -EL: 11% -FY: Less than 11 students (2026 iReady Spring local measure)	A.24-25 SY baselines will be set i-Ready Math proficient/advanced percentages: -All: 58% -SED: 43% -EL: 36% -FY: Less than 11 students	A. Math proficient/advanced percentages: 25-26 was the first year for iReady. No new data at this time. B. decline of 3% in ELPI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.		ELA proficient/advanced percentages: -All: 53% -SED: 41% -EL: 18% -FY: Less than 11 students (2025 IXL Spring local measure) B. ELPI: 61.5% making progress towards English language proficiency (2024 CA Dashboard)	ELA proficient/advanced percentages: -All: 50% -SED: 40% -EL: 0% -FY: Less than 11 students (2026 iReady Spring local measure) B. ELPI: 57.9% making progress towards English language proficiency (2025 CA Dashboard)	iReady ELA proficient/advanced percentages: -All: 57% -SED: 45% -EL: 22% -FY: Less than 11 students B. 60% making progress towards English language proficiency	
2.2	Priority 4: Student Achievement (Pupil Outcomes) A. Statewide assessments E.Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) F. EL reclassification rate * B, C, D, G & H are not applicable to this LEA (ELEMENTARY)	A1. CAASPP ELA: • All: 33.4 points above standard • SED: 6.8 points above standard • EL: 21.9 points below standard • FY: Less than 11 students - data not displayed for privacy A2. CAASPP Math: • All: 3.2 points above standard	A1. CAASPP ELA: -All: 35.4 points above standard SED: 11.4 points above standard -EL: 45.7 points below standard FY: Less than 11 students - data not displayed for privacy A2. CAASPP Math: -All: 9 points above standard -SED: 12.5 points below standard -EL: 46 points below standard	A1. CAASPP ELA: -All: 29.1 points above standard SED: 13.5 points above standard -EL: 18.7 points below standard FY: Less than 11 students - data not displayed for privacy A2. CAASPP Math: -All: 6.9 points above standard -SED: 10.7 points below standard -EL: 42.8 points below standard	A1. CAASPP ELA: • All: 45 points above standard • SED: 13 points above standard • EL: 12 points below standard • FY: Historically, less than 11 students - data not	A1. CAASPP ELA: -All: decrease of 4.3 points above standard -SED: increase of 6.7 points above standard -EL: increase of3.2 points below standard -FY: Less than 11 students - data not displayed for privacy A2. CAASPP Math: -All: increase of of 3.7 points above standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• SED: 20.6 points below standard • EL: 31.9 points below standard • FY: Less than 11 students - data not displayed for privacy (2023 CA Dashboard) A3. CAST Science: • All: 54.84% scored a level 3 or 4 • SED: 36.36% scored a level 3, 4 • EL & FY: Less than 11 students - data not displayed for privacy E. 84.21% scored a level 3 or 4 (2022-23 DataQuest for Science & ELPAC) F. EL reclassification rate: 26% (2024 Local data as of 5/1)	-FY: Less than 11 students - data not displayed for privacy (2024 CA Dashboard) A3. CAST Science: -All: 1 point above standard; 59.74% scored a level 3 or 4 -SED: 5.4 points below standard; 40.74% scored a level 3 or 4 -EL & FY: Less than 11 students - data not displayed for privacy E.90% scored a level 3 or 4 (2023-2024 DataQuest Science & ELPAC) F. EL reclassification rate: 16% (2025 Local data as of 5/1)	-FY: Less than 11 students - data not displayed for privacy (2025 CA Dashboard) A3. CAST Science: -All: 32.38% scored a level 3 or 4 -SED: 30.91% scored a level 3 or 4 -EL & FY: Less than 11 students - data not displayed for privacy E.68% scored a level 3 or 4 (2024-2025 DataQuest for Science & ELPAC) F. EL reclassification rate: 26% (2026 Local data as of 5/1)	displayed for privacy A2. CAASPP Math: • All: 18 points above standard • SED: 11 points below standard • EL: 22 points below standard • FY: Historically, less than 11 students - data not displayed for privacy A3. CAST Science: • All: 60% will score a level 3 or 4 • SED: 42% will score a level 3 or 4	-SED: increase of 10 points below standard -EL: increase of 11 points below standard -FY: Less than 11 students - data not displayed for privacy (2024 CA Dashboard) A3. CAST Science: -All: declined 22% of students scoring a 3,4 -SED: declined 5.55% of students scoring a 3,4 -EL & FY: Less than 11 students - data not displayed for privacy E. 16% decrease of students that scored a level 3 or 4 (2024-2025 DataQuest Science & ELPAC) F. Maintained reclassification rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• EL & FY: Historically, less than 11 students - data not displayed for privacy E. ELPAC 85% will score a level 3 or 4 F. EL reclassification rate: 30% over three years	
2.3	Priority 7: Course Access (Conditions of Learning) A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. B. Programs and services developed and provided to unduplicated pupils C. Programs and services developed and provided to individuals with exceptional needs	A. B. & C.: Fine Art: • All: 100% enrollment • SED: 100% enrollment • EL: 100% enrollment • FY: 100% enrollment AG: • All: 100% enrollment • SED: 100% enrollment • EL: 100% enrollment • FY: 100% enrollment (2024 Local data as of 5/1)	A. B. & C.: Fine Art: • All: 100% enrollment • SED: 100% enrollment • EL: 100% enrollment • FY: 100% enrollment AG: • All: 100% enrollment • SED: 100%	A. B. & C.: Fine Art: • All: 100% enrollment • SED: 100% enrollment • EL: 100% enrollment • FY: 100% enrollment AG: • All: 100% enrollment • SED: 100%	A. B. & C.: • All: 100% enrolled • SED: 100% enrolled • EL: 100% enrolled • FY: 100% enrolled AG: • All: 100% enrolled • SED: 100% enrolled • EL: 100% enrolled • FY: 100% enrolled (2023-24 Local data as of 5/1)	A. B. & C.: Fine Art/AG: All student groups remained the same at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			enrollment • EL: 100% enrollment • FY: 100% enrollment (2025 Local data as of 5/1)	enrollment • EL: 100% enrollment • FY: 100% enrollment (2026 Local data as of 5/1)		
2.4	Priority 8: Student Outcomes (Pupil Outcomes) A. Pupil outcomes if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.	A. 24-25 SY will be the first year of implementation new of local measures (2024 Local data as of 5/1)	A. STAR Reading Advanced/Proficient Percentages -All: 69% -SED: 40% -EL: 11% -FY: Less than 11 students (2025 spring local measures)	A. STAR Reading Advanced/Proficient Percentages -All: 70.8% -SED: 52% -EL: 6% -FY: Less than 11 students (2026 spring local measures)	A.24-25 SY baselines will be set STAR Reading Advanced/Proficient Percentages -All: 73% -SED: 44% -EL: 15% -FY: Less than 11 students	A. STAR Reading Advanced/Proficient Percentages -All: increase of 1.8% -SED: increase of 12% -EL: decrease of 5% -FY: Less than 11 students (2026 spring local measures)

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.

In order for students to meet proficiency goals in local and state measures, instructional aides were utilized to help support primary teachers during small group reading instruction that includes Orton Gillingham Reading, as well as intervention support in all grade levels. Effective first instruction in the classrooms focused on quality first instruction remains a focus at Island School. Teachers utilized pacing guides to ensure essential standards were taught and reviewed through spiraling back through the standards. Intervention support was offered after school in only one grade level with an emphasis on after school intervention support for EL students that took place from January through March twice a week. EL students offered intervention ranged from Kindergarten through 8th grade.
Selected students in grades 5 and 6 were also offered an enrichment after school for STEM in which was culminated with participating in a Science Olympiad. Also added to the curriculum this year was a music program. The music program led by a full time credentialed music

teacher provided music instruction for all TK-4 grade students once a week. Ensembles were offered for choir, band, orchestra, and piano in grades 5-8. Students performed twice during the school year; December and May. Based on student surveys, students enjoy fine arts at Island School.

LREBG Funds contributed to the implementation of a tier 3 intervention program. A part time teacher was hired to help students in their reading development using Evidence Based Literacy Instruction (EBLI)program. This teacher worked with students in small group consistently in a tier 3 reading program. Students also worked on specific need skills identified through iReady Math, Reading diagnostic assessments. LREBG Funds was also utilized for iReady.

Specific successes:
2.1 We have been pleased with our academic growth and will continue to provide the needed support to increase student achievement.
2.6 Professional development was provided to assist teachers and staff with the tools needed to reach and support all students.
2.5 Enrichment was provided to students and we are pleased to be able to continue these activities in the new LCAP
2.8 23 students received EBLI instruction with 43% showing improvement in district assessments (one year or more growth)

Challenges:
2.2 Students in grade eight had a significant drop in their CASP scores in 2024. Teachers revisited their pacing guide and adjusted instruction to meet student instructional needs.
2.1 and 2.4 According to our iReady data and STAR data, our EL students are not making the same progress as their peers. Continued after school intervention will be utilized as well as ELD instruction in the classrooms.
2.8 According to iReady and STAR data, 35% (8 students out of 23) of those students in EBLI did not show growth in both district data points.

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

Action 2.1 - Over budget due to increased costs for technology services specialist salaries and benefits.
Action 2.2 - Over budget due to increased study trip costs for transportation and increased cost for mentor salaries and benefits.
Action 2.3 - Under budget due to students attending ELOP as well as lack of staff to provide after school intervention.
Action 2.4 - Over budget due to additional instructional aide salaries and benefits for small group instruction.
Action 2.7 - Under budget of instructional aide salaries for OG due to smaller class sizes.

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

Based on the following metrics we have determined the actions in this section to be effective:

- CAASPP scores for ELA and Math scores were nearly all increased in all student groups.
- English Language Proficiency slightly decreased of EL students making proficient progress but still remained high at 59%.
- iReady scores were added in lieu of IXL for metric 2.1.

We continue to increase student support through tutoring to minimally maintain and increase student outcomes as seen in 2.8 funded through LREBG. We are looking at effectiveness based on CAASPP scores this year only as we are in year 1 for iReady scores. We plan to

look at both metrics next year to better determine effectiveness. At this point, we have see some effectiveness based on increased CAASPP scores for ELA and Math in nearly all student groups. Additionally, student achievement has been shown in EBLI data and as such we are also seeing increased effectiveness here as well.

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

For the upcoming 2026-2027 school year:

Regarding fiscal changes:
2.1 increased due to salary increase and and increased to overall supplemental supply costs.
2.2 decreased due to the loss of our 0.40 FTE staff member who will not be provided for the Ag Program. The REAP funds will instead be used to fund the library aide position freeing additional LCAP funds for instructional aides that will be needed for support in TK due to higher enrollment in the TK/K grade level, however, this was a reduced salary rate.
2.3 decreased due as we had less expenditures as anticipated last year, so we are budgeting less in anticipation of the cost reduction.
2.4 increased due to increased instructional aide support in our TK/K room.
2.7 decreased due to reduced allocation
2.8 increased due to rollover funding and the increase to the position in regards to a longer duration of their contract versus last year.

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	Supplemental assistance and programs to support student achievement	Island Elementary School believes providing supplemental assistance and programs to support student achievement is essential for ensuring every child can reach their full potential academically, socially, and emotionally. These additional resources are particularly beneficial for students who may require extra support due to learning differences, language barriers, or socioeconomic challenges. Supplemental programs, such as tutoring, after-school clubs, and enrichment activities, offer targeted interventions to address individual learning needs, reinforce classroom instruction, and provide opportunities for skill development and exploration. By tailoring support to meet the diverse needs of students, schools can bridge achievement gaps, boost confidence, and cultivate a love for learning.	$63,827.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Moreover, these programs promote inclusivity and equity by ensuring all students have access to the resources and support necessary to succeed, regardless of their background or circumstances. Ultimately, investing in supplemental assistance and programs enhances student achievement and fosters a nurturing and inclusive educational environment where every child can thrive and succeed. Supplemental assistance and programs to support student achievement to include, but not limited to: • student intervention supports & materials • supplemental online programs (may include IXL, Sumdog, STAR/Renaissance Place, Illuminate, TCOE Overdrive...) • supplemental technology assistance (0.50 FTE)		
2.2	STEM Support and Resources (REAP Funded)	Providing STEM support and resources at Island Elementary School is crucial for preparing students for success in an increasingly technology-driven world and cultivating essential skills such as critical thinking, problem-solving, and collaboration. Introducing STEM education at an early age ignites curiosity and fosters a love for exploration, sparking interest in science, technology, engineering, and mathematics. By offering hands-on learning experiences, access to cutting-edge technology, and opportunities to engage with real-world problems, STEM programs deepen understanding of core concepts and promote creativity and innovation. Moreover, exposure to STEM disciplines helps to address disparities in STEM participation among underrepresented groups, breaking down barriers and empowering all students to pursue diverse career pathways. Investing in STEM support and resources can equip students with the skills and knowledge they need to thrive in the 21st-century workforce, driving academic achievement and fostering a lifelong passion for learning and discovery. Teachers will use supplemental materials and supplies to increase student engagement and deepen the understanding of key standards taught by using hands-on activities and STEM learning. Professional Development will be provided based on student need.	$21,263.00	No

Action #	Title	Description	Total Funds	Contributing
		Additionally, REAP funds will instead be used to fund the library aide position freeing additional LCAP funds for instructional aides that will be needed for support in TK due to higher enrollment in the TK/K grade level. Effectiveness will be monitored via Priority 7 and Priority 8		
2.3	After School Intervention (REAP Funded)	Island Elementary School believes providing after-school intervention in ELA and Math for at-promise students is essential for addressing learning gaps, providing targeted support, and ensuring academic success for all students. These intervention programs offer additional instructional time and personalized attention, allowing educators to identify and address specific areas of need for each student. By focusing on essential skills in language arts and mathematics, these interventions improve academic performance and bolster confidence and motivation among at-promise students. Moreover, offering intervention programs outside of regular school hours ensures that students have access to the resources and support they need to succeed, regardless of their circumstances or challenges during the school day. Ultimately, after-school intervention in ELA and Math plays a vital role in leveling the playing field, closing achievement gaps, and empowering at-promise students to reach their full potential academically and beyond. Effectiveness will be monitored via Priority 2 and Priority 8	$1,000.00	No
2.4	Instructional Aide Support	Providing instructional aide support at Island Elementary School is crucial for enhancing the quality of education and ensuring that every student receives personalized attention and assistance in their learning journey. Instructional aides play a vital role in supporting teachers by providing one-on-one or small-group instruction, assisting with classroom management, and adapting instructional materials to meet the diverse needs of students. Their presence allows for differentiated instruction, ensuring that students with varying learning styles and abilities receive the support they need to succeed academically. Additionally, instructional aides help create a more inclusive and equitable learning environment by assisting students who may require additional support due to learning differences, language barriers, or other challenges. By collaborating closely with teachers and	$145,006.00	Yes

Action #	Title	Description	Total Funds	Contributing
		other school staff, instructional aides contribute to a collaborative and supportive school culture that prioritizes all students' academic and emotional well-being, ultimately fostering a positive and enriching educational experience. Instructional Aide support, including salary and benefits, will be used to support student achievement with targeted small-group instruction based on student needs. Support may include but is not limited to EBLI support.		
2.5	Academic Enrichment Support	Providing academic enrichment support at Island Elementary School is vital for fostering a love for learning, cultivating critical thinking skills, and promoting holistic student development. Enrichment programs offer opportunities for students to explore topics beyond the standard curriculum, encouraging curiosity, creativity, and intellectual growth. Students can develop a deeper understanding of various subjects and discover their passions and interests by engaging in activities such as projects, arts workshops, cultural experiences, and extracurricular clubs. Moreover, academic enrichment support helps to challenge and motivate students who may excel academically, preventing boredom and disengagement in the classroom. These programs enhance academic achievement and promote social-emotional skills, teamwork, and resilience, preparing students for success in school and beyond. By providing academic enrichment support, we empower students to reach their full potential, foster a lifelong love for learning, and cultivate well-rounded individuals prepared to thrive in an ever-changing world. Support for academic enrichment may include, but is not limited to: • enrichment supplies to support instruction in TK-8th grade. • providing a library media aide to supplement the core-reading instruction program • additional professional development based on student need • Academic enrichment study trips to supplement core instruction (and Outdoor Ed) • Fine Arts (Music, art...) classes and supplies	$121,399.00	Yes
2.6	New Teacher Induction/Staff	Professional development is provided for teachers to support student achievement by increasing our instructional expertise in the delivery of	$14,823.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional Development (TITLE IV/ TITLE II)	ELA/ELD, Math, and Science instruction. New Teacher induction support is also provided to increase count of fully credentialed teachers. Effectiveness will be monitored via Priority 8.		
2.7	Instructional Aide Support for Foundational Reading (Title I)	Instructional aides will be used for teaching Orton Gillingham and Foundational Reading. Effectiveness will be monitored via Priority 8	$42,610.00	No
2.8	Intervention and Assessments (LREBG Resource 7435)	Providing intervention in reading (EBLI), math, and overseeing online assessments (i-Ready) by a certificated instructor (.5 FTE) as well as supplies and professional development needed for the intervention program and assessments. Effectiveness will be monitored via CAASPP & iReady data. This action is fully funded via LREBG funds. To address these inequities, we will provide academic intervention support in reading and math because we believe it is crucial for students to receive the supports needed to help them achieve proficiency in grade level reading and math standards as well as close gaps in their learning. A part time teaching position will play a vital role in supporting teachers by providing small group reading instruction using EBLI, small group instruction in math, and monitoring student progress in i-Ready to support student growth in targeted learning areas. By collaborating with teachers and administration, and working with students in targeted small group instruction, this teacher will contribute to prioritizing student academic growth.	$107,336.00	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
$451,704	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.722%	0.000%	$0.00	9.722%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Behavior Support System **Need:** After assessing our low-income and English Learner students' needs, conditions, and circumstances, we learned that there was a gap within our chronic absenteeism rates, as seen here: • ALL: 9.5% chronically absent • SED: 15.3% chronically absent	To address these inequities, we believe maintaining or growing an effective behavior support system at Island Elementary School is crucial for fostering a positive learning environment and promoting the holistic development of students. By addressing behavioral challenges early on, our school can create a safe and conducive atmosphere where students feel supported and motivated to succeed academically and socially. Such systems help manage disruptive behavior and teach students	The measurement for effectiveness will be based on the following: three-year target of 6% for all groups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• EL: 19.2% chronically absent (2023 CA Dashboard) **Scope:** LEA-wide	essential life skills like self-regulation, conflict resolution, and empathy, which are invaluable for their future success. Additionally, a well-designed behavior support system promotes collaboration between teachers, parents, and administrators, ensuring a consistent approach to behavior management and fostering a sense of community within the school. Investing in this system lays the foundation for a nurturing educational environment that empowers students to thrive academically, socially, and emotionally. Some of the supports that will be provided in this action may include, but is not limited to: • Extra Day with Psych support • Internet safety supports • Rally/Assemblies • Registered Behavior Technician (RBT) • Parent Square (Communication)	
1.2	**Action:** Learning Coordinator **Need:** After assessing our low-income and English Learner students' needs, conditions, and circumstances, we learned that there was a gap within our chronic absenteeism rates, as seen here: • ALL: 9.5% chronically absent • SED: 15.3% chronically absent • EL: 19.2% chronically absent (2023 CA Dashboard) **Scope:** LEA-wide	To address these inequities, Island Elementary School believes having a Learning Coordinator will ensure that every student receives personalized attention and assistance tailored to their learning needs. This role is pivotal in identifying students requiring additional academic support or enrichment, fostering a more inclusive and equitable learning environment. By collaborating with teachers, parents, and other stakeholders, the Learning Coordinator can develop and implement targeted intervention strategies to address learning gaps and promote academic growth. Moreover, they serve as a central point of contact for coordinating resources, such as specialized instruction, accommodations, and educational technologies, to enhance the learning experience for all students. Ultimately, the presence of a Learning Coordinator improves academic	The measurement for effectiveness will be based on the following: three-year target of 6% for all groups.

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
		outcomes and reinforces the school's commitment to meeting the diverse needs of every learner, setting a solid foundation for lifelong success. Some of the supports provided in this action may include but are not limited to providing 50% of a Learning Director. This time will be spent on progress monitoring unduplicated student groups (Foster Youth, EL, and low-income) to identify students needing additional support to achieve whole-child focus. The Learning Coordinator leads Student Study Team meetings for those needing tutoring, targeted intervention, or after-school program enrollment. Additionally, the Learning Coordinator will monitor EL students through local measures, ELPAC achievements, and classroom performance and eventually meet with students/parents/teachers to consider the reclassification process toward English language proficiency. English language programs and student needs are assessed and adjusted according to student needs.	
2.1	**Action:** Supplemental assistance and programs to support student achievement **Need:** After assessing our low-income and EL students' needs, conditions, and circumstances, we learned that there was a gap within our CAASPP assessment scores, as seen here: A1. CAASPP ELA: • All Students: 33.4 points above standard • SED: 6.8 points above standard • EL: 21.9 points below standard	To address these inequities, we will provide supplemental assistance and programs to support student achievement. This is essential for ensuring every child can reach their full potential academically, socially, and emotionally. These additional resources are particularly beneficial for students who may require extra support due to learning differences, language barriers, or socioeconomic challenges. Supplemental programs, such as tutoring, after-school clubs, and enrichment activities, will offer targeted interventions to address individual learning needs, reinforce classroom instruction, and provide opportunities for skill development and exploration. By tailoring support to meet the diverse needs of	Measurement for effectiveness is shown as follows: A1. CAASPP ELA: • All Students: 45 points above standard • SED: 13 points above standard • EL: 12 points below standard A2. CAASPP Math: • All Students: 18 points above standard

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
	A2. CAASPP Math: • All Students: 3.2 points above standard • SED: 20.6 points below standard • EL: 31.9 points below standard **Scope:** LEA-wide	students, we can bridge achievement gaps, boost confidence, and cultivate a love for learning. Moreover, these programs promote inclusivity and equity by ensuring all students have access to the resources and support necessary to succeed, regardless of their background or circumstances. To achieve this we will provide supplemental assistance and programs to support student achievement to include, but not limited to: • student intervention supports & materials • supplemental online programs (may include IXL, Sum Dog, STAR/Renaissance Place, Illuminate, TCOE Overdrive...)	• SED: 11 points below standard • EL: 22 points below standard
2.4	**Action:** Instructional Aide Support **Need:** After assessing our low-income and EL students' needs, conditions, and circumstances, we learned that there was a gap within our CAASPP assessment scores, as seen here: A1. CAASPP ELA: • All Students: 33.4 points above standard • SED: 6.8 points above standard • EL: 21.9 points below standard A2. CAASPP Math: • All Students: 3.2 points above standard • SED: 20.6 points below standard • EL: 31.9 points below standard **Scope:**	To address these inequities, we will provide instructional aide support at Island Elementary School, which we believe is crucial for enhancing the quality of education and ensuring that every student receives personalized attention and assistance in their learning journey. Instructional aides play a vital role in supporting teachers by providing one-on-one or small-group instruction, assisting with classroom management, and adapting instructional materials to meet the diverse needs of students. Their presence allows for differentiated instruction, ensuring that students with varying learning styles and abilities receive the support they need to succeed academically. Additionally, instructional aides help create a more inclusive and equitable learning environment by assisting students who may require additional support due to learning differences, language barriers, or other challenges. By collaborating closely with teachers and other school staff, instructional aides contribute to a collaborative and supportive school culture that prioritizes all	Measurement for effectiveness is shown as follows: A1. CAASPP ELA: • All Students: 45 points above standard • SED: 13 points above standard • EL: 12 points below standard A2. CAASPP Math: • All Students: 18 points above standard • SED: 11 points below standard • EL: 22 points below standard

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	students' academic and emotional well-being, ultimately fostering a positive and enriching educational experience.	
2.5	**Action:** Academic Enrichment Support **Need:** After assessing our low-income and EL students' needs, conditions, and circumstances, we learned that there was a gap within our CAASPP assessment scores, as seen here: A1. CAASPP ELA: • All Students: 33.4 points above standard • SED: 6.8 points above standard • EL: 21.9 points below standard A2. CAASPP Math: • All Students: 3.2 points above standard • SED: 20.6 points below standard • EL: 31.9 points below standard **Scope:** Schoolwide	To address these inequities, we will provide academic enrichment support because we believe it is vital for fostering a love for learning, cultivating critical thinking skills, and promoting holistic student development. Enrichment programs offer opportunities for students to explore topics beyond the standard curriculum, encouraging curiosity, creativity, and intellectual growth. Students can develop a deeper understanding of various subjects and discover their passions and interests by engaging in activities such as projects, arts workshops, cultural experiences, and extracurricular clubs. Moreover, academic enrichment support helps to challenge and motivate students who may excel academically, preventing boredom and disengagement in the classroom. These programs enhance academic achievement and promote social-emotional skills, teamwork, and resilience, preparing students for success in school and beyond. By providing academic enrichment support, we empower students to reach their full potential, foster a lifelong love for learning, and cultivate well-rounded individuals prepared to thrive in an ever-changing world.	Measurement for effectiveness is shown as follows: A1. CAASPP ELA: • All Students: 45 points above standard • SED: 13 points above standard • EL: 12 points below standard A2. CAASPP Math: • All Students: 18 points above standard • SED: 11 points below standard • EL: 22 points below standard

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

N/A

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

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	4,646,143	451,704	9.722%	0.000%	9.722%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$472,422.00	$107,336.00	$0.00	$103,959.00	$683,717.00	$519,045.00	$164,672.00

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	Behavior Support System	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3-year span	$0.00	$50,800.00	$50,800.00				$50,800.00	
1	1.2	Learning Coordinator	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3-year span	$113,653.00	$0.00	$113,653.00				$113,653.00	
1	1.3	Support for students/families experiencing Homelessness (Title I)	All	No			All Schools	3-year span	$0.00	$1,000.00				$1,000.00	$1,000.00	
1	1.4	Parent Engagement (TITLE I)	All	No			All Schools	3-year span	$0.00	$1,000.00				$1,000.00	$1,000.00	
2	2.1	Supplemental assistance and programs to support student achievement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3-year span	$49,957.00	$13,870.00	$63,827.00				$63,827.00	
2	2.2	STEM Support and Resources (REAP Funded)	All	No			All Schools	3-year span	$9,763.00	$11,500.00				$21,263.00	$21,263.00	
2	2.3	After School Intervention (REAP Funded)	All	No			All Schools	3-year span	$1,000.00	$0.00				$1,000.00	$1,000.00	
2	2.4	Instructional Aide Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3-year span	$145,006.00	$0.00	$145,006.00				$145,006.00	
2	2.5	Academic Enrichment Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	All Schools	3-year span	$84,899.00	$36,500.00	$99,136.00			$22,263.00	$121,399.00	
2	2.6	New Teacher Induction/Staff Professional Development (TITLE IV/ TITLE II)	All	No			All Schools	3-year span	$4,823.00	$10,000.00				$14,823.00	$14,823.00	
2	2.7	Instructional Aide Support for Foundational Reading (Title I)	All	No			All Schools	3-year span	$42,610.00	$0.00				$42,610.00	$42,610.00	
2	2.8	Intervention and Assessments (LREBG Resource 7435)	All	No			All Schools	3 year span	$67,334.00	$40,002.00		$107,336.00			$107,336.00	

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
4,646,143	451,704	9.722%	0.000%	9.722%	$472,422.00	0.000%	10.168 %	**Total:**	$472,422.00
								LEA-wide Total:	$373,286.00
								Limited Total:	$0.00
								Schoolwide Total:	$99,136.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Behavior Support System	Yes	LEA-wide	English Learners Low Income		$50,800.00	
1	**1.2**	Learning Coordinator	Yes	LEA-wide	English Learners Low Income		$113,653.00	
2	**2.1**	Supplemental assistance and programs to support student achievement	Yes	LEA-wide	English Learners Low Income		$63,827.00	
2	**2.4**	Instructional Aide Support	Yes	LEA-wide	English Learners Low Income		$145,006.00	
2	**2.5**	Academic Enrichment Support	Yes	Schoolwide	English Learners Low Income		$99,136.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$609,366.00	$621,519.00

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**	Behavior Support System	Yes	$65,456.00	$58,245
1	**1.2**	Learning Coordinator	Yes	$109,750.00	$111,189
1	**1.3**	Support for students/families experiencing Homelessness (Title I)	No	$1,000.00	$386
1	**1.4**	Parent Engagement (TITLE I)	No	$1,000.00	$0
2	**2.1**	Supplemental assistance and programs to support student achievement	Yes	$55,495.00	$66,502
2	**2.2**	STEM Support and Resources (REAP Funded)	No	$35,755.00	$40,339
2	**2.3**	After School Intervention (REAP Funded)	No	$4,000.00	$175
2	**2.4**	Instructional Aide Support	Yes	$62,885.00	$88,937
2	**2.5**	Academic Enrichment Support	Yes	$115,247.00	$108,479
2	**2.6**	New Teacher Induction/Staff Professional Development (TITLE IV/ TITLE II)	No	$16,000.00	$15,508
2	**2.7**	Instructional Aide Support for Foundational Reading	No	$54,000.00	$48,402

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)
		(Title I)			
2	**2.8**	Intervention and Assessments (LREBG)	No	$88,778.00	$83,357

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)
412,057	$408,833.00	$433,352.00	($24,519.00)	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	1.1	Behavior Support System	Yes	$65,456.00	58,245		
1	1.2	Learning Coordinator	Yes	$109,750.00	$111,189		
2	2.1	Supplemental assistance and programs to support student achievement	Yes	$55,495.00	$66,502		
2	2.4	Instructional Aide Support	Yes	$62,885.00	$88,937		
2	2.5	Academic Enrichment Support	Yes	$115,247.00	$108,479		

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)
4,338,640	412,057	.232	9.729%	$433,352.00	0.000%	9.988%	$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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