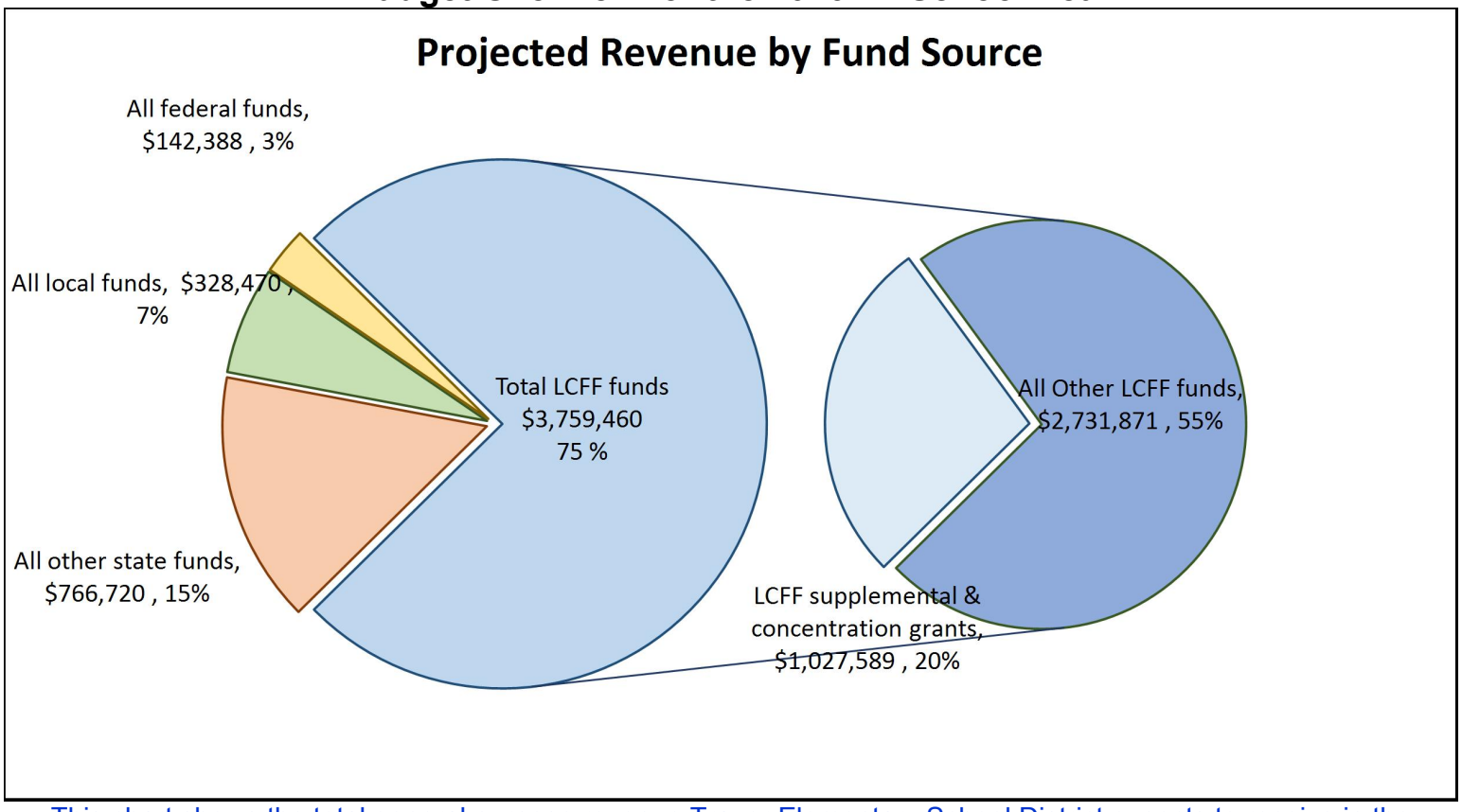
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Traver Elementary School District
CDS Code: 54722236054449
School Year: 2026-27
LEA contact information:
Steve Ramirez
Principal/Superintendent
sramirez@traversd.com
559-897-2755

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

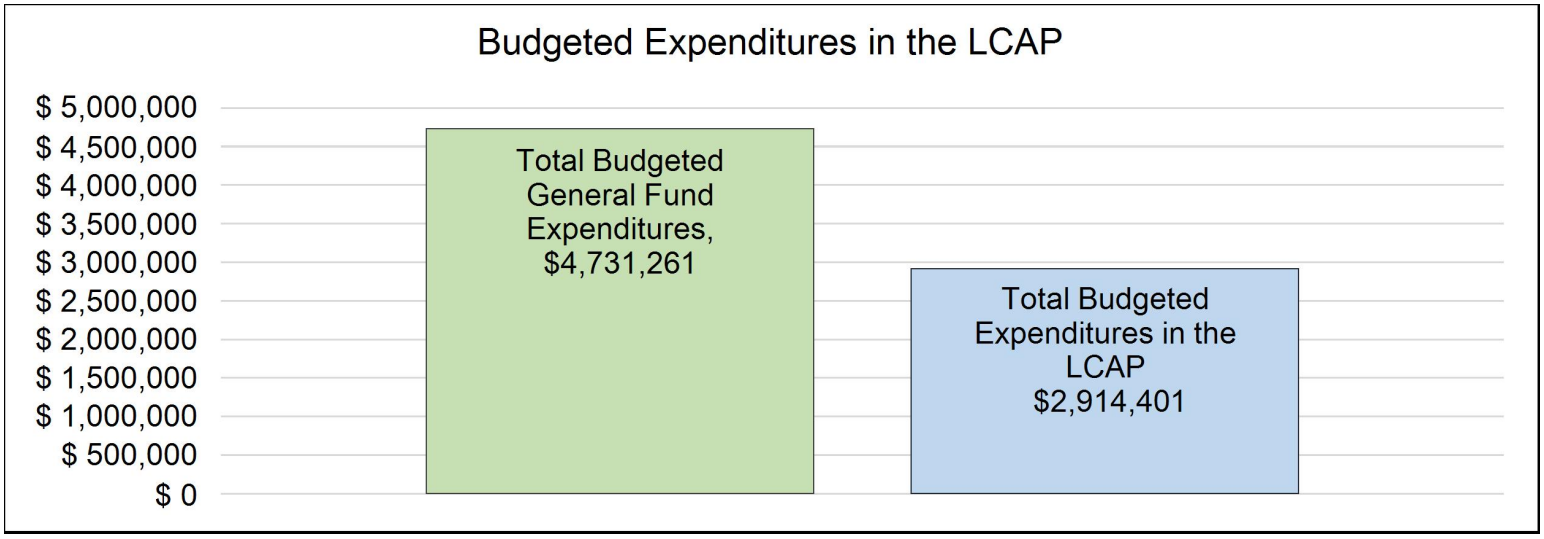


This chart shows the total general purpose revenue Traver Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Traver Elementary School District is $4,997,038, of which $3,759,460 is Local Control Funding Formula (LCFF), $766,720 is other state funds, $328,470 is local funds, and $142,388 is federal funds. Of the $3,759,460 in LCFF Funds, $1,027,589 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 Traver 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: Traver Elementary School District plans to spend $4,731,261 for the 2026-27 school year. Of that amount, $2,914,401 is tied to actions/services in the LCAP and $1,816,860 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

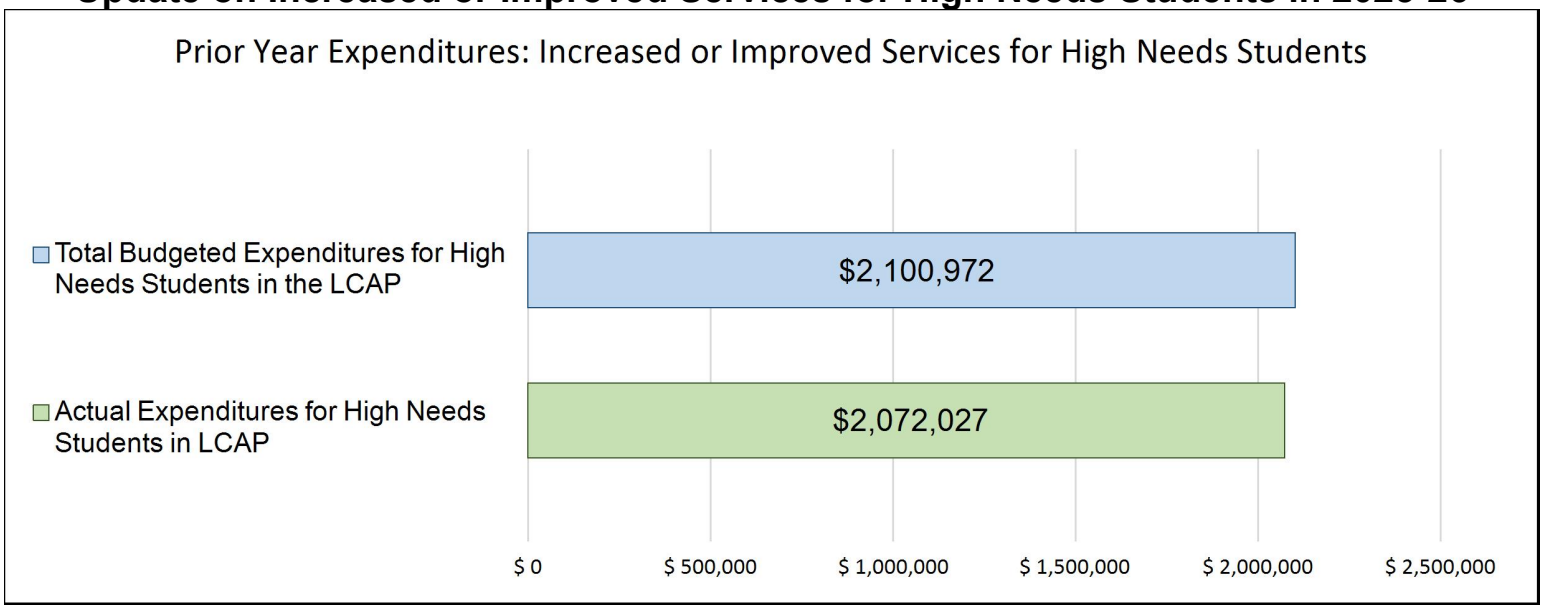
General fund expenditures not in the LCAP are tied to staff salary and benefits, school maintenance and operations, transportation, materials and supplies, capital outlay and other expenses necessary to provide the educational program of the district.

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

In 2026-27, Traver Elementary School District is projecting it will receive $1,027,589 based on the enrollment of Foster Youth, English learner, and low-income students. Traver Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Traver Elementary School District plans to spend $2,205,972 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 Traver 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 Traver 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, Traver Elementary School District's LCAP budgeted $2,100,972 for planned actions to increase or improve services for high needs students. Traver Elementary School District actually spent $2,072,027 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $28,945 had the following impact on Traver Elementary School District's ability to increase or improve services for high needs students:

The minimal amount of difference between planned and estimated actual funding expenditures for high needs students was due to actual cost differences throughout Actions in the LCAP and not due to lack of implementation of Actions. There was not an impact to the delivery of services to high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Traver Elementary School District	Steve Ramirez Principal/Superintendent	sramirez@traversd.com 559-897-2755

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.

Traver Elementary School District is a K-8 single school district situated in the northwestern part of Tulare County. The school has an enrollment of approximately 235 students. English Learners comprise 45.5% of the population, 78.3% of the students are designated Socioeconomically Disadvantaged and 0.9% are designated as Foster Youth. Hispanic/Latino students are 97% of the student body.

It is the mission of the board, administration, teachers, support staff and classified personnel, to work as a team committed to guiding our students toward the goal of academic excellence. Stimulating and challenging learning experiences are provided to maximize each student's potential and enhance self-esteem. We are committed to ensuring that our students are in an environment that is clean, safe, and conducive to learning, based on the district's high academic and behavioral expectations of students and staff.

Traver provides instructional materials that are State-adopted with each student having access to the core curriculum through provision of texts in all subject areas for school and home use. Traver School is dedicated to building an effective team of educators, parents, and community, providing exemplary programs that empower students to realize their full potential, becoming life-long learners who are prepared to be productive citizens of a changing world.

Reflections: Annual Performance

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

Traver Elementary conducted a review of its performance using the California School Dashboard data to inform the development of its Local Control Accountability Plan. Below is a data review of the key components of the 2025 School Dashboard (2024-2025 Data).

English Language Arts - 2025 Dashboard Student Group Performance: A significant student group encompasses 30 or more students in the testing group.

All Students: 26.2 points below Standard

English Learners: 47.7 points below Standard

Hispanic: 26 points below Standard

Socioeconomically Disadvantaged: 35.4 points below Standard

Long-Term English Language Learners: 91.1 points below Standard

Math - 2025 Dashboard Significant Student Group Performance: A significant student group encompasses 30 or more students in the testing group.

All Students: 66.7 points below Standard

English Learners: 85.3 points below Standard

Hispanic: 66.9 points below Standard

Socioeconomically Disadvantaged: 77.9 points below Standard

Long-Term English Language Learners: 125 points below Standard

Chronic Absenteeism - 2025 Student Group Performance - Percentage of students absent 18 or more days of an 180 day school calendar (Absent 10% or more of the school year)

All Students: 20.2%

English Learners: 22.2%

Hispanic: 20.8%

Socioeconomically Disadvantaged: 20.3%

Students with Disabilities: 37.5%

Long Term English Language Learners: 13%

Suspension Rate - Percentage of students suspended at least one time in the school year.

All Students: 1.2%

English Learners: 0.8%

Hispanic: 1.2%

Socioeconomically Disadvantaged: 1.4%

Students with Disabilities: 0%

Long Term English Language Learners: 4.3%

Local Benchmark data outcomes also reflect increased students outcomes. Professional development of staff and the consistent delivery of effectively planned and executed instructional delivery have contributed greatly to student academic success.

English Learner (EL) Progress Toward English Language Proficiency (Percentage of English Learners professing at least one growth level on the State ELPAC Assessment)

42.9% of District English Learners made progress toward English Language Proficiency in 2024-25.

Learning Recovery and Emergency Block Grant

Traver Elementary has unexpended LREBG funds for the 2026-27 school year. The additional LREBG funding received for 2025-06 was incorporated for use in Action 1.1 for the next two years (2026-27 and 2027-28). Incorporation of funding into this Action will ensure the ability to cover increased costs of the Action over the next two years.

LREBG-funded action may be found in Goal 1, Action 1.

The Traver needs assessment substantiated findings from the 2024 and 2025 Dashboard results related to academic progress. A review of state and local data indicates maintaining of smaller class sizes is contributing to increased academic achievement outcomes in ELA and Math. Academic outcomes also indicate the importance of maintaining smaller class sizes to more deeply support the needs of English Learners. Based on this, Action 1.1 under Goal 1 directly addresses the need to provide more academic support during first instruction in the classroom. Research findings indicate that one of the most important components related to student learning is best first instruction being effectively delivered and complemented by supportive scaffolding during this instruction. Studies indicate that reducing the number of students in a classroom, coupled with effective first instruction and additional supportive strategies and practices, can increase student academic outcomes. The expectation for student progress is that student performance on state and local assessments will increase at an accelerated pace. This expenditure of LREBG funding aligns with allowable use of LREBG funds to provide additional academic services to address learning recovery.

2024 Dashboard and 2023-24 Local Data

The school is a central hub for the community and the community/families continue to support the school and its staff. The LEA climate is a direct correlation with our staff, students and families. The CA 2024 Dashboard gave a snapshot of the year in five areas.

The first area was Chronic Absenteeism. Traver School's greatest struggle is attendance. Chronic Absenteeism is still a challenge, as indicated by the 2024 Dashboard red color results in this area for the All Students group, as well as for the English Language Learner, Hispanic, and Socioeconomically Disadvantaged student groups. The district average is 21.8% of students are chronically absent, that increased 3.5% from last year. The District is in constant communication with families about the importance of coming to school. The District intends to better educate its families on what constitutes an absence, essentially when to stay home vs. when to send the student to school. Due to COVID still being present and in the news, parents continue to keep their children home when it could only be a cold or cough.

The dashboard showed ELA in yellow on the dashboard, 37 points below standard, a 45 point increase from last year. Math is in the ORANGE. Traver School also saw a decline in Math test scores, 78.5 points below standard, a decline of 5.1 points. There is a correlation with test scores, if students are not present, they are not learning the material that they will be tested on. In the Fall,, the District was made aware that we fell into Differentiated Assistance (DA). In the Spring, the District put together a team and attended meetings at the the county office to put a plan together to try and better our Chronic Absenteeism. We identified the families and students that fall into this category, the district administration, attendance clerk, and a few teachers led the team that attended the DA meetings, and came away with a lot of ideas on bettering this ongoing concern. The second area was Suspension rate.

The suspension rate rose to 1.6%. In the previous year, the district was 0%, with that 1.65 increase it put the district in the ORANGE. The third area was English Language Learner Progress. The LEA continues to see growth from our English Language learners, the dashboard shows that 37.5% our ELs are making progress toward English proficiency, it declined 14. 1%, this has given the district a lot to contemplate. Our English Language Learners are RED on the dashboard.. The District has seen a steady number of students being redesignated each school year; however, our Long Term English Learner's are designated in the RED. The fourth area was English Language Arts. The LEA showed 4.8 point increase; however, we are still 37 points below standard. Our English Language Learners were in the ORANGE and our Hispanic students and socioeconomically disadvantaged students were in the YELLOW. The final area was Mathematics. The data showed the LEA declined by 5.1 points, were 78.5 points below standard and were in the ORANGE. Our English Language Learners were in the RED and our Hispanic and Socioeconomically disadvantaged were both in the Orange.

The District feels and our Educational Partners have informed the District that they are extremely happy Pastries with Parents; Literacy, Math and Science Nights; and how helpful the school is for all of the community needs. The school is the hub of the small town and the District is the resource for everything. Local assessments are what drive our learning and focus. We continually see improvement and enjoy learning from our ELA and Math consultants from the Tulare County Office of Education.

2023 Dashboard and 2022-23 Local Data

The suspension rate on the 2023 Dashboard is BLUE. Traver School has a low expulsion and suspension rate, that is a reflection of our overall climate at school. The LEA climate is a direct correlation with our staff, students and families. The school is a central hub for the community
and the community/families continue to support the school and its staff. The LEA continues to see growth from our English Language learners, the dashboard shows that 49% our ELs are making progress toward English proficiency. Our English Language Learners are GREEN on the dashboard.. The District has seen a steady number of students being redesignated each school year; however, our LTEL's numbers tend to remain stable.

Traver School's greatest struggle is attendance. Chronic Absenteeism is still a challenge, as indicated by
the 2023 Dashboard red color results in this area for the All Students group, as well as for the English Language Learner, Hispanic, and Socioeconomically Disadvantaged student groups. The District is in constant communication with families about the importance of coming to 2024-25 Local Control and Accountability Plan for Traver Elementary School District. The District intends to better educate its families on what constitutes an absence, essentially when to stay home vs. when to send the student to school. Due to COVID still being present and in the news, parents continue to keep their children home when it could only be a cold or cough.

The dashboard showed ELA and Math in ORANGE. Traver School also saw a decline in ELA and Math test scores, this goes hand in hand with attendance. If students are not present, they are not learning the material that they will be tested on.

The District feels and our Educational Partners have informed the District that they are extremely happy Pastries with Parents; Literacy, Math and Science Nights; and how helpful the school is for all of the community needs. The school is the hub of the small town and the District is the resource for everything. Local assessments are what drive our learning and focus. We continually see improvement and enjoy learning from our ELA and Math consultants from the Tulare County Office of Education.

Reflections: Technical Assistance

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

Based on 2024 Dashboard results, Traver Joint Elementary School District became eligible for technical assistance (Differentiated Assistance) under California's educational system of support. This eligibility encompasses a two-year eligibility process (December 2024 - December 2026).

Summary of Differentiated Assistance (Year 1):

The district became eligible for Differentiated Assistance (DA) based on 2024 Dashboard performance of its English Learners in the area of Academics and Chronic Absenteeism. The district received Year 1 technical assistance (Differentiated Assistance) support through the Tulare County Office of Education's (TCOE) Continuous Improvement for Equity series sessions. The district's focused work was in addressing EL Chronic Absenteeism, thereby also address attendance of all students. The district was able to accomplish a lot in the short last half of the school year (2024-25). An attendance team comprised of the Superintendent/Principal, Learning Director, two upper grade teachers (6th and 8th), a primary teacher (TK) and our attendance clerk was formed. The team attended learning and workshop sessions at TCOE which supported the development of a plan of action to address student chronic absenteeism. The result was the implementation a school-wide attendance reward system for those that are consistently at school everyday. Over that summer, the district finalized a new attendance policy that addresses students that are chronically absent and a new SARB policy, which were put into action. Actions 1.6 and 1.9 reflected the outcomes of the DA work.

Summary of Differentiated Assistance (Year 2):

In Year 2 of DA, the district's main DA work was a faithful continuance of the work related to chronic absenteeism but now also additional focused efforts on addressing the academic needs of English Learners, principally in the area of Math and ELA. With the continued support through TCOE's Continuous Improvement for Equity sessions, the district was able to identify where to leverage efforts to ensure the all-around academic needs of EL students were being addressed. The district is focused on increasing and maximizing the skills of its instructional staff by providing quality professional learning opportunities, which has led to an increase in effective lesson planning (including developing targeted lessons for ELs) effective instructional lesson delivery, and increased effectiveness of in-class and out-of-class intervention supports provided. Action 1.8 under Goal 1 reflects this focus. Through increasing the skills of instructional staff, consistently monitoring for evidence of implementation and providing needed support to staff as a group and individually, academic progress will be reflected in English Learner data outcomes. Evidence of effectiveness is already beginning to point toward anticipated continued improvement outcomes for students.

In Year 2, the district also continued to address the school attendance of English Learners by targeting the area of school tardiness. The district created an incentive program recognizing students for consistent punctuality on school arrival. This program has resulted in an increased percentage of ELs, and non-ELs arriving to school on time.

Dashboard 2025 results indicate that TUESD did not meet eligibility criteria to mandatorily participate in technical assistance (Differentiated Assistance) past the current two-year eligibility time span.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Administration	Mr. Ramirez is the principal and superintendent, he is an integral part of the development process. Meeting Administration was held Feb 11 and May 6, 2026. The first meeting consisted of presentation of the 2025 Dashboard and LCAP Mid-Year Update Report, and the comparison of this year and the previous year. The LCAP goals and actions were reviewed to make sure they were still valid and met our needs.
Teachers	All eleven of the district's teachers were met with in person at various times throughout the year. They met specifically for the LCAP on the days listed. Meetings were held in person on campus on Jan 13, May 4, and June 2, 2026. The 2025 dashboard was discussed, compared to previous year and input was sought relating to LCAP Goals and Action progress. An LCAP district survey of teachers was conducted in May 2026 to collect input and feedback on 2025-26 LCAP Actions and seek input relating to any continuing areas of concern, what is working well, and new opportunities to address moving forward.
Other school personnel	The district employs: custodians, instructional aides, grounds man, and cafeteria. The meetings were held in person to consult with other school personnel to specifically discuss the LCAP. Meetings were held in person, on campus, on May 4 and June 2, 2026. The district

Educational Partner(s)	Process for Engagement
	shared student performance data and sought input relating to LCAP Goals and Actions progress. An LCAP district survey of classified personnel was conducted in May 2026 to collect input and feedback on 2025-26 LCAP Actions and seek input relating to any continuing areas of concern, what is working well, and new opportunities to address moving forward.
School Site Council	Made up of 10 elected parents, teachers, school personnel. The SSC was met several times in person and the LCAP was on the agendas of each of the meetings listed. Meetings were held in person Oct 14, 2025, Feb 11, April 23 and May 6 of 2026. Some of the components of these meeting included review of the LCAP Mid-Year Update Report, Review of Title I actions with subsequent approval to include all Federal Title funding in the LCAP and which LCAP Actions will be supported with Title funding. A draft of the LCAP was shared at the May 6, 2026 meeting.
Traver Teachers Association,	7 members. Traver Teachers Association was met with in person on May 4, the 2026 Dashboard and LCAP were discussed as well as, concerns.
Traver Classified School Employees Association-CSEA	15 members. CSEA was met with in person to discuss LCAP. Meeting was held in person May 6, 2026, presentation of 2025 Dashboard and LCAP were discussed.
DELAC-District English Language Acquisition Committee	Made up of 8 English Language Learner Parents. The DELAC committee was met with in- person and LCAP was on the agenda for all three meetings. Meeting was held in person Oct 14, 2025, Feb 11 and May 6 of 2026, once the 2025 Dashboard was released, review of data occurred and ties to LCAP Actions were discussed.
SPED/SELPA- Special Education Parents and Teacher.	The SPED team was met with district administration in-person on three occasions. The LCAP was on the agenda. Meetings were conducted on Oct 14, 2025, and April 15, 2026. Dashboard data relating to performance of Student with Disabilities (SWD) was discussed. Additionally, discussions also included how needs of

Educational Partner(s)	Process for Engagement
	SWD are currently being addressed through LCAP Actions and opportunities for how additional support could be provided. SPED personnel also attended TCOE Directors of Special Education (DOSE) meetings held at the TCOE office on 8/25, 10/06, 11/03, and 12/01, 2025. Meetings were also held on 2/02, 3/02, 4/13, and 6/01, 2026.
Parents/Community	There were three meetings with parents and community members. These were in-person meetings. The link was shared on the REMIND app and our school calendar. Meetings were held in person on campus Oct 15, 2025, April 15, and May14, 2026. An LCAP district survey of parents was conducted in May 2026 to collect input and feedback on 2025-26 LCAP Actions and seek input relating to any continuing areas of concern, what is working well, and new opportunities to address moving forward.
Students	The district has two students (one 7th and one 8th grader) on our PAC that participated in meetings involving LCAP and Dashboard presentations. The district conducted a local survey in grades 3-8 on May 26, 2026 to seek input on LCAP Actions and school engagement.
Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (ELPAC)	SSC members are also part of the PAC. In order to also function as the Parent Advisory Committee for purposes of LCAP development, additional parents and two student representatives were added. Input was sought by these members both during meetings (five times per year) and as participants in the district LCAP Survey in May. A draft of the LCAP was presented for comment and input in May and the district Superintendent responded to comments in-person and in writing, as applicable. The district's DELAC committee members functioned as the ELPAC for purposes of LCAP development. Input was sought by these members both during DELAC meetings (see dates in above DELAC

Educational Partner(s)	Process for Engagement
	section) and as participants in the district LCAP Survey in May. A draft of the LCAP was presented for comment and input in May and the district Superintendent responded to comments in-person and in writing, as applicable.

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

All Educational Partners: Teachers, Administration, School Site Council, school personnel, Teachers Union, Classified Union, SPED, SELPA, parents and students were sought in writing the LCAP. All meetings were held in person. There were notes sent home, reminders on the school marquis, and through the REMIND app to invite and remind partners about meetings. All educational partners were consulted at various times throughout the 2025-2026 school year. At each meeting the 2025 Dashboard was gone over once they were released, along with which Goals and Action are supported by the findings in the Dashboard.

The Teachers were met with: Jan. 13, May 4, and June 2, 2026. Teachers concerns focused on student behaviors, social emotional learning and attendance. The teachers and other staff are working with TCOE staff, Goal 1 Action 6) psychologist, social worker and special education teacher to help our teachers learn better ways to help those students with special needs and/or disruptive student behaviors. Teachers and other school staff have discussed the dashboard findings, and noticing the changes made for attendance and how numbers seemed to be getting better in the classes. They feel that being able to maintain smaller class sizes has made a difference in being able to better address student learning needs. The Chronic Absenteeism went from a red to an orange on the Dashboard. The new red, our Long Term English Language Learner. This all ties into Goal 1, Actions 3 (Paraprofessionals), 6 (Health Services), 7 (Educational Enrichment), 8 (Professional Development) and 9 (Program Director). Goal 1 Action 6 involves our Health Services, social worker, school psychologist and nurse, if necessary. They are all coordinating with Program Director and teachers to ensure attendance and Social Emotional Learning tools. Goal 1 Action 7 is our Educational Enrichment where students earn reward trips and Traver gear, if they are present and mindful of their behaviors. Goal 1 Action 8 involves Professional Development with our teachers and other school staff to ensure they are aware of more tools to utilize in the support of some of our highly emotional and special needs students. District created survey was done in June 2, 2026.

The Classified Staff was met with: May 4 and June 2, 2026. Classified staff had concerns about students behaviors, much like last previous years. The district has seen an uptick in students with behaviors that require more than a simple admonishment (Goal 1 Action 7, Educational Enrichment). The LEA has also seen TK and K students beginning school and don't have the ability to use the bathroom without assistance or are not potty trained (Goal 1 Action 3, paraprofessionals to help with toileting). The cleanliness of classrooms, staff areas, cafeteria is always a high priority. Staff was assured that they are still be disinfected daily as to try to keep sickness at bay, and get our students to school. The program director (Goal 1 Action 9) are what tie a lot of ends together, she ensures that meetings are attended by those that are needed (Goal 1 Action 6, Health Services) They are all coordinating with Program Director, teachers and staff to ensure attendance and Social Emotional Learning tools. Goal 1 Action 6 is our Educational Enrichment where students earn reward trips and Traver gear, if they are present and mindful of their behaviors. Action 8 involves Professional Development with our teachers and other school staff to ensure they are aware of more tools to utilize in the support of some of our highly emotional and special needs students. For toileting, we

are utilizing Actions 3 and 6, in that paraprofessionals are trained and they are handling the bulk of toileting those students that need assistance. A schedule was developed by the Program Director, the paraprofessionals, teachers and students follow the daily schedule of toileting students that need the extra support. The cleanliness of the classrooms was addressed with the principal and then in turn brought about new training for custodians to ensure proper cleaning of all spaces utilized by students and staff. The classified staff were also briefed on our Differentiated Assistance journey, our progress on getting students to school and helping those that are having a difficult time when they are here at school. District created survey was done in June 2, 2026.

School Site Council/ Parent Advisory Committee: Oct 14, 2026; Feb 11, April 23, and May 6, 2026. SSC functions as the PAC at Traver School. At the first meeting of the SSC, the complete LCAP and Dashboard were presented. The CA Dashboard brought up concerns with attendance and test scores, the SSC was concerned about the red area: LTELs. The LCAP was explained and gone through in depth. Parents remained happy with the goals and actions. The data for the goals drew the most attention, in the progress or lack of in certain areas. The group voiced concerns regarding school safety, they loved to see the SRO (school resource officer) on campus once a week and at most of our school events. There were concerns with attendance and test scores, the SSC was concerned about the red areas: LTELs, were pleased to see other areas went up and became orange. The SSC was also concerned about the emotional well being of the students, online and social media safety was a continued concern. Also, discussed at parent meetings was school safety. The school ensured parents that there are plans in place in the event of an incident on campus. This ties directly into Action 6, health services, the school psychologist and social worker work closely with teachers and other staff to ensure students that exhibit emotional stress. The school social worker has presented lessons on Social media safety, anxiety and depression. Attendance was brought up by district program director at the Feb 11 meeting, and discussed the Differentiated Assistance process, who is involved and how we are tracking students and families. We saw a jump in attendance and continued with the Differentiated Assistance meetings. Program director brought up bringing on a social worker, five days a week rather than the four days. A full draft of the LCAP was presented at the May 6, 2025 meeting. The superintendent was present at the meeting to listen to questions or concerns and respond to them.

Parent/Community: Oct 15, 2025; and April 15, 2026. Parents had four concerns: online safety, mental health concerns for older students, attendance and test scores. All families have cell phones now, and parents are concerned about what their children are accessing online. The LEA had the social worker do a series of instructional lessons surrounding online safety, as well as teachers in the classroom. The focus is addressing education of both students and parents to keep students safe online. The second concern revolved around emotional support for students. It was explained to parents that this year, Action 6 (Health services) the district had someone on campus 4 days out of the week that were either psychologist, social worker or social worker intern that were present to help students daily. This school year the students had one social worker two days a week, a social work intern once a week; a psychologist twice a week and a psychologist intern at least once a week sometimes twice. The staff and students felt supported. Those supports were also used to pull students that were recommended for counseling based on parent or teacher recommendation. Goal 1 Action 6 carries the bulk of our Social Emotional Education, supports and tools. The Learning Director brought up the social worker being here 5 days, all parents liked that idea. It was brought to the School Site Council. Action 8 to provide better professional learning environments for our staff as well as our students The third concern was attendance, once numbers were presented to show the importance of being at school, parents were very concerned about what that meant for the school. The parents were also briefed on the Differentiated Assistance journey the district is on. Goal 1 Action 2 provides the fourth concern tagged along with attendance was the test scores. Test scores have decreased, and parents saw the correlation with test scores and attendance. They feel that class sizes do make a difference in students receiving the help they need and impact student

test achievement. Goal 1 Action 2 helps to support all core curriculum with added supplemental material for teachers and students. District created survey was done in May of 2026.

DELAC: Oct 14, 2025; and April 23, 2026: The DELAC committee was pleased with progress on the ELPAC. It showed that 42.9% of students were making progress toward English as compared to 34.9% last year. On the Dashboard, Traver went from a Red to a Yellow, making an 8% increase. English language learners in 2024: ELA Orange, 55.9 pts below and Math was Red, 95.5 pts. below. In 2025: ELA was Yellow, 47.7 pts. below, an increase of 8.2 pts. and Math was Yellow, 85.3 pts. below, increased 10.2 pts. The committee was very pleased with the progress. A full draft of the LCAP was presented at the May 4, 2026 meeting. The superintendent was present at the meeting to listen to questions or concerns and respond to them.

Bargaining Units (Traver Teachers Union (May 4, 2026) and Traver CSEA(May 4, 2026)):Both groups brought up the same concerns as were mentioned in teacher and classified meetings.

SELPA: Oct 15, 2025 and May 4, 2026: Their concerns were social and emotional supports and behavioral supports for students. Goal 1 Actions 6 and 7 are utilized to help with social and emotional support, the extra health services and SEL supports. Group asked questions regarding more supports for students with behavioral needs. An individual responded that we were looking to classify some of the district's IA's and train them for more.

Students (4th-8th grade)(District created survey): May 2026 The students in 4th-8th grade were given the survey at their teachers discretion. Students overall felt that school was a safe place and that adults were responsive to concerns or problems. Students felt heard and seen by school personnel. Students that had been classified as chronic absenteeism last year were interviewed by staff, their feelings varied, most of the younger students gave varying answers, most had to do with parents difficulties getting their children to school. The older children revolved around bedtimes and other family issues as to why they were absence. This led the district to work on a stronger attendance policy, which was implemented in the 2025-2026 school year. The district saw vast improvement in attendance.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	As a result of input from Educational Partners we have determined to address the following goal: Increase student achievement in ELA and Mathematics of all students and sub groups throughout grades K-8.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is a direct result of what we are looking to increase our achievement in ELA and Mathematics, as we are still not meeting what the state criteria is. Our performance levels on the Dashboard in ELA and Math, for all three of our student groups, are performing in the Orange range. The district student performance in ELA is 41.7 points below standard, Math is 73.4 points below standard. Based on district level results all students are in need of support in both ELA and Math, having teachers, paraprofessionals, curriculum, social/emotional support will help to create a well balanced program and student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers Appropriately Assigned and Credentialed	90% of teachers are fully credentialed 90% of teachers were appropriately assigned (2023-24)	100% of teachers are fully credentialed 90% of teachers were appropriately assigned	100% of teachers are fully credentialed 100% of teachers are appropriately assigned	100% of teachers are fully credentialed and appropriately assigned	Fully Credentialed: 10% increase Appropriately Assigned: 10% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024-25)	(2025-26)		
1.2	Percentage of English Learners Progressing at Least One ELPI Level EL Reclassification Rate	46.1% of ELs Progressed at least one ELPI Level (2023 Dashboard) EL Reclassification Rate 5% (2023-24)	34.9% of ELs Progressed at least one ELPI Level (2024 Dashboard) EL Reclassification Rate 22% (2024-25)	42.9% of ELs Progressed at least one ELPI Level (2025 Dashboard) EL Reclassification Rate 6% (2025-2026)	50% of ELs Progress at least one ELPI Level 10% EL Reclassification Rate	Progress of at least one ELPI level: 3.2% decrease Reclassification Rate: 1% increase
1.3	Afterschool Tutoring/Homework Club	50% of students serviced in Afterschool Tutoring or Homework Club (2023-24) 45% of students were serviced in the Extended Learning Program (Mighty Kids Club) (2024-25) 5% of 8th grade students were in Early Bird Algebra (2024-25)	40% of students serviced in Afterschool Tutoring (2024-25) 45% of students were serviced in the Extended Learning Program (Mighty Kids Club) (2024-25) 5% of 8th grade students were in Early Bird Algebra (2024-25)	40% of students serviced in Afterschool Tutoring 25/26 45% of students were serviced in the Extended Learning Program (Mighty Kids Club) (2025- 26) 63% of 8th grade students were in Early Bird Algebra (2025- 26)	75% of students serviced in Afterschool Tutoring or Homework Club	Students serviced in Afterschool Tutoring: No difference Students serviced in the Extended Learning Program (Mighty Kids Club): No difference 8th grade students in Early Bird Algebra: 58% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAASPP ELA Results All Student Groups	All students- 41.5 pts below standard English Learners - 58.2 pts below standard Hispanic - 40.1 pts below standard Socioeconomically Disadvantaged- 41.1 pts below standard (2023 Dashboard)	All Students - 37 points below standard English Learners - 55.9 points below standard Hispanic - 36.7 points below standard Socioeconomically Disadvantaged - 35.7 points below standard Long Term English Language Learners - 58.5 points below standard (2024 Dashboard)	English Language Arts All Students - 26.2 points below Standard English Learners - 47.7 points below Standard Hispanic - 26 points below Standard Socioeconomically Disadvantaged - 35.4 points below Standard Long-Term English Language Learners - 91.1 points below Standard (2025 Dashboard)	All Students - 20 points below standard English Learners - 30 points below standard Hispanic - 20 points below standard Socioeconomically Disadvantaged - 20 points below standard Long Term English Language Learners- 40 points below standard	All Students: Increase of 15.3 points toward Standard English Learners: Increase of 10.5 points toward Standard Hispanic: Increase of 15.1 points toward Standard Socioeconomically Disadvantaged: Increase of 5.7 points toward Standard Long Term English Learners: Decrease of 32.6 points from Baseline
1.5	CAASPP Math Results All Student Groups	All Students - 73.4 points below standard English Learners - 92.5 points below standard Hispanic - 71.9 points below standard	All Students- 78.5 pts below standard a 5.1 pts decline (155 students total) English Learners (Red) - 95.5 pts. below standard	All Students - 66.7 points below Standard English Learners - 85.3 points below Standard	All Students - 50 points below standard English Learners - 70 points below standard	All Students: Increase of 6.7 points toward Standard English Learners: Increase of 7.2 points toward Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 74.8 points below standard (2023 Dashboard)	Hispanic (Orange) - 78.9 pts. below standard Socioeconomically Disadvantaged (Orange) - 79.8 points below standard Long Term English Learners (Orange) - 110.3 pts below standard (2024 Dashboard)	Hispanic - 66.9 points below Standard Socioeconomically Disadvantaged - 77.9 points below Standard Long-Term English Language Learners - 125 points below Standard (2025 Dashboard)	Hispanic - 50 points below standard Socioeconomically Disadvantaged - 50 points below standard Long Term English Learners- 50 points below standard	Hispanic: Increase of 5 points toward Standard Socioeconomically Disadvantaged: Decrease of 3.1 points from Baseline Long Term English Learners: Decrease of 14.7 points from Baseline
1.6	Implementation of academic content and performance standards for all students including ELD standards	ELA-Full and Sustainability ELD-Full Implementation Math-Full Implementation NGSS (Science) - Exploration and Research History-Social Science-Exploration and Research (2023-24)	ELA-Full and Sustainability ELD-Full Implementation Math-Full Implementation NGSS- Exploration and Research History-Social Science-Exploration and Research (2024-25)	ELA - Full Implementation and Sustainability ELD - Full Implementation Math - Full Implementation NGSS - Exploration and Research History/Social Science - Exploration and Research	ELA-Full and Sustainability ELD-Full Implementation Math-Full Implementation NGSS- Full Implementation History-Social Science-Full Implementation	ELA: No difference ELD: No difference Math: No difference NGSS: No difference History/Social Science: No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2025-26)		
1.7	Every pupil in the school district has sufficient access to the standards-aligned instructional materials. Percentage of students, including Unduplicated and those with exceptional needs, that have access to and participate in a broad course of study.	100% 100% (2023-24)	100% 100% (2024-25)	100% of students in the school district have sufficient access to the standards-aligned instructional materials. 100% of students, including Unduplicated and those with exceptional needs, that have access to and participate in a broad course of study. (2025-26)	100% 100%	No difference No difference
1.8	Local Math Benchmark: STAR	23% of students were At/Above Benchmark (2023-24)	25% of students were At/Above Benchmark (2024-25)	32% of students were At/Above Benchmark (2025-26)	40% of students are At/Above Benchmark	9% increase
1.9	Local Language Arts Benchmark: STAR	30% of students were At/Above Benchmark (2023-24)	38% of students were At/Above Benchmark (2024-25)	42% of students were At/Above Benchmark 2025/2026	45% of students are At/Above Benchmark	12% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Percentage of English Learners Making Progress Toward English Language Proficiency	49% (2023 Dashboard)	34.9% (2024 Dashboard)	42.9% (2025 Dashboard)	59%	6.1% decrease
1.11	Parent Education	20% of parents attended (2023-24)	33% of parents attended (2024-25)	36% of parents attended (2025-26))	40% of families attend	16% increase
1.12	Attendance Rate	Per local data (Aeries), Attendance: 93.74% (2023-24)	Per local data (Aeries) Attendance: 94% (2024-25)	Per local data (Aeries) Attendance: 96% (2025-26)	97% of students are in attendance regularly	2.26% increase
1.13	Expulsion Rate	0% of students are expelled (2023-24)	0% of students are expelled (2024-25)	0% of students expelled (2025-26)	0% of students have been expelled	No difference
1.14	Suspension Rate	All Students 0% English Learners 0% Hispanic 0% Socioeconomically Disadvantaged 0% Students with Disabilities 0% (2023 Dashboard)	All Students 1.6% English Learners 0.7% Hispanic 1.6% Socioeconomically Disadvantaged 1.7% Students with Disabilities 0%	All Students: 1.2% English Learners: 0.8% Hispanic: 1.2% Socioeconomically Disadvantaged: 1.4% Students with Disabilities: 0%	All Students less than 1% English Learners less than 1% Hispanic less than 1% Socioeconomically Disadvantaged less than 1%	All Students: 1.2% increase English Learners :0.8% increase Hispanic: 1.2% increase Socioeconomically Disadvantaged: 1.4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long Term English Language Learners 4.3% (2024 Dashboard)	Long Term English Language Learners: 4.3% (2025 Dashboard)	Students with Disabilities less than 1%	Students with Disabilities: No difference Long Term English Language Learners: No difference
1.15	Chronic Absenteeism	All Students 18.3% English Learners 21% Hispanic 18% Socioeconomically Disadvantaged 18.9% Students with Disabilities 33.3% (2023 Dashboard)	All Students 21.8% English Learners 23.6% Hispanic 21.7% Socioeconomically Disadvantaged 21.2% Students with Disabilities 35% Long Term English Learners 4.3% (2024 Dashboard)	All Students - 20.2% English Learners - 22.2% Hispanic - 20.8% Socioeconomically Disadvantaged - 20.3% Students with Disabilities - 37.5% Long Term English Language Learners - 13% (2025 Dashboard)	All Students 5% English Learners 11% Hispanic 9% Socioeconomically Disadvantaged 9% Students with Disabilities 20% Long Term English Learners 5%	All Students: 1.9% increase English Learners :1.2% increase Hispanic: 2.8% increase Socioeconomically Disadvantaged: 1.4% increase Students with Disabilities: 4.2% increase Long Term English Language Learners: 8.7% increase
1.16	Middle School Dropout	0% Middle School Dropout Rate (2023-24)	0% Middle School Dropout Rate (2024-25)	0% Middle School Dropout Rate (2025-26)	0% Middle School Dropout Rate	No difference
1.17						

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

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.

Action 1.1 (Instructional Staff): This Action was fully implemented.

Action 1.2 (Common Core Aligned Supplemental Material): This Action was fully implemented.

Action 1.3 (Paraprofessionals): This Action was fully implemented.

Action 1.4 (response to Intervention): This Action was fully implemented.

Action 1.5 (Extended Learning Programs): This Action was fully implemented.

Action 1.6 (Health Services): This Action was fully implemented.

Action 1.7 (Educational Enrichment): This Action was fully implemented.

Action 1.8 (Professional Development for Staff): This Action was fully implemented.

Action 1.9 (Program Director): This Action was fully implemented.

Action 1.10 (Educational Coaches): This Action was fully implemented.

Relevant Challenges or Successes with the implementation process of Actions under this Goal: Action 1.5, our afterschool program is run so smoothly, parents and kids love it, and action 1.7 funds the fun stuff, this keeps students engaged and coming to 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 1.2 (Common Core Aligned Supplemental Material) - Increased expenditure was due to increased allocation of teacher classroom fund.

Action 1.4 (Response to Intervention) - Decreased expenditure due to only having one teacher instead of two.

Action 1.5 (Extended Learning Programs) - Decreased expenditure due to having purchased all equipment and a lot of supplies in year 1.

Action 1.6 (Health Services) - Decreased expenditure due to losing our Tulare County Office of Education Social Worker.

Action 1.7 (Educational Enrichment) - Increased expenditure due to Attendance rewards, incentives, good behavior.

Action 1.8 (Professional Development for Staff) - Increased expenditure was due to more teachers going to professional trainings.

Action 1.9 (Program Director) - Increased expenditure due to increased work load

Action 1.10 (Educational Coaches) - Decreased expenditure due to less days on campus.

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

Action 1.1 (Instructional Staff): Effective (Contributing Action - Metrics 1.2, 1.4, 1.5, and 1.10) - Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA and Math state assessments. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25.

Action 1.2 (Common Core Aligned Supplemental Material): Effective (Contributing Action - Metrics 1.2, 1.4, 1.5, 1.7 and 1.10) - Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA and Math state assessments. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25. Particular emphasis was placed on ensuring the acquiring and utilizing the ELD supplemental materials to support English Learners. All students in the district had access to these materials.

Action 1.3 (Paraprofessionals): Effective (Contributing Action - Metrics 1.2, 1.4, 1.5, and 1.10) - Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA and Math state assessments. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25. The districts ability to provide effective paraprofessional instructional support in every TK-3rd classroom ensures that more students will be better prepared to succeed in the middle and upper grades.

Action 1.4 (Response to Intervention): Effective (Contributing Action - Metrics 1.4, and 1.5) - Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA and Math state assessments. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25.

Action 1.5 (Extended Learning Programs): Effective - Participating students in these programs receive additional academic support in addition to participating in enrichment opportunities. The extended learning programs enable students to make progress toward expected grade level learning and also connect learning experienced during enrichment activities to grade level learning. This Action also strengthens peer connections, as well as building students' social skills. Effectiveness is definitely connected to results of student academic success.

Action 1.6 (Health Services): Effective (Contributing Action - Metrics 1.12, 1.14, and 1.15) - Over a two-year period (2023-24 to 2024-25) the district student suspension rate has remained very low and even decreased for some student groups. Over the same period, chronic absenteeism has slightly decreased for the largest significant student groups. The overall student attendance rate remains at a high level. This is due in part to the effective efforts of the school counselor, social worker and health care personnel in addressing related student needs.

Action 1.7 (Educational Enrichment): Effective (Contributing Action - Metrics 1.2, 1.4, and 1.5) - Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA and Math state assessments. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25.

Action 1.8 (Professional Development for Staff): Effective (Contributing Action - Metrics 1.2, 1.4, and 1.5) - Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA and Math state assessments. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25. Teachers are able to effectively implement learned best practices and strategies into core content standards instruction.

Action 1.9 (Program Director): Effective (Contributing Action - Metrics 1.2, 1.4, 1.5, and 1.10) - Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA and Math state assessments. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25. The Program Director supports the implementation of the educational program and ensures all students are receiving the services, materials and support, needed to learn and succeed.

Action 1.10 (Educational Coaches): Effective (Contributing Action - Metrics 1.2, 1.3, 1.4, 1.8, 1.9 and 1.10) - Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA state assessment. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25. Metric 1.3 was not utilized to measure the effectiveness of this Action as it did not properly aligned to the Action focus.

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.

Action 1.2 - The Action title was revised from "Purchase Material" to "Common Core Supplemental Material" to more accurately focus the intent of the Action on providing such material to every student.

Action 1.6 - The Metric to measure the effectiveness of Action 1.6 (Health Services) has been revised to more accurately measure the impact of these services on students' ability to engage in school. The Metrics to measure effectiveness are now reflected in Metrics 1.12, 1.14, and 1.15.

Action 1.8 - The Action description has been revised to encompass the merging of this Action with Action 10.

Action 1.9 - Metric 1.9 has been deleted as a measure of progress for this Acton, as it was determined that the remaining measures of progress were more effectively aligned to the Action focus.

Action 1.9 - The Action Description has been revised to more fully describe the responsibilities and duties of the position in supporting the providing of services to students.

Action 1.10 - This Action has been deleted as some components of this Action have been merged into Action 1.8, as doing so will align like services being provided into one Action.

Metric 1.2 - This Metric has been revised from the Percentage of ELs at Level 4 to the percentage of ELs progressing at least one ELPI level. The previous progress measure no longer provided measurement data, and this new method of measurement provides more useful data on EL progress. Metric Title, Yearly Outcomes, and 3-Year Target have all been revised to align. Measurement of Reclassification Rate has not changed.

Metric 1.3 - Metric was revised to include 2024-25 information from the first year of results in the Year 1 Outcome to reflect in the Baseline section, as that year data established the Baseline of those two measurements.

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	Instructional Staff	Employ and retain a highly qualified instructional staff of credentialed teachers in their subject area and are appropriately assigned in order to ensure the providing of experienced and effective teachers in every	$1,393,825.00	Yes

Action #	Title	Description	Total Funds	Contributing
		classroom to increase pupil achievement and engagement and to provide academic student intervention opportunities. LREBG Action: $93,011 Metrics to measure progress: 1.2, 1.4, 1.5, 1.10		
1.2	Common Core Supplemental Materials	Purchase/Develop/Implement Common Core aligned supplemental curriculum with sufficient material for all students: ELA,, ELD, Math, Science, and Social Studies. Particular emphasis will be placed on the purchase of supplemental materials to support the English language acquisition needs of English Learners (ELs) and Long-Term English Language Learners (LTELs)	$30,000.00	Yes
1.3	Paraprofessionals	Continue to provide support in Tk-3 classrooms with highly qualified paraprofessionals to increase student achiveement.	$333,255.00	Yes
1.4	Response to Intervention	Maintain highly qualified Response to Intervention teacher(s) to increase achievement of struggling students (including EL's).	$61,192.00	Yes
1.5	Extended Learning Programs	Provide afterschool and summer school enrichment programs for transitional kindergarten through eighth grade students	$447,092.00	No
1.6	Health Services	Maintain Health Services (Psychologist, Social Worker, and Nurse), to meet the needs of students and their families. This Action addresses the red performance color on the 2024 Dashboard for the Chronic Absenteeism indicator for the All Students groups, English Learner, Hispanic, and Socioeconomically Disadvantaged student groups. The school social worker is being utilized to implement the SARB process, with parent meetings and weekly check-ins with students and families. Concentration Add-on Grant Funding: Social Worker	$126,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Educational Enrichment	In addition to a broad course of study, students will experience Educational Enrichment experiences in and out of the classroom. Musical instruments will be provided as a part of a focus on providing expanded enrichment opportunities for students.	$40,000.00	Yes
1.8	Professional Development for Staff	Provide professional development for all teachers and paraprofessionals. The district will contract with the Tulare County Office of Education to support the effective implementation of Content Standards and quality teaching practices. This will include coaching support to instructional staff related to implementation of ELD standards to most effectively incorporate these standards into mainstream classroom instruction to support the learning and English language acquisition of the district's English Learners (EL) and Long-Term English Learners (LTEL). Through this Action, classroom teachers and paraprofessionals will also participate in professional learning related to effective reading instruction (including Phonics), implementation of best Math and ELA practices, and use of strategic classroom ELD practices and strategies to focus on EL and LTEL support opportunities. This Action also includes the cost of substitutes to enable regular classroom personnel to participate in these professional learning opportunities.	$5,000.00	Yes
1.9	Program Director	Funding for Program Director. The program director ensures that all of the students are receiving a rigorous educational experience in their different classrooms and is responsible for supporting district leadership in the effective implementation of the educational program and services to students in the district. The program director is also being utilized to implement the SARB process, ensuring parent meetings and weekly check-ins with students and families are occurring, as well as informing teachers at weekly meetings and meeting with the superintendent and attendance clerk weekly.	$147,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Educational Coaches (Merged into Action 1.8)	The district will be contracting for a Common Core Coaches for Math and English Language Arts through Tulare County Office of Education in support of the implementation of standards and quality teaching practices. This will include coaching support related to implementation of ELD standards to most effectively incorporate these standards into mainstream classroom instruction and targeted EL and LTEL support opportunities. This Action will be deleted and components of this Action will be merged within Action 1.8 in the 2026-27 LCAP.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	As a result of input from partners we have determined to address the following goal: Continue to improve the basic technology infrastructure, access, and services to fully implement and support the Common Core Standards and the 21st Century skills to support student achievement.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district is currently 1 to 1 with technology, iPad for primary and Chromebooks for upper grade students. The LEA maintains that each student, classroom and teacher be able to access current technology, software and programs to best deliver instruction. This goal is relevant because all assessments for state are digital, ELPAC and CAASPP are both delivered via technology. The goal of the district is to have students, staff and teachers as familiar with them as we can, that way there is not a any apprehension during test time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student access to technology	100% of students have access (2023-24)	100% of students have access (2024-25)	100% of students have access (2025-26)	100% of students have access	No difference
2.2	Chromebook Replacement	70 Chromebooks replaced yearly, cycling out outdated Chromebooks (2023-24)	60 Chromebooks replaced yearly, cycling out outdated Chromebooks (2024-25)	60 Chromebooks replaced yearly, cycling out outdated Chromebooks (2025-26)	70 Chromebooks replaced	Decrease of 10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	iPad Replacement	70 iPads replaced yearly, cycling out outdated iPads (2023-24)	60 iPads replaced yearly, cycling out outdated iPads (2024-25)	50 iPads replaced yearly, cycling out outdated iPads (2025-26)	70 iPads replaced	Decrease of 20
2.4	Computers (desktops/laptops) in classrooms TK-8	40 Computers (desktops/laptops) in classrooms TK-8 (2023-24)	20 Computers (desktops/laptops) in classrooms TK-8 (2024-25)	Metrics outcomes were not Measured in 2025-26, as this metric was discontinued.	40 Computers (desktops/laptops)	No available data
2.5	Student Information Software AERIES	100% of teachers will utilize AERIES to access student information and grades (2023-24)	100% of teachers will utilize AERIES to access student information and grades (2024-25)	100% of teachers utilizing the Aeries system for student information and grading.	100% of teachers will utilize AERIES	No difference

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.

Action 2.1 (Technology Replacement): This Action was fully implemented.

Action 2.2 (Technology Infrastructure): This Action was fully implemented.

Action 2.3 (Software Licenses): This Action was fully implemented.

Relevant Challenges or Successes with the implementation process of Actions under this Goal: There were no particular challenges nor successes with implementation of any Actions under this Goal.

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 (Technology Replacement) - Decreased expenditure was due to we didn't purchase as many devices.

Action 2.2 (Technology Infrastructure) - Increased expenditure was due to increased fiber optics for better WiFi.

Action 2.3 (Software Licenses) - Increased expenditure was due to paid 3 year license Infinity.

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

Action 2.1 (Technology Replacement): Effective (Contributing Action - Metrics 1.2, 1.4, 1.5, and 2.1) - All students in the district have access to technology necessary to access learning and assessment platforms. Much of the districts instructional materials are of a digital format, driving the need for maintaining student access to technology tools. Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA and Math state assessments. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25.

Action 2.2 (Technology Infrastructure): Effective - Maintenance of the technology infrastructure in highly operational condition allowed staff to consistently access digital platforms to deliver student instruction and plan lessons. Student access to necessary educational platforms was uninterrupted, thus enabling access to all learning materials where internet or intranet access was needed. All students in the district have access to technology necessary to access learning and assessment platforms. Much of the districts instructional materials are of a digital format, driving the need for maintaining student access to technology tools. Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA and Math state assessments. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25.

Action 2.3 (Software Licenses): Effective (Contributing Action - Metrics 1.2, 1.4, 1.5, 2.1 and 2.3) - Student access to digital learning platforms is important. Student access to quality educational learning platforms is paramount. With much of student learning tied to use of technology tools and accessing learning materials the district sought to purchase and utilize vetted educational software that would address the identified needs of its students. This continued investment has resulted in academic gains for students. Over a two-year period, all significant student groups have demonstrated increased progress toward Standard on the SBAC ELA and Math state assessments. Although this is not the case for Long-Term English Learners, the English Learner student group did experience an eight percent increase in the percentage making progress toward English language proficiency in school years 2023-24 to 2024-25.

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.

Action 2.1 - The Action title was revised. The Action Description was revised to more directly align to the focus on addressing the identified student need.

Metric 2.4 - This metric has been discontinued, as it provided minimal information on Action effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology Replacement	Students will be provided with technology devices in order to access all learning platforms utilized across the district and at each grade level. This includes use of devices to access the core content instructional material, intervention support programs, and assessment platforms. Student technology will be updated as needed in order to maintain access to learning.	$55,000.00	Yes
2.2	Technology Infastructure	Upgrade and update the WiFi infrastructure and access point for all students to access a wide range of topics in each content area.	$2,500.00	No
2.3	Software Licences	Purchase new and maintain software licenses to support student intervention programs, AR, Math, and EL instructional online materials.	$35,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	As a result of input from partners we have determined to address the following goal: Improve support for all students and families, including parents of unduplicated and exceptional needs pupils, by providing opportunities for increased parental participation, program decision making and learning opportunities.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district continues to find that fostering a strong relationship between home and school produces great rewards. We continue to strive to provide parents with supports for home, in parent education, parenting classes, and fun activities to bring the parents and children together at the school. The Dashboard has shown that we have a high chronic absenteeism rate of 18%. Involving parents and students to work together and our parent nights is one way to provide incentive and projects they can work on cooperatively. Parent input emphasized the significance of providing an inclusive environment that supports and encourages excellent attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Math Night Attendance	25% of parents attended (2023-24)	30% of parents attended (2024-25)	32% of parents attended (2025-26)	30% of parents attended	7% increase
3.2	Literacy Night Attendance	20% of parents attended (2023-24)	24% of parents attended (2024-25)	25% of parents attended (2025-26)	25% of parents attended	5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Science Night Attendance	40% of parents attended (2023-24)	45% of parents attended (2024-25)	45% of parents attended (2025-26)	45% of parents and students attended	5% increase
3.4	Pastries with Parents Attendance	87% of parents attended (2023-24)	92% of parents attended (2024-25)	94% of parents attended (2025-26)	90% of parents and students attended	7% increase
3.5	Parent Conference Attendance as well as Conferences for students with Exceptional Needs	98% of parents/guardians attended (Fall 2023)	98% of parents/guardians attended (Fall 2024)	96% of parents/guardians attended Fall Parent/Teacher Conference (Fall 2025)	98% of parents and students attended	Decrease of 2%
3.6	Back to School Night Attendance	80% of parents/guardians attended (Fall 2023)	85% of parents/guardians attended (Fall 2024)	83% of parents/guardians attended (Fall 2025)	85% of parents and students attended	Increase of 3%
3.7	Open House Attendance	86% of parents/guardians attended (2023-24)	88% of parents/guardians attended (2024-25)	92% of parents/guardians attended (2025-26)	90% of parents and students attended	6% increase
3.8	Parents Meetings (Title I, SSC, DELAC, PAT, etc.)	80% of parents/guardians attended (2023-24)	80% of parents/guardians attended (2024-25)	80% of parents/guardians attended (2025-26)	85% of parents attended	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	Traver Annual Parent Survey will include feedback on parent opportunities for involvement in school decision-making and participation in programs/events that serve all students including Unduplicated Pupils and those with exceptional needs.	90% overall satisfaction rating (2023-24)	92% overall satisfaction rating (2024-25)	90.2% (2025-26)	95% overall satisfaction rating	Increase of 0.2%

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.

Action 3.1 (Parent Education): This Action was fully implemented.

Action 3.4 (Pastries with Parents): This Action was fully implemented.

Action 3.5 (Educational Parent Input): This Action was fully implemented.

Relevant Challenges or Successes with the implementation process of Actions under this Goal: Parent Education continues to be a successful three nights, parents would like to have more.

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 3.1 (Parent Education) - Decreased expenditure was due to no incentives given at each night.

Action 3.4 (Pastries with Parents) - Increased expenditure was due to the higher cost of product for the activity.

Action 3.5 (Educational Partner Input) - Decreased expenditure was due to less meetings.

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

Action 3.1 (Parent Education): Effective - Offering opportunities for parents to be involved in engaging learning activities to contribute to the successful education of their children is important to the district. Facilitating activities such as these not only builds family/school relationships, but it fosters a gaining of knowledge of how parents can help their children be more successful. Per results of a parent survey, 94.1% of responding parents indicated that the school provides opportunities for parents to be involved in school activities.

Action 3.4 (Parents with Pastries): Effective - Relationship-building and the knowledge of the importance of parents is of huge focus for the district. Providing opportunities to celebrate and recognize the importance of parents in the school success of their children builds stronger bonds between the district and families. Per results of a parent survey, 98% of respondents indicated that the school makes them feel welcome when visiting, and 100% of respondents felt a strong sense of belonging to the school community.

Action 3.5 (Educational Parent Input): Effective - Input from parents is important for direction-setting for the district. Input and feedback from this group helps identify what things are working well, what needs some attention, and where new opportunities may lie. Per results of a parent survey, 100% of respondents indicated that the district informs them of ways to get involved, 90.2 % felt the district actively seeks parent input through surveys and meetings, and 84.3% of respondents indicated that parent input is considered with decisions are made.

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

No changes for 2026-27 under this Goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education	Family Education Nights will continue to be instituted annually based on parent education plan. These nights are specifically designed to have parents engage and interact with their children in meaningful and cooperative projects. -Teachers who coordinate ELA, Math, Science Nights -Supplies purchased for ELA, Math, Science Nights	$16,198.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Pastries with Parents	Continue Pastries with Parents to get input on school's programs for all students include those with exceptional needs.	$1,000.00	No
3.5	Educational Partner Input	Parent input will be sought through: -Parent Surveys (Surveys will include safety and school connectedness) -DELAC -Parent Conferences -Title I Meeting -School Site Council -Parent Education Nights	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	As a result of input from Educational Partners have determined to address the following goal: Improve facilities and climate of school environment.	Maintenance of Progress 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.

The district takes its safety of its students and staff seriously, whether its safety on the playground, in the classroom or on the road. All of these help support the maintenance of those Actions. Educational Stakeholders have all responded with concern for students physical and mental health concerns and safety. This goal is how we gage that safety, through surveys, and also ties to Goal 1, program director, school nurse, social worker, and school psychologist.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Facility Inspection Tool (FIT)	FIT rating at least a satisfactory in all areas (2023-24)	FIT rating at least a satisfactory in all areas (2024-25)	FIT rating is satisfactory in all areas. (2025-26)	FIT rating at least a satisfactory in all areas	No difference
4.2	Parent Surveys	65% of parent surveys returned or submitted online 85% of parent surveys respondents report feeling that school	65% of parent surveys returned or submitted online 85% of parent surveys respondents report	92.2% of parent surveys respondents report feeling that school provides a safe environment	70% of parent surveys returned or submitted online 90% of parent surveys respondents	7.2% increase of parent survey respondents reporting feeling that school provides a safe environment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		provides a safe environment 87% of parent survey respondents report feeling that school provides a caring engaging environment (2023-24)	feeling that school provides a safe environment 85% of parent survey respondents report feeling that school provides a caring engaging environment (2024-25)	90.2% of parent survey respondents report feeling that school provides a caring engaging environment (2025-26)	reports feeling that school provides a safe environment 90% of parent survey respondents report feeling hat school provides a caring engaging environment	3.2% increase of parent survey respondents reporting feeling that school provides a caring engaging environment
4.3	Student Surveys	95% of students surveys were submitted online 90% of students surveys respondents report feeling that school provides a safe environment 90% of students surveys respondents report feeling that school provides a caring engaging environment (2023-24)	92% of students surveys were submitted online 93% of students surveys respondents report feeling that school provides a safe environment 96% of students surveys respondents report feeling that school provides a caring engaging environment (2024-25)	80.7% of students surveys respondents report feeling that school provides a safe environment 90.9% of students surveys respondents report feeling that school provides a caring engaging environment (2025-26)	95% of students surveys were submitted online 90% of students surveys respondents reports feeling that school provides a safe environment 90% of students surveys respondents report feeling hat school provides a caring engaging environment	9.3% decrease of student survey respondents reporting feeling that school provides a safe environment 0.9% increase of student survey respondents reporting feeling that school provides a caring engaging environment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Staff Surveys	90% of staff surveys were submitted online 95% of staff surveys respondents report feeling that school provides a safe environment 100% of staff surveys respondents report feeling that school provides a caring engaging environment (2023-24)	90% of staff surveys were submitted online 100% of staff surveys respondents report feeling that school provides a safe environment 100% of staff surveys respondents report feeling that school provides a caring engaging environment (2024-25)	100% of staff surveys respondents report feeling that school provides a safe environment. 100% of staff surveys respondents report feeling that school provides a caring engaging environment. (2025-26)	95% of staff surveys were submitted online 95% of students surveys respondents reports feeling that school provides a safe environment 100% of students surveys respondents report feeling hat school provides a caring engaging environment	Providing a safe environment: No difference Providing a caring engaging environment: No difference

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.

Action 4.1 (Learning Space Furniture): This Action was fully implemented.

Action 4.4 (Meeting Equipment): This Action was not implemented, as there was not a need to replace or add new equipment.

Relevant Challenges or Successes with the implementation process of Actions under this Goal: No challenges.

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

Action 4.1 (Learning Space Furniture) - Decreased expenditure was due to no need for new furniture.

Action 4.4 (Meeting Equipment) - There were no expenditures for this Action. This was due to no meeting equipment being purchased, as there was no need to replace or add new equipment.

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

Action 4.1- Effective: Learning Space Furniture - Per teacher input, the providing of furniture in classrooms that facilitate student engagement has provided a wider breath of opportunities for students to be involved in student co-learning, peer collaboration, and increased options for student activities. Formation of furniture into collaborative grouping in a quick and easy fashion also maximizes instructional time and time-on-task.

Action 4.4- Inconclusive: There was no need to replace or add new meeting equipment.

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.

Metrics 4.2, 4.3, and 4.4 - The overall percentage of surveys submitted is no longer being included in the data outcomes for these metrics beginning with the 2025-26 school year, as the requirement for progress monitoring is to provide data outcomes for percentages related to sense of school safety and connectedness. However, the district will internally track percentage of individuals submitting a response and use this information to inform on communication effectiveness or other matters, as needed.

Action 4.1 - The Action Title and Action Descriptions have been revised to more fully align with the focus of the Action.

Action 4.3 - This Action was reactivated for the 2026-27 LCAP year, as educational partners would like to see campus safety maintained at high levels.

Action 4.5 - This is a new Action in the 2026-27 LCAP. The community is undergoing housing development expansion and anticipates a significant enrollment increase. In order to be able to continue to provide learning environments that maximize students' opportunities for high level academic achievement, new facilities may have to be added to the campus.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Learning Space Furniture	Classroom furniture that increases student engagement with peers, facilitates peer collaboration, facilitates learning, and improves the overall classroom and learning space environment will be provided.	$10,000.00	No
4.2	Safe Playground	Paraprofessional time will be used to provide consistent and safe playground coverage in order to produce a safe learning environment. This Action has been deleted.		
4.3	Truck	Provide for the maintenance safety of students while on campus. This includes maintaining grounds and facilities and requires promptly addressing any situations that may pose a safety risk for students. As the focal point of many community activities, the campus is continually is use. The safety of all educational partners must be considered, and thus additional tools to maintain the safety of all is needed. The district will purchase a school utility truck to maintain school grounds and ensure safety of students, families, and staff. This Action was completed in 2024-25 and was discontinued for 2025-26 , but another utility truck is needed and will be purchased in 2026-27.	$50,000.00	No
4.4	Meeting Equipment	Purchase equipment for assemblies, parent meetings, Parent Education Nights, etc. (projection and sound)	$10,000.00	No
4.5	Portable Classrooms to Maintain Small Class Sizes	Lease portable classrooms to accommodate anticipated enrollment growth resulting from new residential development and maintain smaller class sizes that provide Unduplicated Pupils with increased access to individualized instruction, targeted academic intervention, and supportive learning environments that accelerate academic achievement.	$150,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,027,589	$131,810

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
38.775%	0.000%	$0.00	38.775%

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:** Instructional Staff **Need:** Research studies indicate (D. Goldhber, L. Lavery, and R. Theobald - "Uneven Playing Field? Assessing the Teacher Quality Gap Between Advantaged and Disadvantaged Students") that teacher quality plays the most critical role in a student's success. Research	Recruiting, retaining, and developing high-quality, effective teachers will provide Unduplicated Pupils with teachers that will consistently deliver well-planned and effective lessons while utilizing best practices and strategies. Having high-quality, knowledgeable teachers that know how to scaffold instruction, provide timely intervention, maximize use of instructional materials and expertly monitor progress and assess will enable Unduplicated Pupils to access the content to be mastered and	#1.2 #1.4 #1.5 #1.10

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
	also indicates that many California students in high-poverty schools are taught by the most novice teachers (not fully credentialed, inexperienced, under-qualified) and that students of high-poverty schools are very often performing at academic levels below their non-poverty peers. Traver Elementary has a socioeconomically disadvantaged student population of nearly 92% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2024 Dashboard ELA Results All Students - 37 points below standard English Learners - 55.9 points below standard Hispanic - 36.7 points below standard Socioeconomically Disadvantaged - 35.7 points below standard Long Term English Language Learners - 58.5 points below standard 2024 Dashboard Math Results All Students - 78.5 points below standard English Learners - 95.5 points below standard Hispanic - 78.9 points below standard	assist in closing the achievement gap for these students. Providing high-quality, effective teachers in every classroom is not just paramount for Unduplicated Pupils but all other students will also benefit. Students in the district that are not Unduplicated also exhibit the same academic needs and achievement gaps. In a classroom setting, the high-quality instruction cannot be relegated only to Unduplicated Pupils, and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide the impact to Unduplicated Pupils.	

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
	Socioeconomically Disadvantaged - 79.8 points below standard Long Term English Language Learners- 110.3 points below standard High-Poverty schools also experience higher rates of teacher attrition than non-poverty schools. In Tulare County, which has many small and rural school districts, it can be a challenge to retain teachers, as their leaving is often due to higher-paying positions in other districts (usually the bigger districts), therefore perpetuating the teacher turnover problem. Traver attempts remain competitive with teacher compensation in order to retain, recruit, and develop high-quality and effective teachers. **Scope:** LEA-wide		
1.2	**Action:** Common Core Supplemental Materials **Need:** The academic outcomes of Socioeconomically Disadvantaged and English Learner students demonstrate a need to provide additional supplemental learning supports and resources to ensure access to core content and grade level learning. 2024 Dashboard ELA Results	Providing Unduplicated Pupils with standards-aligned supplemental learning materials (in major content areas) and use of such materials and resources by the classroom teachers will provide these students with other avenues in which to increase subject matter comprehension and lead to learning acceleration. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions	#1.2 #1.4 #1.5 #1.7 #1.10

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
	All Students - 37 points below standard English Learners - 55.9 points below standard Hispanic - 36.7 points below standard Socioeconomically Disadvantaged - 35.7 points below standard Long Term English Language Learners - 58.5 points below standard 2024 Dashboard Math Results All Students - 78.5 points below standard English Learners - 95.5 points below standard Hispanic - 78.9 points below standard Socioeconomically Disadvantaged - 79.8 points below standard Long Term English Language Learners- 110.3 points below standard **Scope:** LEA-wide	taken will inherently benefit a broader group of students, promoting equity and success across the entire student population. Thus, this action is implemented LEA-wide.	
1.3	**Action:** Paraprofessionals **Need:** The identified academic results of Socioeconomically Disadvantaged and English	Instructional paraprofessionals will provide additional learning supports to Unduplicated Pupils in all subject areas via small group instruction, tutoring, one-to-one learning opportunities. They will also assist in monitoring the academic progress of these students. These supports will	#1.2 #1.4 #1.5 #1.10

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
	Learners indicates that providing increased learning supports are needed. 2024 Dashboard ELA Results All Students - 37 points below standard English Learners - 55.9 points below standard Hispanic - 36.7 points below standard Socioeconomically Disadvantaged - 35.7 points below standard Long Term English Language Learners - 58.5 points below standard 2024 Dashboard Math Results All Students - 78.5 points below standard English Learners - 95.5 points below standard Hispanic - 78.9 points below standard Socioeconomically Disadvantaged - 79.8 points below standard Long Term English Language Learners- 110.3 points below standard Additional instructional support staff that are experienced and adequately professionally developed provide additional scaffolding for learning.	be provided during and after school. By providing paraprofessional learning supports to Unduplicated Pupils, students will build academic skills at an accelerated pace. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Response to Intervention **Need:** Maintain highly qualified response to intervention teacher to increase student achievement for ELA The identified academic results of Socioeconomically Disadvantaged and English Learners indicates that providing increased learning supports are needed. 2024 Dashboard ELA Results All Students - 37 points below standard English Learners - 55.9 points below standard Hispanic - 36.7 points below standard Socioeconomically Disadvantaged - 35.7 points below standard Long Term English Language Learners - 58.5 points below standard **Scope:** LEA-wide	Providing high-quality, effective teacher for Intervention will provide additional learning supports to Unduplicated Pupils in ELA via small group instruction, one-to-one learning opportunities. They will also assist in monitoring the academic progress of these students. These supports will be provided during school. By providing intervention learning supports to Unduplicated Pupils, students will build academic skills at an accelerated pace on top of what is being done in the classroom. Although this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit al the students, as many other students exhibited similar needs.	#1.4 #1.5

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
1.6	**Action:** Health Services **Need:** Students have the need of a school nurse to help with medical support along with psychologist, social worker to help support students through social/emotional well-being. Traver Elementary has a socioeconomically disadvantaged student population of nearly 92% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2024 Dashboard Results Chronic Absenteeism-21.8% chronically absent - All Students Hispanic-21.7 chronically absent English Learners 23.6% chronically absent Socioeconomically Disadvantaged 21.2% chronically absent Long Term English Language Learners 4.3% Locally Administered Student Survey- Students were concerned about their own mental health. 6th Grade 25% 7th Grade 32% 8th Grade 45% Counseling Services through Psychologist- sees about 10% of the student population, plus those on consultations for IEPs	Students have access to counselors, nurse, psychologist, and social worker School psychologists can help unduplicated students succeed academically, emotionally, and socially. Research shows that students who receive support from school psychologists achieve better academically. School psychologists can administer assessments to gather information about students, such as achievement tests, intelligence tests, and tests to look at behaviors. School-based mental health services can lead to increased high school graduation rates, higher GPAs, and decreased absenteeism. School social workers can help students build resilience, confidence, and self-efficacy. They can also help students overcome eating disorders and substance abuse issues. School social workers can help students gain problem-solving skills and improve peer relations. School social workers work with teachers, administrators, parents, and community partners to help students reach their potential. They are a link between home, school, and community. By offering health services district-wide, the district ensures that all students, regardless of their background, have access to these enriching services, thereby promoting, equity and excellence.	1.12, 1.14 and 1.15

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
	Social Worker- sees about 27% of the student population **Scope:** LEA-wide		
1.7	**Action:** Educational Enrichment **Need:** Students engaged in a broad course of study, to provide enrichment experiences in and out of the classroom. Traver Elementary has a socioeconomically disadvantaged student population of nearly 89.4% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2024 Dashboard ELA Results All Students - 37 points below standard English Learners - 55.9 points below standard Hispanic - 36.7 points below standard Socioeconomically Disadvantaged - 35.7 points below standard Long Term English Language Learners - 58.5 points below standard 2024 Dashboard Math Results All Students - 78.5 points below standard	Educational enrichment will be used Real-world experience: Field trips allow students to apply what they've learned in the classroom to real-world situations. Hands-on learning: Students can see, hear, and touch the subject matter. Social development: Students can interact with new people, practice talking to new people, and learn how to behave in different settings. Critical thinking: Field trips can help students think about a topic from a different perspective. Cultural exposure: Students can learn about different cultures, cuisines, and traditions. Confidence: Students can feel smart and confident when they step outside of their comfort zone. Academic impact: Field trips can increase test scores and make concepts more memorable. Exposure to playing a musical instrument. Research shows that music can have a positive impact on a student's success in school. By providing Unduplicated Pupils the opportunity to learn to play an instrument, it will increase their engagement in school and the possibility achieving greater academic outcomes. Field trips can be a supplement to learning and can help students make connections between the classroom and the world. They can also be a way for students to engage with content in a variety of	#1.2 #1.4 #1.5

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
	English Learners - 95.5 points below standard Hispanic - 78.9 points below standard Socioeconomically Disadvantaged - 79.8 points below standard Long Term English Language Learners- 110.3 points below standard Approximately 80% of Traver students are socioeconomically disadvantaged. Families do not have the fiscal means to provide opportunities to provide their children with a musical instrument or pay for the lessons to learn to play it. **Scope:** LEA-wide	ways, which can help students who struggle with traditional learning. Studies have shown that field trips and other enrichment opportunities have improved: Academic Performance Graduation Rates Engagement Real Word Application Cultural Awareness Although this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other student exhibit similar needs	
1.8	**Action:** Professional Development for Staff **Need:** Dashboard results indicate the need for additional academic support and learning acceleration for Unduplicated Pupils. Traver Elementary has a socioeconomically disadvantaged student population of nearly 89.4% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. English Learners and Long-Term English Learners are in need of increased effective academic support to accelerate English Language Acquisition and	Professional development will be provided to all staff focusing on English Language Development to support the learning and English language acquisition of English Learners and Long-Term English Learners. This will ensure that instructional staff are learning and implementing the most effective practices and strategies during all focused instructional opportunities (whole class, small group, one-to-one, and intervention) to support EL and LTEL students. Through the guidance of instructional coaches, teaching staff will be supported in the effective implementation of grade level content standards and quality teaching practices, thus guaranteeing	1.2, 1.4, 1.5, 1.8, 1.9, and 1.10

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
	more successful engagement in academic content learning. 2024 Dashboard ELA Results All Students - 37 points below standard English Learners - 55.9 points below standard Hispanic - 36.7 points below standard Socioeconomically Disadvantaged - 35.7 points below standard Long Term English Language Learners - 58.5 points below standard 2024 Dashboard Math Results All Students - 78.5 points below standard English Learners - 95.5 points below standard Hispanic - 78.9 points below standard Socioeconomically Disadvantaged - 79.8 points below standard Long Term English Language Learners- 110.3 points below standard Percentage of English Learners making progress toward English Language Proficiency: 42.9% (2025 Dashboard)	Unduplicated Pupils are recipients of appropriately planned and delivered lesson instruction and intervention in the academic content areas. The district has provides annual professional development focused and prioritized around the identified needs of Unduplicated Pupils. Although this Action is principally directed around the identified needs of the district's Unduplicated Pupils, Dashoard and local assessment results indicate that many Non-Unduplicated Pupils also exhibit academic support needs. Therefore, this Action will be implemented school-wide, so that all students in need of these Action services can participate. According to a research report from the California Department of Education (CDE), professional development can have a significant impact on student achievement: When teachers receive around 49 hours of professional development, their students' achievement can increase by about 21 percentile points. Professional development can help educators: Stay current on new research and teaching methods Prepare for greater responsibilities Boost their confidence Become more creative in tackling new challenges Make better decisions	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.9	**Action:** Program Director **Need:** Program Director integral part of ensuring all facets of program are working together. Traver Elementary has a socioeconomically disadvantaged student population of nearly 89.4% and there is evidence of many student needs, including academic and especially for Unduplicated Pupils. 2024 Dashboard ELA Results All Students - 37 points below standard English Learners - 55.9 points below standard Hispanic - 36.7 points below standard Socioeconomically Disadvantaged - 35.7 points below standard Long Term English Language Learners - 58.5 points below standard 2024 Dashboard Math Results All Students - 78.5 points below standard English Learners - 95.5 points below standard	The program director ensures that all of the unduplicated, EL, and foster youth all receiving a rigorous educational experience and ensure they are provided with the appropriate intervention when they are not meeting content standards. The Program Director assigns Unduplicated students to after school tutorials, refers those in need to summer school and/or extended learning programs that support them in their academic achievement. The program director is the person responsible for the oversight of the schools programs, students (all students and subgroups), and curriculum. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.2 #1.4 #1.5 #1.10

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
	Hispanic - 78.9 points below standard Socioeconomically Disadvantaged - 79.8 points below standard Long Term English Language Learners- 110.3 points below standard **Scope:** LEA-wide		
2.1	**Action:** Technology Replacement **Need:** Students need access to devices to help with instruction 2024 Dashboard ELA Results All Students - 37 points below standard English Learners - 55.9 points below standard Hispanic - 36.7 points below standard Socioeconomically Disadvantaged - 35.7 points below standard Long Term English Language Learners - 58.5 points below standard 2024 Dashboard Math Results	All schools' teachers (and students) need access to technology and its infrastructure for access to curriculum and needed information for increased achievement. While technology will have the greatest impact on our unduplicated students, we believe that all students' teachers should have access to high quality, up-to-date technological devices and training for maximum student engagement and quality instruction. Access to technology and the internet is crucial for our unduplicated students on school campus for several reasons: Equal Opportunity for Learning: Technology and internet access ensure that all students, regardless of their socio-economic background, have equal access to educational resources. At risk students often come from disadvantaged backgrounds where they may not have access to these resources at home. Providing access at school helps level the playing field and ensures they can compete academically. Enhanced Learning Opportunities: The internet provides a vast repository of information, educational tools, and multimedia resources that	#1.2 #1.4 #1.5 #2.1

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
	All Students - 78.5 points below standard English Learners - 95.5 points below standard Hispanic - 78.9 points below standard Socioeconomically Disadvantaged - 79.8 points below standard Long Term English Language Learners- 110.3 points below standard **Scope:** LEA-wide	can enrich learning experiences. It allows students to explore subjects beyond the limitations of traditional textbooks, engage in interactive learning activities, and access up-to-date information that may not be available in print. Personalized Learning: Technology enables personalized learning experiences tailored to individual student needs and learning styles. Educational software and apps will provide adaptive learning experiences, allowing at-risk students to progress at their own pace and receive targeted support where needed. Improved Engagement and Motivation: Integrating technology into education can increase student engagement and motivation. At-risk students, who may struggle with traditional teaching methods, will benefit from interactive and multimedia-rich content that makes learning more engaging and relevant to their lives.	
2.3	**Action:** Software Licences **Need:** Software licenses are utilized daily in the classroom to help with instruction and assessments. Students need access to current software to help deliver instruction of curriculum, enhance Unduplicated student interaction, make education accessible through remediation if necessary, across the curriculum. 2024 Dashboard ELA Results	Utilizing software to help support and reinforce core curriculum is essential. Providing access at school helps level the playing field and ensures Unduplicated students can compete academically. The difference software is used to enhanced learning opportunities: Technology. It enables personalized learning experiences tailored to individual student needs and learning styles. Educational software and apps will provide adaptive learning experiences, allowing Unduplicated students to progress at their own pace and receive targeted support where needed. In order to most effectively and efficiently implement this action to address the need of	#1.2 #1.4 #1.5 #2.1 #2.3

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
	All Students - 37 points below standard English Learners - 55.9 points below standard Hispanic - 36.7 points below standard Socioeconomically Disadvantaged - 35.7 points below standard Long Term English Language Learners - 58.5 points below standard 2024 Dashboard Math Results All Students - 78.5 points below standard English Learners - 95.5 points below standard Hispanic - 78.9 points below standard Socioeconomically Disadvantaged - 79.8 points below standard Long Term English Language Learners- 110.3 points below standard **Scope:** LEA-wide	Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
4.5	**Action:** Portable Classrooms to Maintain Small Class Sizes **Need:** The district proposes to use LCFF Supplemental and Concentration funding to	By providing sufficient learning space to allow the classroom enrollment sizes to remain at levels beneficial to Unduplicated Pupils' learning, these students can be provided increased support to accelerate achievement. Smaller class sizes will allow instructional staff to dedicate additional time to these students through smaller student group or	1.4, 1.5, 4.1

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
	lease portable classrooms in response to significant anticipated enrollment growth resulting from new residential development within the community. This action is principally directed toward meeting the needs of the district's Unduplicated Pupils, who comprise approximately 80% of total enrollment, by preserving the smaller class sizes that have been a key component of the District's educational program. Local and state data demonstrate a continued need to accelerate academic achievement for Unduplicated Pupils. According to the 2025 California School Dashboard, English Learners performed 47.7 points below standard in ELA and 85.3 points below standard in Mathematics, while Socioeconomically Disadvantaged students performed 35.4 points below standard in ELA and 77.9 points below standard in Mathematics. Long-Term English Learners demonstrated the greatest need, scoring 91.1 points below standard in ELA and 125 points below standard in Mathematics. These data confirm that significant achievement gaps remain and that Unduplicated Pupils require continued access to instructional environments that maximize individualized academic support. Maintaining smaller class sizes through the addition of portable classroom space is an evidence-based strategy that directly supports these students. Smaller classes enable teachers to provide more individualized	one-to-one instructional opportunities. Smaller classes will enable teachers to provide more individualized instruction, targeted intervention, timely feedback, and also build stronger relationships with Unduplicated Pupils. The providing of sufficient facility space to allow for the maintaining of classroom environments maximized to provide for the learning needs of Unduplicated Pupils will ensure they have the highest probability for academic achievement and all-around success. As reflected in the results of the 2025 Dashboard and locally collected data, the need to provide instructional spaces conducive to maximizing and accelerate learning opportunities is not just a need of Unduplicated Pupils. Other pupil groups in the district exhibit this same need as well. Also, it is not equitable to not provide other students the benefit outcomes of smaller class sizes. For these reasons, this Action will be implemented on a district-wide basis to address the learning needs of all students.	

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
	instruction, targeted intervention, timely feedback, and stronger relationships with students—supports that are particularly critical for English Learners, Socioeconomically Disadvantaged students, and Long-Term English Learners. The District attributes much of its progress in narrowing achievement gaps, maintaining low suspension rates, improving benchmark performance, and fostering positive school climate to its longstanding ability to sustain smaller class sizes. The anticipated enrollment increase would significantly increase class sizes if additional classroom facilities are not provided. Larger classes would reduce opportunities for differentiated instruction and intervention, diminish teacher capacity to address individual learning needs, and increase the likelihood of classroom management challenges that disproportionately affect students requiring additional academic and social-emotional support. Because approximately four out of every five students enrolled are Unduplicated Pupils, these adverse impacts would fall overwhelmingly on the student groups generating the Supplemental and Concentration funding. Research further supports this investment. Studies summarized by the Brookings Institution have found that smaller class sizes in elementary schools improve academic achievement, increase student engagement, strengthen teacher-student interactions, and reduce behavioral disruptions. These findings		

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
	align with the District's local experience, as teachers and families consistently identify smaller class sizes as one of the most important factors contributing to student success. Accordingly, leasing portable classrooms represents an increased and improved service for the district's Unduplicated Pupils because it preserves the instructional conditions necessary to provide the individualized attention, targeted interventions, and positive learning environment these students require to accelerate achievement, close persistent performance gaps in English Language Arts and Mathematics, and continue making progress toward meeting state academic standards. **Scope:** LEA-wide		

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.

TK through 6th grade all have instructional aides in the classroom all day to help with small group and one on one instruction alongside the highly qualified credentialed teacher. The LEA is utilizing the concentration grant funding to pay for additional time in of the 9 classroom aides (Action 1.3). This funding will also be utilized to fund the social worker position (Action 1.6)

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	2,650,114	1,027,589	38.775%	0.000%	38.775%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,296,170.00	$569,342.00	$0.00	$48,889.00	$2,914,401.00	$2,486,401.00	$428,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,393,825.00	$0.00	$1,292,965.00	$93,011.00	$0.00	$7,849.00	$1,393,825.00	
1	1.2	Common Core Supplemental Materials	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	
1	1.3	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$333,255.00	$0.00	$333,255.00	$0.00	$0.00	$0.00	$333,255.00	
1	1.4	Response to Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$61,192.00	$0.00	$61,192.00	$0.00	$0.00	$0.00	$61,192.00	
1	1.5	Extended Learning Programs	All	No			All Schools	On-going	$407,092.00	$40,000.00	$0.00	$416,331.00	$0.00	$30,761.00	$447,092.00	
1	1.6	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$124,620.00	$2,000.00	$91,620.00	$35,000.00	$0.00	$0.00	$126,620.00	
1	1.7	Educational Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	
1	1.8	Professional Development for Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$5,000.00	$0.00	$5,000.00				$5,000.00	
1	1.9	Program Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$147,219.00	$0.00	$136,940.00	$0.00	$0.00	$10,279.00	$147,219.00	
1	1.10	Educational Coaches (Merged into Action 1.8)														

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Technology Replacement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$55,000.00	$30,000.00	$25,000.00	$0.00	$0.00	$55,000.00	
2	2.2	Technology Infastructure	All	No			All Schools	On-going	$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	
2	2.3	Software Licences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$35,000.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00	
3	3.1	Parent Education	All	No			All Schools	On-going	$14,198.00	$2,000.00	$16,198.00	$0.00	$0.00	$0.00	$16,198.00	
3	3.4	Pastries with Parents	All	No			All Schools	On-going	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
3	3.5	Educational Partner Input	All	No			All Schools	On-going	$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	
4	4.1	Learning Space Furniture	All	No			All Schools	On-going	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
4	4.2	Safe Playground														
4	4.3	Truck	All	No			All Schools	2026-27	$0.00	$50,000.00	$50,000.00				$50,000.00	
4	4.4	Meeting Equipment	All	No			All Schools	On-going	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
4	4.5	Portable Classrooms to Maintain Small Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2028	$0.00	$150,000.00	$150,000.00				$150,000.00	

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
2,650,114	1,027,589	38.775%	0.000%	38.775%	$2,205,972.00	0.000%	83.241 %	**Total:**	$2,205,972.00
								LEA-wide Total:	$2,205,972.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Instructional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,292,965.00	
1	**1.2**	Common Core Supplemental Materials	Yes	LEA-wide	English Learners	All Schools	$30,000.00	
1	**1.3**	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$333,255.00	
1	**1.4**	Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,192.00	
1	**1.6**	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,620.00	
1	**1.7**	Educational Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
1	**1.8**	Professional Development for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Program Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,940.00	
2	2.1	Technology Replacement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.3	Software Licences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
4	4.5	Portable Classrooms to Maintain Small Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,759,401.00	$2,780,001.00

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**	Instructional Staff	Yes	$1,393,825.00	1,403,948
1	**1.2**	Purchase Material	Yes	$30,000.00	105,000
1	**1.3**	Paraprofessionals	Yes	$333,255.00	352,157
1	**1.4**	Response to Intervention	Yes	$61,192.00	43,574
1	**1.5**	Extended Learning Programs	No	$447,092.00	336,524
1	**1.6**	Health Services	Yes	$126,620.00	81,374
1	**1.7**	Educational Enrichment	Yes	$40,000.00	66,692
1	**1.8**	Professional Development for Staff	Yes	$5,000.00	20,548
1	**1.9**	Program Director	Yes	$147,219.00	181,030
1	**1.10**	Educational Coaches	Yes	$45,000.00	38,000
2	**2.1**	Replace Technology	Yes	$55,000.00	35,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Technology Infastructure	No	$2,500.00	25,000
2	2.3	Software Licences	Yes	$35,000.00	80,000
3	3.1	Parent Education	No	$16,198.00	8,673
3	3.4	Pastries with Parents	No	$1,000.00	1,340
3	3.5	Educational Partner Input	No	$500.00	100
4	4.1	Replace Furniture	No	$10,000.00	1,041
4	4.2	Safe Playground			0.00
4	4.3	Truck (completed in 2024-25)			0.00
4	4.4	Meeting Equipment	No	$10,000.00	0.00

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)
981,778	$2,100,972.00	$2,072,027.00	$28,945.00	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	Instructional Staff	Yes	$1,292,965.00	1,312,342		
1	1.2	Purchase Material	Yes	$30,000.00	20,000		
1	1.3	Paraprofessionals	Yes	$333,255.00	288,233		
1	1.4	Response to Intervention	Yes	$61,192.00	43,574		
1	1.6	Health Services	Yes	$91,620.00	81,374		
1	1.7	Educational Enrichment	Yes	$40,000.00	42,692		
1	1.8	Professional Development for Staff	Yes	$5,000.00	0.00		
1	1.9	Program Director	Yes	$136,940.00	168,812		
1	1.10	Educational Coaches	Yes	$45,000.00	0.00		
2	2.1	Replace Technology	Yes	$30,000.00	35,000		
2	2.3	Software Licences	Yes	$35,000.00	80,000		

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)
2,535,379	981,778	0.00	38.723%	$2,072,027.00	0.000%	81.725%	$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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