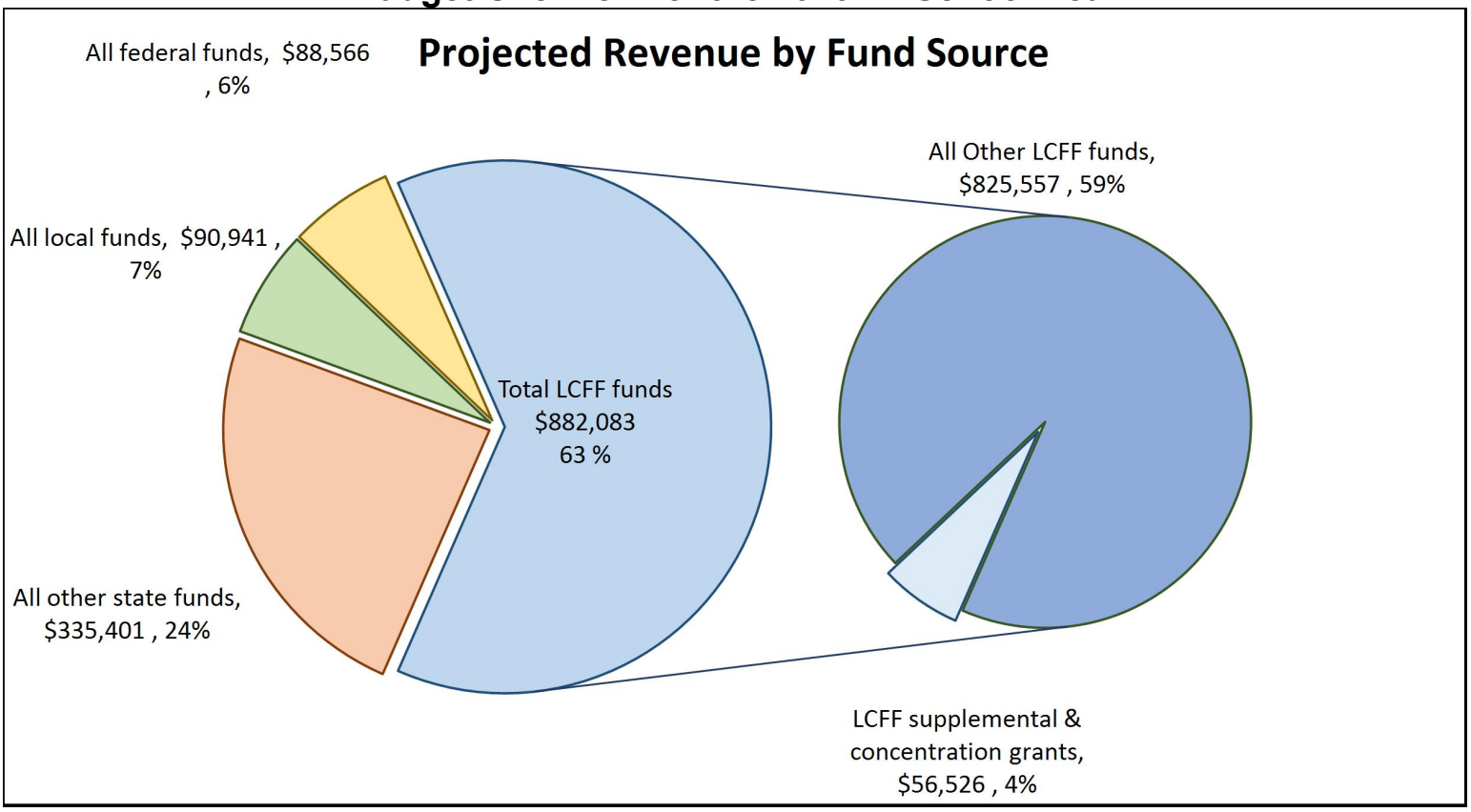
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Manchester Union Elementary School District
CDS Code: 23-65573-6025134
School Year: 2026-27
LEA contact information:
Stephanie Herrera
Superintendent/Principal
sherrera@muesd.us
707-882-2374

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

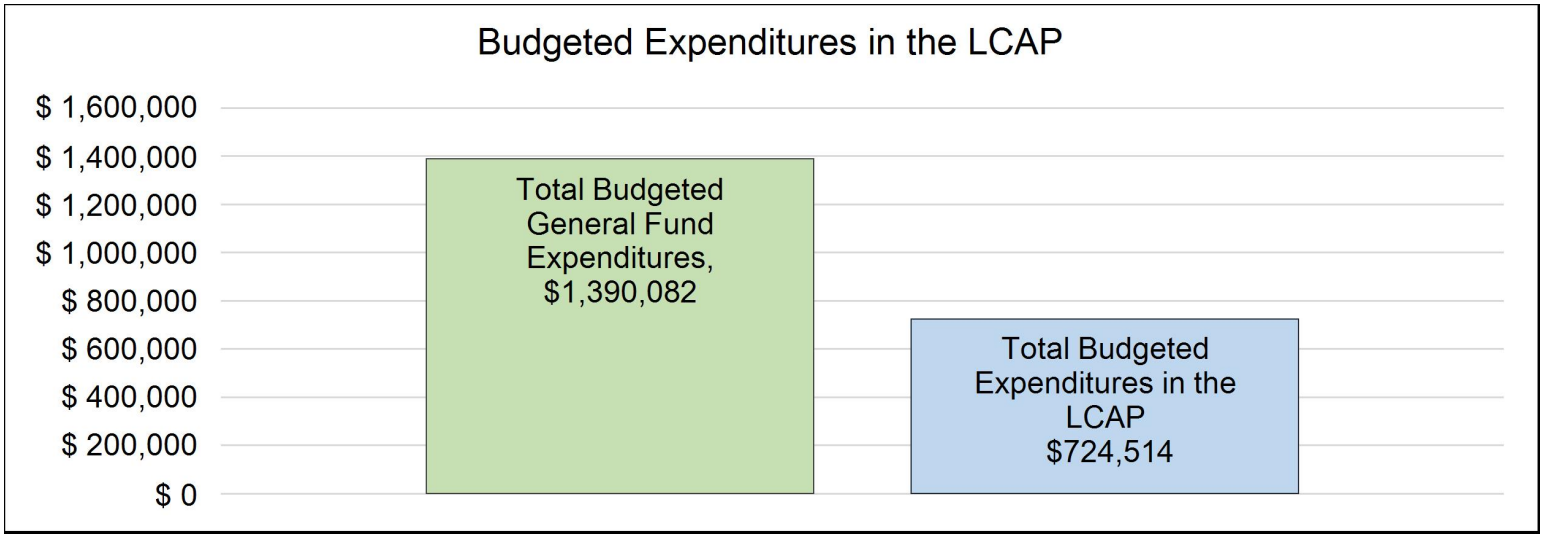


This chart shows the total general purpose revenue Manchester Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Manchester Union Elementary School District is $1,396,991, of which $882083 is Local Control Funding Formula (LCFF), $335401 is other state funds, $90941 is local funds, and $88566 is federal funds. Of the $882083 in LCFF Funds, $56526 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 Manchester Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Manchester Union Elementary School District plans to spend $1390082 for the 2026-27 school year. Of that amount, $724514 is tied to actions/services in the LCAP and $665,568 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

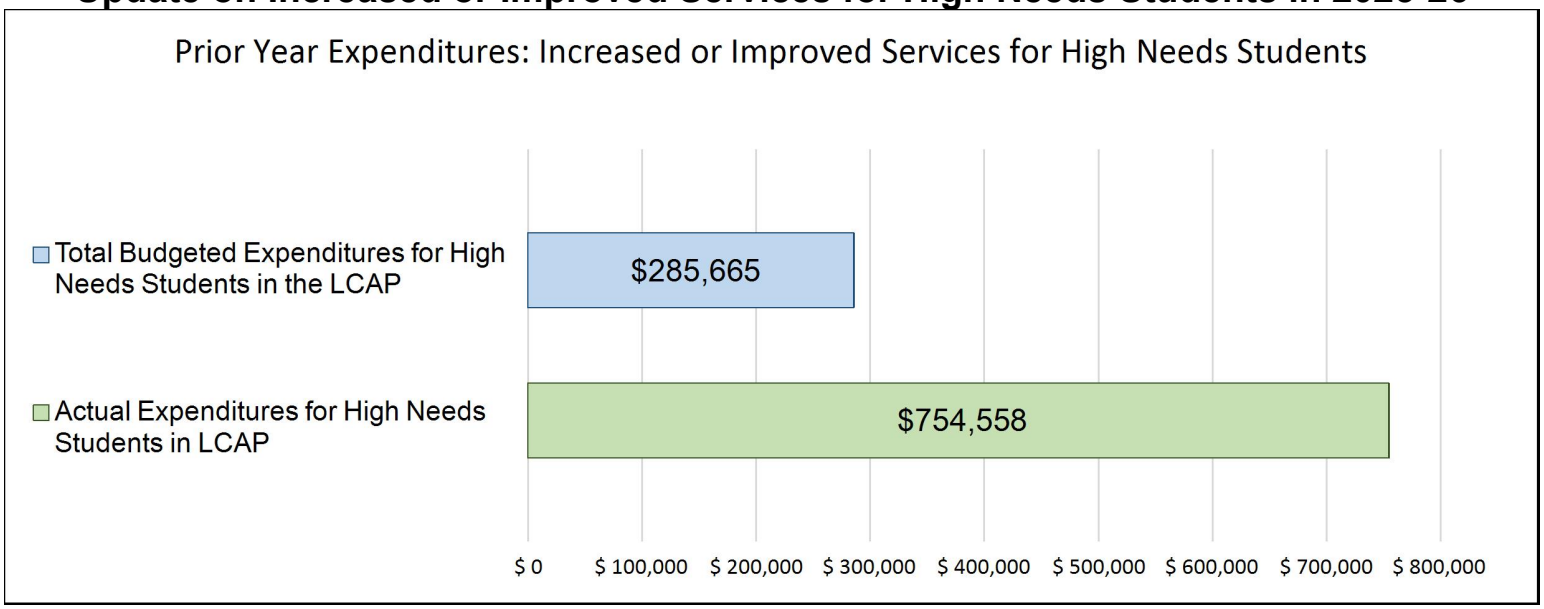
The following classes of expenditures are not included in the LCAP: Administrative and Clerical salaries and benefits; Operational costs such as custodial services, utilities and facility repairs; Special Education services.

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

In 2026-27, Manchester Union Elementary School District is projecting it will receive $56526 based on the enrollment of Foster Youth, English learner, and low-income students. Manchester Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Manchester Union Elementary School District plans to spend $392440 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 Manchester Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Manchester Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Manchester Union Elementary School District's LCAP budgeted $285665 for planned actions to increase or improve services for high needs students. Manchester Union Elementary School District actually spent $754558 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Manchester Union Elementary School District	Stephanie Herrera Superintendent/Principal	sherrera@muesd.us 707-882-2374

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.

We are a public TK-8 school district on the picturesque Mendocino coast, boasting multi-grade classrooms in an idyllic setting. Students and staff enjoy outdoor learning opportunities, including our robust school garden, composting, and easy access to place-based learning through local field trips. The town of Manchester is located on the coast, among rolling pastures, vast hillsides of forestland, and the rugged surf of the Pacific Ocean. Residents enjoy an active, outdoor lifestyle and represent a range of social, economic, and educational backgrounds. Manchester School thrives on this diversity and is focused on a sense of belonging for all students and families powered by caring, trusting relationships.

Manchester is one of California's 200 schools with an enrollment of one hundred students or less, allowing for a unique educational experience as a public, dual-language, micro-school where all students can truly experience personalized learning. Our classes are small and our staff are dedicated, enjoying teacher autonomy and project-based learning. Throughout the day, students rotate through small-group learning stations, engaged in high-quality, personalized learning while gaining biliteracy in English and Spanish. We are focused on the power of multiliteracy, teaching our students to read, write, and speak in both English and Spanish. Starting in TK-2nd grade, students are immersed in early Spanish literacy and instruction in Spanish for 60% of their day with 40% of their day being in English. With each year of school, students are introduced to more English until promoted to high school as biliterate scholars, with biliteracy pathway recognition. Manchester's students matriculate to the Point Arena Joint Union High School system.

Community partnerships are a key component of our district as we seek to support whole-child, whole-family, and the whole community by integrating wrap-around support services on-site, extending learning time, and exercising collaborative practices between school and

community. We offer the Expanded Learning Opportunities Program (ELOP), paired with our After School Education and Safety (ASES) program to all of our students as a 9.5-hour day, with free before-school, after-school, and an 8-hour summer school program. Our ELOP/ASES programs focus on Environmental Education and choice-based, interest-based, enrichment activities. Through our community partnerships, our middle school students are able to participate in hands-on internships with local experts in the area based on their career interests. The highly engaging experiences allow for mentoring relationships, real-world connections, and learning beyond the school walls. Further, students have access to the arts and music during the school day and through our after-school program. The enrichment classes are taught by experts in the field and at facilities in our community, including gymnastics, dance, theater, kayaking, swimming, weight training, etc.

Our school vision is: At Manchester Elementary School, all students feel a sense of belonging as members of our safe and caring school community. Staff and students are active contributors to individual and collective well-being. Our students are multiliterate and prepared for a complex, global world as positive agents of change for our community and the planet. We believe that relationships and personalized learning within a healthy environment are directly connected with academic success and will lead to all students reaching their full potential. Our vision is grounded in four pillars:
Responsible members of a micro-school, powered by caring, trusting relationships.
Multiliterate, critical thinkers engaged in hands-on, inquiry-based, and personalized learning and teaching.
Leaders of collective well-being for self, others, and the planet as a Community School.
Growing the future and globally aware, as positive agents of change in environmental equity and justice.

Approximately 30% of the students attending Manchester are on inter-district transfers, 67% of our students are socioeconomically disadvantaged, and 33% are English Learners. 22% of students identify as American Indian; 4% Asian/Pacific Islander; 75% white; and 53% Hispanic. 57% of students' native language is English, and 53% have a native language other than English, which lends itself to a naturally rich language environment conducive to dual-language programming.

As part of our dual-language program, we provide a team-teaching model throughout the grade levels with four to five teachers. There are approximately 5.6 students for every 1 credentialed teacher, maintaining a small student-to-teacher ratio. The instruction is based on each teacher's strengths in specific subject areas as well as the language for which the subjects are taught. Additionally, we have one part-time resource specialist teacher, a part-time maintenance worker, a part-time custodian, a director of human resources, a part-time director of business services, a part-time administrative assistant, and a superintendent/principal.

Reflections: Annual Performance

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

According to the California School Dashboard, 42.9% of all students were chronically absent during the 22-23 school year, 34.8% of students socioeconomically disadvantaged were chronically absent 22-23SY, 36.4% of English Learners were chronically absent during the 22- 23 school year. In the 2023-2024 school year, there was a 35.7% chronic absenteeism rate. For the 24-25 school year, 36.8% of students were chronically absent. For the 2025-2026 school year, the chronic absenteeism rate is 35.7%. This performance measure, along with the

attendance rate, which reached 90.2% for the 2025-2026 school year, is continuing to trend in the right direction. However, there is the goal of continuing to decrease chronic absenteeism.

Further, according to the 2025 California School Dashboard, overall, students are not meeting grade-level standards on the English Language Arts assessment or the Math assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8. Overall school performance was 26.6 points below the ELA state standard and 69.8 points below the Math standard for the 22-23 school year. While student performance is not meeting expectations according to the school performance accountability systems, new strategies were implemented and piloted during the 23-24 school year, which are reflected in the 24-25 LCAP. These strategies are research-based and more aligned with the goals and metrics that will be used moving forward. Based on these shifts, the theory is that these actions will significantly improve the state academic performance measures and individual growth for each of our students.

Further, local data was captured in a more robust and thorough methodology by adopting the Youth Truth Survey (as a third-party organization) to measure the experiences of our educational partners. The survey is administered while maintaining confidentiality and measures constructs known to contribute to high-performing schools. Students, families, and staff contributed to the survey, and the participation rate continues to exceed past participation rates in historical surveys. The survey measured the following constructs: Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, Relationships, Obstacles to Learning, Civic Readiness, Students' Voice & Leadership, and Inclusion. In reviewing this local data, there are many areas of strength, and there are identified areas of need. This information was used to help inform the strategies and goals for the 24-27 LCAP.

Finally, local data discovered through a root cause analysis helped to identify the barriers that may be contributing to high levels of chronic absenteeism and low state assessment performance levels. Strategies for the new LCAP cycle directly reflect theories of action for addressing these barriers so that our rates of attendance and academic performance improve and that growth is observed in each of our students. Additionally, the school went through a Comprehensive Needs Assessment in partnership with the School Site Council, staff, and parents to take into account information to develop a school-wide Title I program.

Reflections: Technical Assistance

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

Not applicable

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.

Manchester Elementary School

Support for Identified Schools

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

A comprehensive support and improvement plan has been developed for our one-school school district. The LCAP and SPSA are written with the support of the comprehensive improvement at the forefront: student attendance is the priority. A needs assessment was conducted through parent, staff, and student surveys, and incorporating the concerns of direct service providers: teachers, instructional aides, administrators, and other school personnel. The support for the development of the comprehensive support and improvement plans has come through the facilitation of educational partner meetings inclusive of root cause analyses. Additionally, support for obtaining student voice in decisions and in understanding learning barriers was integrated throughout the process and will continue to be. Further, consultation partnerships have been implemented, a re-aligned vision was developed, and data analysis was conducted to develop a robust school vision that aligns all of the goals to research-based strategies and meaningful metrics. The LEA will support the school by continued progress monitoring and support for implementing the strategies. Additionally, the LEA will seek additional funding opportunities to ensure that barriers to student attendance and learning are removed.

Monitoring and Evaluating Effectiveness

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

Funds have been used to support the needs assessment and root cause analysis by providing professional development and facilitation days with staff to continuously monitor and evaluate the plan. Additional expenditures necessary to bring educational partners together have been utilized to facilitate and participate. Funds were also used to ensure effective data, research, and program evaluation were in place by exploring programs such as third-party organizations for robust surveying, as seen with Youth Truth. Data dives will be conducted with educational partners to make the results transparent and to inform the effectiveness of our school improvement strategies. Funds may also be used for the facilitation of the process and for consultation as needed. Capacity building related to the process of a root cause analysis as well as the strategic research-based interventions, will also be implemented. Expenditures related to ensuring student voice is empowered as part of the analysis and development of the plan will also be incorporated into the root cause analysis process. This continuous cycle of analyzing data, robust feedback gathering (from all educational partners with student voice at the center), authentic engagement, and budgeting for such activities will support the monitoring and evaluation of the plan in supporting student and school improvement. It is necessary to note that Manchester District/School was not on the list of districts/schools to receive CSI funding for the 2025-2026 school year and CSI funding for the 26-27SY has not yet been established. Manchester Elementary will also be participating in the Community Engagement Initiative which will help to support comprehensive support and improvement efforts.

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
Certificated and Classified staff including teachers, principal/superintendent, local bargaining group members, and other school personnel	On August 22nd, 2023, there was facilitation for a full-day professional development. All staff engaged in multiple Visioning and feedback exercises. The data and feedback were integrated into a project workstreams document and a prioritization of the goals through a System Change projects tool. This tool was used to inform the continuous improvement strategies for the 23-24 LCAP as well as to help inform ongoing strategies and metrics for the 24-27 LCAP. On August 19, 2025, there was a facilitation for a full-day professional development where further visioning and feedback exercises were conducted. The team further analyzed data and research related to the synthesis of over 2100 meta-analyses related to achievement by John Hattie. This collaborative work and discussion helped to further shape strategies and metrics. The staff revisited the vision and strategies at the staff development day held on March 20, 2026, and throughout the 2025-2026 school year during monthly staff check-ins and meetings.
Certificated staff including teachers, principal/superintendent, and local bargaining group members	On November 1, 2023 the staff meeting was facilitated with teachers to further develop the school vision based on student needs and creatively problem-solving on how to meet such needs from a system level. The discussions led to tiered support and a desire to further enhance the environmental literacy and program provided to students. During the 2025-2026 school year, the team determined that having a dedicated role to help build the systems needed for a tiered system of

Educational Partner(s)	Process for Engagement
	support for both academics and mental health was collectively decided. Throughout the 2024-2025 and 2025-2026 school years, the administration and staff held weekly meetings to discuss instruction, interventions, and how to improve the personalization of support and rigor for students.
Staff, Families/parents, and Students	From November to- December 15, 2023, the district purchased a research-based third-party survey organization to deliver the Youth Truth survey to all educational partner groups. The Youth Truth survey was administered to students, staff, and families. The research-based survey provided a confidential way for educational partners to provide feedback and also measured research-based constructs shown to contribute to high-performing schools. Further, the research tool is aligned with LCAP development and continuous progress monitoring of metrics. During the 2024-2025 and 2026-2026 school years, this survey was again administered to families, teachers, staff, and students. The data was used to help measure progress and to incorporate feedback into further development and implementation of the LCAP goals and strategies. This data has further informed continuous improvement.
Students, staff, community members, and families/parents	In addition to formal surveying, informal empathy interviews were conducted with multiple educational partnership groups. The empathy interviews helped to provide clear strategies, needs, and goals. The interviews continued throughout the 2024-2025 and 2025-2026 school years and helped to shape the professional development staff engaged in. Administration and teachers also presented to families at a local preschool and gathered feedback on the programming and educational focus that families desire in the coastal area. This feedback helped to shape some of the decisions for TK programming and for facility upgrades.
School Site Council/District Advisory Committee/Parent Advisory Committee/Wellness Committee (Certificated and Classified staff including teachers, principal/superintendent, local bargaining group members, and parents).	February 27, 2024, reviewed the mid-year LCAP metrics and reflections. The committee provided consultation and feedback on progress as well as important strategies to focus on to inform the 24-25 LCAP. During the 2024-2025 school year, the Council engaged in a comprehensive root cause analysis and helped to identify strategies and develop a Title I, Part A Schoolwide Program based on student

Educational Partner(s)	Process for Engagement
	needs to be brought to the School Board for formal adoption. Throughout the 2025-2026 school year, the site council reviewed the plans and provided feedback.
Staff Engagement Professional Development (certificated staff including teachers, principal/superintendent, and local bargaining group members)	March 22, 2024, full-day staff professional development/engagement of further strategies based on emerging themes from the past 6 months of educational partner feedback. Teachers attended multiple professional development trainings during the 2024-2025 and 2025-2026 school years, aligned with the LCAP goals. Administration and teachers attended the California Association for Bilingual Education in Long Beach (2025) and again in San Francisco (2026). Teachers with students attended the High Tech High Graduate School of Education in San Diego in 2025 to inspire transformation and to learn about project-based learning. Professional development opportunities are continuously made available for teachers and have also included coaching that will be in place for the 2026-2027 school year in partnership with the Mendocino County Office of Education.
School Site Council/District Advisory Committee/Parent Advisory Committee/Wellness Committee (Certificated and Classified staff including teachers, principal/superintendent, local bargaining group members, and parents).	September 2023- May 2026 Monthly meetings with educational partners: reviewed Youth Truth survey data, plans, and LCAP. Engaged in continuous feedback and consultation. Developed a Title I, Part A, Schoolwide Program plan.
School Site Council/District Advisory Committee/Parent Advisory Committee/Wellness Committee (Certificated and Classified staff including teachers, principal/superintendent, local bargaining group members, and parents).	There is an ongoing review of survey feedback on Youth Truth Survey. Sought feedback multiple times with staff in monthly meetings. Conducted a root cause analysis related to absenteeism and state assessment results, which helped to inform the 24-27 LCAP goals and strategies. The process is continued throughout the year with the School Board, and the LCAP/SPSA is brought to both the council and the Board for formal approval in May/June of each year.
Certificated staff including teachers, principal/superintendent, and local bargaining group members	In May 22, 2024, staff reviewed the LCAP and provided feedback. The purpose was to determine the accuracy in reflecting feedback and educational partners' contributions in the development of the LCAP. Meetings with staff, including bargaining group members, further informed the development of the 2024-2027 LCAP plan prior to going to the Public Hearing. Throughout the 2024-2025, and 2025-2026 school years, the goals and strategies, as well as data monitoring, were brought to staff meetings and ongoing data analysis and visioning exercises.

Educational Partner(s)	Process for Engagement
Community/families, School Board, staff, principal/superintendent	June 11, 2024 LCAP Public Hearing June 10, 2025 LCAP Public Hearing June 9, 2026 LCAP Public Hearing

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

Overall, the LCAP was developed based on the feedback of educational partners and an extensive transformation took place based on this feedback which is evident both in the plan and on the ground at the school. Each action taken to consult with staff, teachers, administrators, other school personnel, parents, students, and the community, was then integrated into the development of the new District/Sc vision with 4 aligned pillars that are strategic in reaching the vision. Further, each pillar was represented in the LCAP as one of the four goals for student growth and academic achievement. The strategies that were then developed were also based on research and the feedback from the families, students, and staff. The Youth Truth survey was incredibly methodological and allowed for a greater level of data analysis. This process was robust and had a high participation rate from all educational partner groups. This feedback was reviewed in many meetings and further helped to inform and influence the development of the LCAP. This process will continue to be utilized to engage in continuous consultation and feedback from educational partners with the purpose of monitoring the progress of the plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The district will reduce rates of chronic absenteeism for all students by implementing actions that promote relationships, student connectedness, student voice, and by providing engaging hands-on learning experiences based on student interest. (Priority 5: Student Engagement; Priority 6: School Climate; Priority 3A: Parental Involvement and Family Engagement])	Broad Goal

State Priorities addressed by this goal.

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.

This goal was developed in response to the needs identified by data analysis, educational partners surveys of staff, families, and students, and input from community partnerships.
The analysis of the California School Dashboard indicates a continued need for chronic absenteeism to be addressed. The baseline data from the 22-23SY data indicated that 42.9% of students were chronically absent, missing 10% or more school days during the 22-23SY. The trend of chronic absenteeism has been evident and the most recent 22-23 data was a 25.2% increase from the previous year.
Baseline YouthTruth survey data further showed:
*YouthTuth Engagement Summary Measure: describing the degree to which students perceive themselves as engaged with their school and their education was at the 47th percentile.
*YouthTruth Relationship Summary Measure: describing the degree to which students feel they receive support and personal attention from their teachers was in the 58th percentile.
*YouthTruth Belonging and Peer Collaboration Summary Measure: describing the degree to which students feel welcome at their school and have collaborative relationships with their classmates was at the 66th percentile.
*Youth Truth Culture Summary Measure: describing the degree to which students believe that their school fosters a culture of respect and fairness was in the 64th percentile.

Student perceptions are connected to academic outcomes, so it's important to understand their perspectives through the student and educational partners' feedback of the YouthTruth survey. Research further shows that students who believe they have a voice in school are more likely to be academically motivated than students who do not believe they have a voice. Student voice shows to be linked to experiencing higher levels of self-worth, engagement, and purpose in school. A student's level of effort and persistence is a critical factor that affects achievement. The benefits of social-emotional learning has also shown to increase social-emotional skills, academic performance, mental wellness, healthy behaviors, school climate and safety, and lifetime outcomes. (https://casel.org/fundamentals-of-sel/what-does-the-research-say/).

Additional themes from educational partners included:
*A desire for STEAM programming, outdoor learning, and internships
*MTSS and SEL programming
*Hands-on learning experiences that students enjoy, with more opportunities for movement.
*Parents and students want students to like going to school and look forward to attending school.
*Interventions are provided for students who struggle with reading so they can access content and improve confidence, removing the barrier of reading difficulties to be able to achieve academically.

The district plans to improve rates of chronic absenteeism through actions that support and improve student learning and will measure progress toward this goal using the metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	*School student attendance rate (Priority 5: Student Engagement Metric) [Data Source: California School Dashboard]	88.7% attendance rate for the 22-23SY	87% attendance rate for the 2024-2025SY (June 2025)	90.2% attendance rate for the 2025-2026SY (June 11, 2026)	98%	3.2 point increase in the attendance rate from the 2024/2025 school year and a 1.5 point increase from the 2022/2023 baseline school year.
1.2	*Chronic absenteeism rate (Priority 5: Student Engagement Metric) [Data Source: California School Dashboard]	42.9% of students were chronically absent, missing 10% or more of the school days during the 22-23SY In the 2023-2024 school year, there was a 35.7% chronic absenteeism rate.	2024-2025SY 36.8% chronic absenteeism rate	2025-2026SY 35.7% Chronic absenteeism rate	Reduce the chronic absenteeism rate to 10%	Improved by 7.2% over three years Improved by 1.1% from last school year. Overall trending in the right direction.
1.3	Socioeconomically disadvantaged students chronically absent	34.8% of students socioeconomically disadvantaged were	56% of students socioeconomically disadvantaged	50% of students socioeconomically disadvantaged were chronically	Reduce the chronic absenteeism rate to 10% for	From the last school year, chronic absenteeism for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[Data Source: California School Dashboard]	chronically absent 22-23SY	were chronically absent 24-25SY	absent for the 2025-2026SY	socioeconomically disadvantaged students.	this subgroup improved by 6%. However, this is still 15% higher than the baseline data. The number of students qualifying as socioeconomically disadvantaged has increased over the past 3 years.
1.4	English Learner students chronically absent [Data Source: California School Dashboard]	36.4% of English Learners chronically absent 22-23SY	33% of English Learners chronically absent 24-25SY	40% of English Learners chronically absent for 25-26SY	Reduce the chronic absenteeism rate to 5% for English Learners.	Improved by 3.4% from baseline to the 2024/2025 school year. However, a 3.6-point increase from the baseline data to the 2025/2026SY. However, this also represents only 4 students, so the population size is small.
1.5	Number of students chronically absent [Data Source: California School Dashboard]	2022-2023: 15 students chronically absent	2024-2025: 12 students chronically absent (May 30, 2025)	2025-2026SY: 10 students chronically absent	<4 students	3 less students were chronically absent from year one to year two. 5 fewer students are chronically absent in the 2025/2026 school year from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	YouthTuth Engagement Engagement Summary Measure describing the degree to which students perceive themselves as engaged with their school and their education. (Priority 6: School Climate local survey measure) [Data Source: Local data, Youth Truth Student Survey]	Dec. 2023: 47th percentile	Dec. 2024: 95th percentile- Goal met	Dec. 2025 22nd percentile	75th percentile	25 points decline from the baseline data.
1.7	Youth Truth Relationship summary measure describes the degree to which students feel they receive support and personal attention from their teachers. (Priority 6: School Climate local survey measure)	Dec. 2023: 64th percentile	Dec. 2024: 57th percentile- Goal not met	Dec. 2025 57th percentile- maintained	75th percentile	7 point decline from the baseline data.
1.8	YouthTruth Belonging and Peer Collaboration summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates. (Priority 6: School Climate local survey measure)	Dec. 2023: 66th percentile	Dec. 2024: 88th percentile- Goal met	Dec. 2025 84th percentile- Goal met	75th percentile	22 point improvement/increase from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[Data Source: Local data, Youth Truth Student Survey]					
1.9	The percent of middle school students will be placed in a meaningful hands-on internship with regular participation.	This is a new program without baseline data. Currently, zero students have access to internships.	28% from 23-24SY pilot	Research and placement program design with manual and descriptions. Need to explore if this program will be for 6th-8th grade students or only 8th grade. There was not an 8th-grade class during the 2025/2026SY	100%	Goal not met yet
1.10	*Middle School Dropout Rate (Priority 5: Student Engagement metric)	0	0	0	0	Maintained
1.11	*Student suspension rate (Priority 6: School Climate metric)	0	0	0	0	Maintained
1.12	*Student expulsion rate (Priority 6: School Climate metric)	0	0	0	0	Maintained
1.13	Youth Truth survey culture summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness (Priority 6: School Climate local survey measure)	Dec. 2023: 64th percentile	Dec. 2024: 93rd percentile- Goal met	Dec. 2025 80th percentile- Goal Met	75th percentile	29 point improvement/increase from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[Data Source: Local data, Youth Truth Student Survey]					
1.14	Youth Truth survey culture summary measure describes the degree to which students feel safe at school (Priority 6: School Climate local survey measure)	Dec. 2023: 75th percentile	Dec. 2024: 93rd percentile- Goal Met	Dec. 2025- 92nd percentile- Goal Met	90th percentile	18 point improvement/increase from the baseline data.

Goal Analysis [2025-26]

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

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

The middle school internship program was not effectively implemented this school year as barriers were experienced in partnering with some of the business of interest. Further, the organization we partner with had a turnover of leadership and the main lead person is no longer with the organization. A handbook and process was able to be created. There were no 8th graders in the 2025/2026SY. However, the team is exploring if the internships will be made available to all middle school students (grades 6 ,7, 8) or if the program should be focused on 8th grade students only. The project based learning implementation was stronger in the previous year which the team believes contributed to higher reported levels of student engagement. The team will need to continue to explore the best balance for teaching students the academic skills needed for math and language, while also applying this to the project applications.

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.

The cost of a mentor coordinator stipend was not actualized due to the 8th grade internship program not running this year without an 8th grade class. The funding planned for the reading screener also ended up being a free program through the University of California, San Francisco. Additionally, not all the STEAM funds were used in the planned manner, given that staffing for the art and music program was unfilled for half of the school year. Most of our outdoor learning field trips ended up being minimal costs, and the planned expenses were not required. Transportation expenses were also higher because a second van was necessary in order to implement many of the strategies, including transportation to and from the before and after-school programs, transportation to the enrichment activities off-site, and to support the internship program in the near future.

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

We have been able to continue to improve our chronic absenteeism rates and attendance rates. Further, our culture measures of students feeling safe at school and feelings of respect and fairness increased significantly. The actions appear to be effective and will need to continue to be a focus of our efforts. Hiring a school psychologist to also help continue these efforts will only further support our progress.

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.

Reflections support continuing with the same goals, metrics and outcomes and moving from initial implementation to full implementation in our final year of our LCAP.

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	Middle School Internship Program	Implement a Middle School internship program for students to have hands-on experience and exposure to career fields of interest by collaborating with local organizations, businesses, and community experts to be mentors and offer off-site, real-world, and hands-on learning experiences. Create and hire for a stipend position to help coordinate the partnerships, scheduling, and matching of these opportunities. Career-connected learning has been shown to have a positive impact on absenteeism.	$1,979.00	Yes
1.2	STEAM Program	Implement a STEAM-focused program during the instructional day and during the after-school/summer school program. Design and build a maker space classroom for students to have access to hands-on, interest-based learning that focuses on inquiry instruction while incorporating the sciences, technology, engineering, the arts, and mathematics.	$7,580.00	No
1.3	Place-Based and Outdoor learning	Provide students with place-based learning through field trips to engage students in their local community and to increase student engagement. Provide experiences such as a trip to the Pacific Education Environmental Center, create outdoor classrooms, greenhouses, and gardens to increase engagement, health, and wellness, environmental education, and actions		No

Action #	Title	Description	Total Funds	Contributing
		for the well-being of the planet. Place-based outdoor learning programs will focus on ways to promote global awareness as positive change agents in environmental equity and justice.		
1.4	Restorative Practices	Provide training and facilitation to staff and students to systematize a restorative practices framework. Create and hire for a stipend position to help build and implement the framework and training.	$18,842.00	No
1.5	Student Leadership Program	Build a student leadership program and conduct regular meetings to engage students in the co-planning, design, and implementation of strategies to foster daily attendance, build relationships, and exercise collaborative decision-making related to the school and the community.		No
1.6	Youth Truth Survey	Administer the Youth Truth Survey to educational partner groups of students, families, and staff with the purpose of seeking parent input and student input in making decisions for the district/school. [Priority 3A: Parental Involvement and Family Engagement]	$5,000.00	No
1.7	Trauma-informed learning environment	Create a trauma-informed school and classroom environment inclusive of foster and homeless youth, providing students with access to therapeutic services. Staff will be trained on adverse childhood experiences (ACE's) and classroom practices to support the mental health of all students. Create a stipend position for a Community Liaison who will be specifically focused on systematizing ways for engaging families, attendance, and outreach.	$18,842.00	Yes
1.8	Multi-tiered Systems of Support and Social-emotional Learning	Develop and implement a cohesive MTSS system inclusive of a SEL curriculum, such as the research-based RULER program out of Yale Center for Emotional Intelligence. Develop and implement a cohesive MTSS system that focuses on early academic screening, tier I instruction, intervention, and data collection/analysis for English learners, foster youth, low income students and students with disabilities; however, we will be	$18,842.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementing it LEA-wide because the systems of support will be helping everyone. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)		
1.9	Reading intervention	Implement an early reading screener, Dyslexia specialist training, research-based intervention program, and systematize data to ensure interventions are in place and working to improve reading for English learners, and students with special learning needs.	$6,103.00	Yes
1.10	Transportation	Personalize transportation as much as possible by increasing bus stops, and expanding routes, to ensure that transportation does not serve as a barrier to student participation and attendance in school; prioritizing low-income students, English Learners, foster, homeless, and students with special needs.	$40,442.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will experience high levels of academic achievement, first and second-language proficiency, and cross-cultural understanding by having access to a high-quality, personalized, Dual Language Immersion education program that is inquiry-based and builds conceptual understanding. (Priority 4: Student Achievement; Priority 7 Course Access; Priority 1: Basic; Priority 2: Implementation of State Standard)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified by data analysis, educational partners surveys of staff, families, and students, and input from community partnerships.

*State assessments indicated that only 18% of students met or exceeded math standards, and only 47% met or exceeded ELA standards for 2022/2023 school year.
*The English Learner Reclassification Rate was 33% in 2022/2023 school year.
*The Youth Truth academic challenge was in the 32nd percentile in December 2023
*Both native Spanish-speaking families and non-native Spanish-speaking families expressed the desire for Spanish instruction to be provided by the school. Informal empathy interviews with families, regardless of the native language spoken in the home, presented the theme of wanting to bring Spanish instruction into the school. The community described historical harm where Spanish wasn't seen as an asset and would like to ensure multiliteracy is celebrated and seen as an incredible strength/skill.
*The organic population of our students shows that 57% of students' native language is English, and 53% have a native language other than English, which lends to a naturally rich language environment conducive to dual-language programming.
*Some native Spanish-speaking students were not showing progress in reading and writing in either their native language or the English language
*Feedback from educational partners emphasized the asset of being multilingual. While many students are able to speak both languages, families expressed a desire for writing and reading instruction to be addressed.
*Data from the Youth Truth family survey demonstrated a discrepancy in how families who speak Spanish experience school when compared to families whose native language is English.
*Given the diversity of the area in which we live, cross-cultural understanding, belongingness, and bridging divisions were a desire expressed by multiple educational partner groups.

*The request and advocacy for a before and after-school program was a strong theme emerging from families and students. Given the rural location of our school, many students do not have access to play and other activities when not at school. Further, homework help and support, or additional instruction and enrichment options, were not available to students after school hours. Given that many parents work, the school bell schedule was not aligned with work schedules and made it difficult for parents to transport.
*The request for summer programming was similar to the request and reasons above for before and after-school programming.

Research shows that early literacy in a student's native language can lead to increased literacy in other languages. Research also shows that expanding learning time can help support students' academic growth. Focusing on student strengths and building their multiliteracy skills will help to prepare students for a global world. During our 23-24 pilot year of dual language instruction and continuing over the past school year, qualitative data showed progress for a group of students in their confidence and willingness to speak in both languages, read, and write.

The district plans to improve levels of academic achievement and language proficiency through the described actions and metrics below.

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 performance on statewide standardized assessments (Math, ELA, PFT, and ELPAC California Assessment of Student Performance and Progress (Priority 4: Student Achievement metric) [Data Source: California School Dashboard]	A. Math 18% Met or Exceeded Standard (22-23SY) 69.8 points below standard; 23-24 SY 66.6 points below standard B. ELA 47% Met or Exceeded Standard (22-23SY) 26.6 points below standard; 23-24SY 71.1 points below standard	A. Math: 46.7% of students improved their score from the prior year; 108.5 points below standard, declined 41.9 points B. ELA: 66.7% of students improved their score from the prior year, 65.5 points below standard, increased 5.6 points	TBD- State testing concluded June 10, 2026	A. Math 40% Met or Exceeded Standard B. ELA 60% Met or Exceeded Standard *75% of students improve their score from the previous year	TBD
2.2	*The English Learner Reclassification Rate (Priority 4: Student Achievement metric)	2022-2023: 33% reclassified	Fewer than 11 students tested (7 student total). Evidence of	ELPAC testing concluded May 29, 2026	55%	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	[Data Source: California School Dashboard]		improvement, but did not meet reclassification criteria.			
2.3	*Proficiency rates in both English Language and Spanish Language	Will establish a baseline once the assessment tool is determined for the Spanish language proficiency rate. English proficiency rate for 2023-2024: 69%	100% of students in grades 3-8 participated in the Spanish Language Assessment for the first time. Of the 20 students tested, 25% scored a level 2 on a 3-level scale (Beginning, Progressing, Well-developed); 10% of the students tested scored a 3 on one or more of the three CS constructs (Listening, Reading, Writing).	TBD- CSA results are estimated to be officially release in early September 2026.	*English proficiency rate: 80% of students will reach a (Level 2 "Developing" or Level 3 "Proficient") on the ELA CAASPP. *50% of students to reach a "progressing level" on the CSA and 10% to reach a "well-developed" level on the CSA.	TBD
2.4	*The percentage of English learner students who make progress towards English proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) (Priority 4: Student Achievement metric)	2022-2023: 86% improved their level on the ELPAC	2024-2025: 75% of the students with baseline ELPAC data from the previous year, improved their English proficiency scores and 25% progressed to the next level on the ELPAC based on the three ELPAC domain levels	TBD- ELPAC testing concluded in May of 2026.	95% improved level on the ELPAC	TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Well Developed, Somewhat to Moderately Developed, and Beginning to Develop).			
2.5	*Youth Truth student survey (Different Backgrounds measure)	Dec. 2023: 13th percentile	Dec. 2024: 22nd percentile	Dec. 2025 85th percentile- Goal Met	75th percentile	Improvement of 9 points
2.6	Youth Truth student survey academic challenge summary measure describing the degree to which students feel they are challenged by their coursework and teachers.	Dec. 2023: 32nd percentile	Dec. 2024: 63rd percentile	Dec. 2025 69th percentile- improved	75th percentile	Improvement of 31 points
2.7	-Biliteracy Pathway Recognition	Establish a baseline based on pathway recognition at the end of the 24-25SY	In process	In process	100% of students will receive biliteracy pathway recognition in one of the three recognitions available: Biliteracy Program Participation Recognition Home Language Development Recognition Biliteracy Attainment Recognition	None

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.

There were not significant differences in the planned implementation of our strategies and actions except for dual language instruction with our youngest grades. The dual language teacher for the TK-1st grade classroom did not return for the 2025-2026 school year, so the percentage of Spanish language instruction for the younger students was less than the planned dual language model. The younger students did continue to receive early literacy Spanish instruction throughout the entire school year daily.

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.

The Dual Language Consultant was not required for a second year. However, our team of teachers and the administrator attended the CABE conference, but the associated expenses were covered by the County Office of Education. The expenses associated with the After School Program and Summer Program were greater due to staffing needs and student needs. Additionally, the planned funding for collaboration was not needed as we were able to creatively schedule staff to allow for collaboration time. The increase in expenditures for high-quality educators for personalized learning had to do with an increase in the salary schedule and an increase in the health insurance cap provided by the district for staff. There was approximately an 11%+ salary raise to the schedule, and the health cap also increased to $22000 paid for eligible employees.

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

Our metrics suggest we are on target to meet this goal and will continue to make progress in academic achievement and dual language literacy. The academic achievement data on the CAASPP for the 20204-2025 school year decreased significantly, however 46.7% still improved their math skills and 67% increased their English Language Arts skills. We look forward to seeing how students have progressed in the current year once all of the data is available. As there was a stronger emphasis on intervention during the 2025-2026 school year when compared to the previous year.

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

In reflection on practice, our initial implementation will be strengthened with full implementation for the final year of the LCAP. We are actively hiring a dual language teacher with the goal of having a 90-10 dual language model for the 2026-2027 school year. Further, we plan to implement a project-based learning framework that remains transdisciplinary and inquiry-based to ensure that student engagement increases while still focusing on academic skill development in math and language.

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	Inquiry-based, transdisciplinary curriculum framework	Research, identify, and implement a cohesive framework that builds conceptual understanding, incorporates the CA state standards, leverages instructional strategies, and infuses a learner profile that will be developed for the school.	$6,161.00	No
2.2	Dual-language curriculum implementation	Implement a dual language curriculum that embeds support in both first and second language proficiency. Ensure that the master schedule is designed to allow sufficient time for designated English language development (ELD) instruction for EL students at all grade levels and common core standards for English learners in both English and Spanish. (Priority 2:Implementation of State Standards; Priority 7 Course Access: A broad course of study including courses described for grades 1-6)	$2,000.00	Yes
2.3	Curriculum adoption and implementation across all content areas	Engage in the process of curriculum adoption for robust curriculum across all content areas to ensure that every student has sufficient access to the standards-aligned instructional materials (Priority 1: Basic) and the implementation of state board-adopted academic content and performance standards for all students (Priority 2: Implementation of State Standard). The emphasis will be on a curriculum adoption process engaging key stakeholders and focusing on the content areas of need: science, early literacy Spanish, Health, Environmental Literacy, Physical Education, Spanish, and student leadership. (Priority 7 Course Access: A broad course of study including courses described for grades 1-6)		No
2.4	After School Program	Provide an after-school program that focuses on advancing student literacy skills, first and second language proficiency, physical/mental/social health and wellness, and choice-based/interest-based engaged learning. The program will prioritize services to low-income, English learner, foster youth, and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)	$160,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Summer School Program	Provide the opportunity for all students to attend a summer program for grades TK-8, prioritizing services to students who are English Learners, low-income, and foster/homeless youth. The summer program will offer highly engaging personalized learning that is choice-based and connected to students' interests, building on multiliteracy, internships, and environmental literacy. Additional targeted areas of support will be provided based on data demonstrating areas of student need. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)	$58,661.00	Yes
2.6	High-Quality Educators for Personalized Learning	Creatively recruit and hire high-quality educators and provide support to ensure they are appropriately assigned and fully credentialed in the subject area and for the students they are teaching (Priority 1: Basic) Provide a personalized learning model by keeping low student/teacher ratios and ensuring credentialed teachers are working in small groups with students prioritizing services to English learner students, low income, foster youth and students with disabilities. Continue to proceed with a team teaching model to leverage teacher's strengths and provide instruction in their area of expertise to a larger number of students where the teacher's subject area knowledge becomes the important factor.	$378,857.00	Yes
2.7	Collaboration for improved instruction	Provide educators with paid collaboration time over the summer months and outside of school days, to plan instructional strategies, units of study, and curriculum/lesson delivery.	$0.00	No
2.8	Multi-tiered Systems of Support	Develop and implement a cohesive MTSS system that focuses on early academic screening, tier I instruction, intervention, and data collection/analysis. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [Action duplicated in Goal #1; Action #8 for budget reference]		Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Assessments	Implement early literacy assessment in both English and Spanish to help inform program progress, personalized learning, and interventions. [See Goal #2, Actions #1- #3 inclusive of assessments aligned with the curriculum adoptions and Goal #1, Action #8 for budget implications]		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Transform educational outcomes for our most vulnerable students by becoming a Community School driven by community partnerships to support whole-child, whole-family, and whole community by integrating wrap-around support services on-site, extending learning time, and exercising collaborative practices between school and community. [Priority 3: Parental Involvement and family engagement B: how the LEA will promote parental participation in programs for low-income, English Learners, and foster youth; C: parental participation in programs for students with disabilities; Priority 7; Priority 1]	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The data analysis shows significant absenteeism and chronic absenteeism. In conducting a root cause analysis related to absenteeism during School Site Council, a root driver of this problem was discovered suggesting that families do not have access to many services in our rural area. Living in a rural area provides limited access for students and families to medical, dental, affordable groceries, and mental health services. Many students are absent due to medical appointments and the travel required to attend such appointments frequently takes more than 2 hours of drive time alone.
According to Youth Truth survey results, students identified that the key obstacles to learning were:
*Health of self or family members
*Feeling stressed/anxious/depressed
*Picked on or bullied
*Access to device
*Not having an adult to help with schoolwork
*Personal relationships
*Not feeling safe at home
Additionally, empathy interviews with students led to a theme of students not having access to areas to safely engage in physical activities such as biking, skating, and swimming. The nearest skate park, and swimming pool for public swimming are 40 miles away.
Empathy student interviews provided a theme that students want to have the ability to participate in these activities which meet the CA Physical Education state standards.

When looking at the Youth Truth student survey results, there was a significant difference in access to support at school compared to outside of school. For example, when asked, “When I’m feeling upset, stressed, or having problems...there is an adult from school who I can talk to about it” responses were in the 93rd percentile. However when asked, “When I’m feeling upset, stressed, or having problems...I know someone outside of school who I can talk to about it,” responses landed in the 5th percentile.

Research suggests that the community school mission can support improved academic outcomes, whole-child engagement, and family development and approaches can help with mental and behavioral health through social-emotional learning and restorative justice.

The district plans to improve levels of academic achievement and language proficiency through the described actions and metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	*Chronic absenteeism rate (Priority 5: Student Engagement Metric) [Data Source: California School Dashboard]	42.9% of students were chronically absent, missing 10% or more of the school days during the 22-23SY In the 2023-2024 school year, there was a 35.7% chronic absenteeism rate.	2024-2025SY 36.8% chronic absenteeism rate	2025-2026SY 35.7% Chronic absenteeism rate	Reduce the chronic absenteeism rate to 10%	Improved by 7.2% over three years Improved by 1.1% from last school year. Overall trending in the right direction.
3.2	Facilities- gymnasium	Family and community feedback about wanting a gym.	Community still has a desire for a gym. We have been able to enter into agreements with the local softball field, Manchester Grange, Sea Ranch Swim, and the local KOA swimming pool. In process of ordering a new blacktop surface	Meetings with organizations for funding and support have taken place throughout the school year. A Supporting America's School Infrastructure (SASI) Grant Program was initiated with a plan developed. The team will continue to make progress	Initiate project	Progress in facilities collaboration, gym installation not yet in process

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and will continue to explore budget options for building a gym.	in this area. Further a playground structure was purchased and planned to be installed in the summer of 2026. Further, partnerships for access to facilities have now included the Village Studio for gymnastics, the Gualala Gym for weight/strength training, and the Grange for dance classes.		
3.3	Socially economically disadvantaged students chronically absent [Data Source: California School Dashboard]	34.8% of students socioeconomically disadvantaged were chronically absent 22-23SY	56% of students socioeconomically disadvantaged were chronically absent 24-25SY	50% of students socioeconomically disadvantaged were chronically absent for the 2025-2026SY	Reduce the chronic absenteeism rate to 10% for socioeconomically disadvantaged students.	From the last school year, chronic absenteeism for this subgroup improved by 6%. However, this is still 15% higher than the baseline data. The number of students qualifying as socioeconomically disadvantaged has increased over the past 3 years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	*Middle School Dropout Rate (Priority 5: Student Engagement metric)	0	0	0	0	Maintained
3.5	The key obstacles to student learning as identified on the Youth Truth Student Survey will be reduced.	Dec. 2023: Thematic barriers to learning as identified by students: Health of self or family members Feeling stressed/anxious/depressed 53% 2023 Picked on or bullied Access to device 47% 2023 Not having an adult to help with schoolwork Personal relationships Not feeling safe at home 36%	Limited or no internet access 2024 (21%); 13% 2023 Not feeling safe at home (12%) 2024 Not feeling safe at school (12%) 2024; 46% 2023 Limited or no access to device (27%) 2024 Distractions at Home & Family Responsibilities (50%) 2024; 44% 2023 Feeling Depressed or Anxious 40% 2024;	Dec. 2025 Limited or no internet access 7% Not feeling safe at home 0% and 13% "I don't know" Not feeling safe at school 20% Limited or no access to device 6% Distractions at Home & Family Responsibilities 13% Feeling Depressed or Anxious 33%	100% of students will identify having access to supports to help work through, or eliminate, barriers to learning.	Improved in 9 of the 13 constructs. Full-time School Psychologist as a new position for the 2026-2027 school year to help support in these areas.
3.6	Youth Truth student survey emotional and mental health summary measures.	December 2023 This week, how often have you felt happy? (65% often or very often) This week, how often have you felt stressed? (18% often or very often) How often have you missed school because of feelings of sadness? (N/A)	December 2024 This week, how often have you felt happy? (60% often or very often) This week, how often have you felt stressed? (20% often or very often) How often have you missed school because of feelings of	December 2025 This week, how often have you felt happy? (56% often or very often) This week, how often have you felt stressed? (13% often or very often) How often have you missed school because of feelings of	For percent positives when higher percentages indicate more favorable results, all measures will be above the 75%. For percent negatives when lower percentages indicate more favorable results,	Of the 7 emotional and mental health questions, results are trending favorably. The only questions that are not meeting goal is feeling happy and school programs. The hiring of a school psychologist and implementing more programing is an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		After school, I have enough energy to do the things I want to do (N/A) When I'm feeling upset, stressed, or having problems, I know someone outside of school to talk to about it (56%) When I am feeling upset, stressed, or having problems, I know some ways to make myself feel better or cope with it (50%) When I am feeling upset, stressed, or having problems, my school has programs or services that can help me (25%)	sadness? (10% often or very often) After school, I have enough energy to do the things I want to do (60%) When I'm feeling upset, stressed, or having problems, I know someone outside of school to talk to about it (65%) When I am feeling upset, stressed, or having problems, I know some ways to make myself feel better or cope with it (65%) When I am feeling upset, stressed, or having problems, my school has programs or services that can help me (53%)	sadness? (0% often or very often) After school, I have enough energy to do the things I want to do (75%) When I'm feeling upset, stressed, or having problems, I know someone outside of school to talk to about it (69%) When I am feeling upset, stressed, or having problems, I know some ways to make myself feel better or cope with it (73%) When I am feeling upset, stressed, or having problems, my school has programs or services that can help me (27%)	all measures will be below 25%.	important strategy for the 2026-2027 school year to support with these measures.
3.7	Youth Truth Parent Survey summary measures will maintain above, or exceed 75th percentile and there will not be a discrepancy in experiences based on native language spoken in the home. [Priority 3B:	December 2023 Executive Summary Engagement Summary Measure= 86th Culture Summary Measure = 86th Relationship Summary Measure = 84th	December 2024 Executive Summary Engagement Summary Measure= 96th Culture Summary Measure = 99th	December 2025 Executive Summary Engagement Summary Measure= 81st Culture Summary Measure = 91st	All measures maintain above, or exceed 75th percentile and there is not evidence of discrepancy based on the language	Improved across all constructs from the baseline data except for a slight decline in engagement summary measure. Data is able to be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parental Involvement and Family Engagement for English Learner]	School Safety Measure = 68th Communication & Feedback Summary Measure = 87th Resource Summary Measure = 87th	Relationship Summary Measure = 100th School Safety Measure = 97th Communication & Feedback Summary Measure = 95th Resource Summary Measure = 90th	Relationship Summary Measure = 96th School Safety Measure = 80th Communication & Feedback Summary Measure = 92nd Resource Summary Measure = 92nd	spoken in the home. *Percent positive on questions may want to be considered for future data	disaggregated now by if the parent is a parent of an English Learner or a Non-English Learner. There is a general theme of parents of English Learners answering more favorably when compared to parents of Non-English language learner.

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.

There has been ongoing exploration for funding improvements of the school facilities and nutrition program. The District was not a recipient of the Equipment Assistance Grant to support the purchase of a Food Truck to facilitate the District's own nutrition program. However, the District received approximately $8000 for the Kitchen Infrastructure and Training Grant, and has been accepted for the Community Engagement Initiative Grant going into the 2026-2027 school year. In 2025-2026, the District was able to install a track, purchase all new playground structures and equipment, install a mural, new exterior gating to the entrance, new office flooring, and new flooring in two of the four classrooms. The improvements will continue, and a community member has donated a new washer and dryer for the community's use. It is also important to note that the district engaged in a partnership with the Mendoma Health Alliance, resulting in the mobile health clinic being parked in front of the school to serve the Manchester community and beyond 2 days per week.

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.

There was a significantly larger expense applied to the purchase of a new playground as part of our strategy for improving physical spaces. The need for purchasing equipment became an urgent need as the playground structure is eroding and identified as a safety concern. Further, the play structures are not inclusive of the TK age range, and new playground structures were needed to meet this need. There will be a structure specific to ages 4 and below, and a separate playground structure specific for ages 5 and above.

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

Metrics suggest progress in the effectiveness of the specific actions. Some of the actions that are expensive and related to facilities and the nutrition program will continue to be explored to fund the actions.The addition of the role of hiring a school psychologist for the 2026-2027 school year, will help with the implementation of these strategies.

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.

Reflections suggest the need to creatively fund the actions identified under this goal and to seek additional grants. It may be more beneficial to measure the percent positive responses on the family survey measures because the district is meeting the 75th percentile goal and more detail on percent of favorable responses may prove to be more beneficial. The district will need to also determine if there is the desire to still build on the goal of expanding community resources at the site.

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	Promote healthy lifestyles	Provide a robust Physical Education program aligned with the CA Health and PE standards to promote physical wellness. Provide physical activity opportunities to students that are not readily accessible in the school's rural area location such as a skate park, gymnasium, swimming, etc. to promote healthy physical activity and wellness for the school and community- especially for low-income students, foster youth,and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)	$1,000.00	Yes
3.2	Nutrition Program	Provide a healthy nutrition program that emphasizes a community garden, farm-to-table, edible learning, and family-style meal services. Partner with medical and nutrition programs to provide access on-site for families, students, and communities to remove barriers to attending school consistently and regularly- prioritizing access for low-income students, foster youth, English learners, and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-		Yes

Action #	Title	Description	Total Funds	Contributing
		income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)		
3.3	Collaborative facilities partnerships and updated facilities inclusive of a gym	Collaborate with partners for facility use between the district and other organizations to expand services and access to programming. Ensure school facilities are maintained in good repair (Priority 1: Basic) and take steps to build a gymnasium structure so students have access to safe indoor play of common physical activities and have a sheltered space for eating lunch or to be indoors during inclement weather. The first year outcome is to secure funding for this strategy.		No
3.4	Before and After School Program	Provide a 9-hour school day with before and after school programming for students that focuses on advancing student literacy skills, first and second language proficiency, physical/mental/social health and wellness, and choice-based/interest-based engaged learning- prioritizing English learners, low-income students, foster/homeless youth, and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [Reference duplicated strategy in Goal #2, Strategy #4 for budget]		Yes
3.5	Collaborate with medical, mental, and social health services. Increase access to counselors, nurses, and social workers.	Provide services to foster youth, English Learners, and low-income students on-site to promote access and remove barriers to attending school regularly. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities).		Yes
3.6	Collaborative decision-making	Ensure that students, families, and community members are embraced as full partners in every aspect of decision-making that affects the conditions for teaching and learning. Authentic power sharing and shared decision-making in all aspects of school governance is another cornerstone of		Yes

Action #	Title	Description	Total Funds	Contributing
		community school implementation. Specific recruitment efforts and committees will focus on representation from parent participation of students who are low income, English Learner, foster youth, and students with disabilities. [Priority 3: Parental participation in programs for low income, English learner, foster youth and students with disabilities]		
3.7	Youth Truth Survey	Administer the Youth Truth Survey to stakeholder groups of students, families and staff with the purpose of seeking parent input and student input in making decisions for the district/school [Priority 3A: Parental Involvement and Family Engagement]. [See duplicate strategy in Goal #1, Action #6 for budget expenditures]		No
3.8	Restorative Practices	Provide training and facilitation to staff and students to systematize a restorative practices framework. Create and hire for a stipend position to help build and implement the framework and training. [See duplicate strategy in Goal #1, Action #3 for budget expenditures]		No
3.9	Social-emotional Learning	Develop and implement a cohesive MTSS system inclusive of a SEL curriculum, such as the research-based RULER program out of Yale Center for Emotional Intelligence.		No
3.10	Summer School Program	Provide the opportunity for all students to attend a summer program for students TK-8, prioritizing services to students who are English Learners, low-income, and foster/homeless youth. The summer program will offer highly engaging personalized learning that is choice-based and connected to students' interests, building on multiliteracy, internships, and environmental literacy. Additional targeted areas of support will be provided based on data demonstrating areas of student need. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [See duplicate strategy in Goal #2, Action #5 for budget expenditures]		Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide effective environmental education, incorporating STEAM, civic skills, and exposure to green career pathways to improve student engagement, academic achievement, and promotion rates while empowering students as advocates for environmental equity/justice and well-being for self, others, and the planet. (Priority 7 Course Access; Priority 4 Student Achievement; Priority 6 Schol Climate;Priority 5 Student Engagement)	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed through the data analysis surrounding student engagement levels, and input from our educational partners. In addition to the state performance data, the following themes emerged and informed this goal:
*During staff visioning exercises the discussions and data analysis based on student performance on standardized test and local level formal and informal assessments, led to a need for additional tiered supports and a desire to further enhance environmental programming for students to increase engagement paired with therapeutic elements of outdoor learning, experimentation, and open-ended resources.
*The environmental context of our district is located in a beautiful area where there is an appreciation for the environment and a desire to take care of the environment.
*Multiple educational partner groups emphasized the desire for a healthy, nutrition program where we build on the robust gardens that have been developed on campus.
*Place based learning through field trips were described as a highlight for the community, families, and students- with a desire to continue to enhance these opportunities.
*The Youth Truth Student Survey Civic Measure suggested there is room to grow regarding the degree to which students feel prepared to actively participate in civic life and contribute to their communities and society as a whole with some responses resulting in being as low as the 0th percentile.
*Informal interviews suggest that not all students find ways to return to the local area and contribute to the community. Environmental programming can help students to learn the pathways that are needed in the area and in the future for helping to make an impact and to increase career connectedness.
*Youth Truth Student Engagement Summary measures suggest that students desire to be engaged in learning in meaningful ways. Empathy interviews further suggested that textbook based instruction alone did not help students to make real-world connections and find meaning in their learning.

*State assessments also demonstrate a need to find additional ways for promoting academic achievement and learning such as extending learning time and providing interest-based/choice-based inquiry learning within the surrounding nature and environment.
*Family feedback and interviews resulted in a theme for access to the arts and music, as well as the sciences. Project-based learning where the thematic unit was based on environmental literacy showed increased engagement by students.
*Research shows the healthy impacts nature can have on physical and mental wellness. There are a growing number of programs that focus on therapeutic elements for students of gardening and growing food, not to mention the life skills that are acquired in doing so.

The district plans to improve levels of academic achievement, engagement, and promotion rates through the described actions and metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	*Student performance on statewide standardized assessments (Math, ELA, PFT, and ELPAC California Assessment of Student Performance and Progress (Priority 4: Student Achievement metric) [Data Source: California School Dashboard]	A. Math 18% Met or Exceeded Standard (22-23SY) 69.8 points below standard; 23-24 SY 66.6 points below standard B. ELA 47% Met or Exceeded Standard (22-23SY) 26.6 points below standard; 23-24SY 71.1 points below standard	A. Math: 46.7% of students improved their score from the prior year; 108.5 points below standard, declined 41.9 points B. ELA: 66.7% of students improved their score from the prior year, 65.5 points below standard, increased 5.6 points	TBD- State testing concluded June 10, 2026	A. Math 40% Met or Exceeded Standard B. ELA 60% Met or Exceeded Standard *75% of students improve their score from the previous year	TBD
4.2	8th-grade Promotion rate	100%	100%	N/A	100%	Maintained
4.3	YouthTuth Engagement Engagement Summary Measure describing the degree to which students perceive themselves as engaged with their	Dec. 2023: 47th percentile	Dec. 2024: 95th percentile- Goal met	Dec. 2025 22nd percentile	75th percentile	25 points decline from the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school and their education. (Priority 6: School Climate local survey measure) [Data Source: Local data, Youth Truth Student Survey]					
4.4	Internships/mentorships in green career pathways [Data Source: Local level-internship mapping]	Establish baseline during the 24-25SY. New program started.	Each 8th grade student engaged in at least one internship experience and hand-on learning in a career field. 20% engaged in an ongoing committed internship weekly.	N/A- 8th grade internship program was not provided because there was not an 8th grade class.	100% match based on student interest	Not applicable
4.5	Bi-annually student projects presentations that demonstrate a positive impact on self, others, and the planet. [Data Source: Local level-student projects]	0	2 Community Presentations of Learning Grades 3-8 3 projects plus 1 passion project Grades TK-2 3 projects	Middle school students conducted 2 presentations of learning, and the remaining grades engaged in 1 presentation of learning, but multiple projects.	100% of students	100% of students completed multiple standards-aligned project-based learning
4.6	Community Service Participation [Data Source: Local level- Community Service hours tracking]	Establish baseline during the 24-25SY	Projects have a required component of a community service element, not yet fully systematized.	The tracking hours have not been systematized, although there have been exposure to experiences such as beach clean-up.	Each student will complete 15 hours of community service annually to have a positive impact on environmental equity/justice and	Component requirement of project design

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				The projects developed didn't actualize into a real world community service application.	well-being for self, others, and the planet.	
4.7	*School student attendance rate (Priority 5: Student Engagement Metric) [Data Source: California School Dashboard]	88.7% attendance rate for the 22-23SY	87% attendance rate for the 2024-2025SY (June 2025)	90.2% attendance rate for the 2025-2026SY (June 11, 2026)	98%	3.2 point increase in the attendance rate from the 2024/2025 school year and a 1.5 point increase from the 2022/2023 baseline school year.
4.8	*Chronic absenteeism rate (Priority 5: Student Engagement Metric) [Data Source: California School Dashboard]	42.9% of students were chronically absent, missing 10% or more of the school days during the 22-23SY In the 2023-2024 school year, there was a 35.7% chronic absenteeism rate.	2024-2025SY 36.8% chronic absenteeism rate	2025-2026SY 35.7% Chronic absenteeism rate	Reduce the chronic absenteeism rate to 10%	Improved by 7.2% over three years Improved by 1.1% from last school year. Overall trending in the right direction.
4.9	Youth Truth Student Survey Student Voice and Leadership measure.	Dec. 2023:Range 0th percentile-94th percentile; 5 of 8 above 75th percentile	6 of 8 constructs above the 75th percentile	5 of the 8 constructs above the 75th percentile.	Above the 75th percentile for each construct.	Maintaining constructs based on the baseline measure with 5 of 8 constructs above the 75th percentile.
4.10	Youth Truth Student Survey Civic Measure: the degree to which students feel prepared to actively participate in civic life and contribute	Dec. 2023: Range 33% positives-83% positives	Not applicable-construct not measured in 24-25SY	Not applicable-construct not measured in 24-25SY	Above 75% positives	Not applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to their communities and society as a whole. [Data Source: Local level Student Survey]					

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.

Year one of the LCAP was a initial implementation of these goals. Some of the actions are still in the development phase. There were not significant changes with implementation. However, a classroom has been transformed into a Makerspace and is continuing to be built with new furniture and equipment. The school also received a Kiln through a grant and students have begun to build projects in the 2025-2026 school year. The environmental literacy and gardening components were not fully implemented although the TK-1 classroom conducted multiple planting projects and educational lessons. The school nutrition program will require the purchase of a food truck or a full renovation of the school kitchen. The grant was not received this school year for the district to be able to purchase these items.

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.

There were not substantial difference in the budgeted expenditures other than the amount allocated to support outdoor learning classrooms. There were barriers experienced with the regulations for building such structures. A cost to the district will be a food truck if the decision is made to still run the district's own nutrition program.

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

The strategies appear to be effective based on preliminary metrics. The standards-aligned Projects that were developed and implemented by students was aligned with the goals of effective educational learning. However, less projects were conducted during the 2025-2026 school year, which the team believes may have contributed to lower engagement levels.

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.

In reflection, actions will be focused on full implementation for Year 3 of the LCAP including a robust integration of math and ELA skills to improve state performance assessments. The hiring of another bilingual teacher will allow for the teacher team to provide more environmental literacy opportunities. The team was able to implement off-site after school programming for 5 days per week. The team has the goal of providing more outdoor education throughout the school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Effective environmental education	Provide effective environmental education, which teaches many disciplines, and is especially good at effectively incorporating STEM (Science, Technology, Engineering, and Mathematics), civic skills, and green career pathways. [See Goal #1, Action #2 for budgetary considerations]		No
4.2	Student Leadership Group	Amplify student voice to bring about action surrounding climate and environmental justice with resources and collaborative decision-making.		No
4.3	Outdoor Learning	Provide environmentally focused learning spaces on-site to promote outdoor learning to enhance engagement, and mental health/wellness. Engaged partners have expressed wanting yurts, outdoor immersion opportunities, and learning outside of the classroom walls.		No
4.4	Collaborative 'Grow the Future' Committee	Develop and systematize a collaborative committee to explore how to reduce environmental impact and costs.		No
4.5	Improve the health and wellness of school, students, community, and staff.	Provide a robust Physical Education program aligned with the CA Health and PE standards to promote physical wellness. Provide physical activity opportunities to students that are not readily accessible in the school's rural area location such as a skate park, gymnasium, swimming, etc. to promote healthy physical activity and wellness for the school and community- especially for low-income students, foster youth,and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities)		Yes

Action #	Title	Description	Total Funds	Contributing
		[See duplicate strategy under Goal #3, Action #1, for budgetary implications]		
4.6	School Nutrition Program	Provide a healthy nutrition program that emphasizes a community garden, farm-to-table, edible learning, and family-style meal services. Partner with medical and nutrition programs to provide access on-site for families, students, and communities to remove barriers to attending school consistently and regularly- prioritizing access for low-income students, foster youth, English learners, and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [See duplicate strategy under Goal#3, Action #2 for budgetary implications]		Yes
4.7	After School Program	Provide an after-school program that focuses on advancing student literacy skills, first and second language proficiency, physical/mental/social health and wellness, and choice-based/interest-based engaged learning. The program will prioritize services to low-income, English learner, foster youth, and students with disabilities. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [See duplicate strategy under Goal #2, action #4 for budgetary implications]		Yes
4.8	Summer School Program	Provide the opportunity for all students to attend a summer program for grades TK-8, prioritizing services to students who are English Learners, low-income, and foster/homeless youth. The summer program will offer highly engaging personalized learning that is choice-based and connected to students' interests, building on multiliteracy, internships, and environmental literacy. Additional targeted areas of support will be provided based on data demonstrating areas of student need. (Priority 7 Course Access: programs and services developed and provided to low-income, English Learners, and foster youth students, and programs and services developed and provided to students with disabilities). [See duplicated strategy under Goal #2, action #5 for budgetary implications]		Yes

Action #	Title	Description	Total Funds	Contributing
4.9	Middle School Internship/mentorship program	Implement a Middle School internship program for students to have hands-on experience and exposure to career fields of interest by collaborating with local organizations, businesses, and community experts to be mentors and offer off-site, real-world, and hands-on learning experiences. Create and hire for a stipend position to help coordinate the partnerships, scheduling, and matching of these opportunities. Career-connected learning has been shown to have a positive impact on absenteeism. [See duplicate strategy under Goal #1, action #1 for budgetary implications]		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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.

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.

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

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.

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

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
$53167	$3359

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
13.707%	0.000%	$0.00	13.707%

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:** Middle School Internship Program **Need:** Students have demonstrated a need for deeper engagement and learning. The internship program helps students to be exposed to various career pathways. Given the rural location of our school, many students do not have access to a variety of career exploration programs or even career exposure	The actions are specific to a gradespan, but implemented school-wide for that grade span. The purpose is to ensure that all students have access to real-world connections and long-term planning for their career/school aspirations.	Youth Truth survey results, percentage of student participants, and student/mentor interviews.

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
	in general, especially students who are English Learners, foster youth, and low income. **Scope:** Schoolwide		
1.7	**Action:** Trauma-informed learning environment **Need:** Access to therapeutic services is limited, high levels of chronic absenteeism, Youth Truth local measure indicates more support is needed for mental health and support in the home that are currently identified as barriers to learning. **Scope:** LEA-wide	According to Maslow's Hierarchy of needs, students have basic needs that need to be met before we can expect them to learn. If we are able to provide students with the mental health supports and address underlying reasons for being absent, then student achievement, engagement, and health will improve. This is provided LEA-wide because all students will benefit from access to services and given how small our school is, we can provide this service to all of our students for all to benefit.	Please see above metrics associated with goal.
1.8	**Action:** Multi-tiered Systems of Support and Social-emotional Learning **Need:** Low levels of academic achievement for English Learners and low-income students; lack of systematized interventions for both academics and social-emotional learning; Youth Truth local indicators suggest a need for more support and academic challenge. **Scope:**	Systematized interventions and the identification of the specific areas for which the intervention is needed for each student will allow for a more targeted, meaningful, and intentional approach for support. Further, the MTSS system will help to prevent overidentification of students with special needs. This is provided LEA-wide because all students will benefit from MTSS and additional support. Given how small our school is, we are able to provide this service to all of our students for all to benefit.	Students on IEP and any demographic discrepancies based on the following student groups: English Learners, Foster Youth, and Low Income. Please see additional metrics associated with goal

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Reading intervention **Need:** Reading levels and state performance assessments are low for English Learners; evidence of some English Learners not making progress in reading and growth in ELPAC assessment. **Scope:** Schoolwide	Having a trained reading specialist will help to ensure appropriate assessments and interventions are being provided for student academic growth and achievement. This is provided LEA-wide because all students will benefit from strategic reading interventions for growth and given how small our school is, we are able to provide this service to all of our students for all to benefit.	Local and state reading level assessments, dyslexia screener implementation and identification
1.10	**Action:** Transportation **Need:** Transportation to school is a barrier for many of our English Learners, foster youth, and low income students for reasons such as parents' work schedules, lack of vehicles, distance of travel, and inability to drive. **Scope:** LEA-wide	Personalized transportation helps to ensure that barriers to transportation are removed so students can attend school regularly. This is provided LEA-wide because all students will benefit from personalized transportation and given how small our school is, we are able to provide this service to all of our students for all to benefit.	Absenteeism data and chronic absenteeism data disaggregated by English Learners, Foster Youth, and Low Income.
2.2	**Action:** Dual-language curriculum implementation **Need:** English Learners low reading performance in both English and native languages. Evidence of English Learners not making progress	The action addresses first language development which is a research based strategy for students to acquire additional reading, writing, and listening skills in an additional language. The strategy is provided LEA-wide because the natural demographics of the district is inclusive of about 50% native English language and 50% with native	Student performance on statewide standardized assessments (Math, ELA, ELPAC PFT, California Assessment of Student Performance and Progress

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
	academically. Evidence of not building on native language skills to develop new language learning. **Scope:** LEA-wide	Spanish language. Dual-language programs have shown to be mutually beneficial for both language groups in developing academically and cognitively.	(Priority 4: Student Achievement metric) [Data Source: California School Dashboard] *Proficiency rates in both English Language and Spanish Language -Biliteracy Pathway Recognition
2.4	**Action:** After School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students' learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners, foster youth, and Low income as evidenced by state and local assessments. **Scope:** LEA-wide	An after school program provides a 8-hour school day for students and families where students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it is also beneficial to all students and given our small school enrollment, we are able to offer this program to all students.	Please see above metrics associated with goal
2.5	**Action:** Summer School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students'	An summer school program provides a 9-hour day for students and families on non-school days during the summer months. Students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program,	Please see above metrics associated with goal.

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
	learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners, foster youth, and Low income as evidenced by state and local assessments. **Scope:** LEA-wide	we are offering the program LEA-wide because it is also beneficial to all students and given our small school enrollment, we are able to offer this program to all students.	
2.6	**Action:** High-Quality Educators for Personalized Learning **Need:** A need to improve academic achievement, engagement, and attendance. **Scope:** LEA-wide	Each student has unique profiles inclusive of strengths, areas of growth and the barriers which have interfered with their learning. A personalized approach allows for better understanding and addressing the needs of English Learners, foster youth, and low income students. Evidence of personalized interventions and teaching strategies are required for further growth.	Please see above metrics
2.8	**Action:** Multi-tiered Systems of Support **Need:** Low levels of academic achievement for English Learners and low-income students; lack of systematized interventions for both academics and social-emotional learning; Youth Truth local indicators suggest a need for more support and academic challenge.	Systematized interventions and the identification of the specific areas for which the intervention is needed for each student will allow for a more targeted, meaningful, and intentional approach for support. Further, the MTSS system will help to prevent overidentification of students with special needs. This is being provided LEA-wide because all students will benefit from a tiered system of support and given our small school size, we are able to provide such targeted interventions and supports for all students.	Students on IEP and any demographic discrepancies based on the following student groups: English Learners, Foster Youth, and Low Income. Please see additional metrics associated with goal

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		
2.9	**Action:** Assessments **Need:** There is evidence that English Learners need further reading and language development. **Scope:** LEA-wide	Current assessments do not measure the native language abilities and growth of English Learners. Additional local assessments need to be implemented to measure progress and areas of specific, targeted, need. All students will benefit from literacy assessments and progress monitoring which is why we will be offering this as an LEA-wide strategy. Given our small school size, we are able to ensure all students will benefit from this approach.	New assessments implemented consistently and continuously. Assessment data is used to inform interventions and also student progress.
3.1	**Action:** Promote healthy lifestyles **Need:** Access to services living in a rural area inclusive of medical, dental, affordable groceries, and mental health services. To address the barriers identified in the Youth Truth Survey as themes for key obstacles to learning. **Scope:** LEA-wide	Research suggests that the community school mission can support improved academic outcomes, whole-child engagement, and family development and approaches can help with mental and behavioral health through social-emotional learning and restorative justice. This strategy is being prioritized for our English Learners, foster youth and low-income students, however, we will provide is LEA-wide because access will benefit all students. We will be able to offer this strategy to all students given the small size of our school district.	Socially economically disadvantaged students chronically absent [Data Source: California School Dashboard] Youth Truth Student Survey
3.2	**Action:** Nutrition Program **Need:** Access to a healthy nutrition program in a rural area is challenging especially for low income students. Barriers identified in the Youth Truth	Maslow's Hierarchy of needs indicates the need for ensuring that students have their basic needs met. A healthy nutrition program and overall health will be beneficial especially for students who are unable to access healthy foods that are affordable. Given our small school district and the importance of a healthy nutrition program, all students will be provided with this service.	Physical Fitness testing Youth Truth Survey Implementation of the partnerships and evidence of the program being accessed by students and families

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
	Survey as themes for key obstacles to learning. **Scope:** LEA-wide		
3.4	**Action:** Before and After School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students' learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners, foster youth, and Low income as evidenced by state and local assessments. **Scope:** LEA-wide	An after school program provides a 9-hour school day for students and families where students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it is also beneficial to all students and given our small school/district, we are able to offer this program to all students.	Unduplicated students attendance in program Please see above metrics associated with goal
3.5	**Action:** Collaborate with medical, mental, and social health services. Increase access to counselors, nurses, and social workers. **Need:** Access to services living in a rural area inclusive of medical, dental, affordable groceries, and mental health services. To address the barriers identified in the Youth	Research suggests that the community school mission can support improved academic outcomes, whole-child engagement, and family development and approaches can help with mental and behavioral health through social-emotional learning and restorative justice. This strategy is being prioritized for our English Learners, foster youth and low-income students, however, we will provide is LEA-wide because access will benefit all students. We will be able to	Attendance and chronic absenteeism data for unduplicated students Implementation of the programs Unduplicated students accessing the programs

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
	Truth Survey as themes for key obstacles to learning. **Scope:** LEA-wide	offer this strategy to all students given the small size of our school district.	
3.6	**Action:** Collaborative decision-making **Need:** Family engagement and participation needs to be increased especially for our unduplicated students as evidenced by the Youth Truth family survey results and feedback. Discrepancy in Youth Truth results on how school is experienced for families who have a native language other than English. **Scope:** LEA-wide	Parent engagement and family involvement is a critical component to a child's education. Families participating in our school will further strengthen the school-to-home partnership. Strong school-home partnerships is beneficial for all students and therefore this action is being provided LEA-wide.	Participation numbers from families of unduplicated students Youth Truth Survey and feedback
3.10	**Action:** Summer School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students' learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners,	An summer school program provides a 9-hour day for students and families on non-school days during the summer months. Students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it is also beneficial to all students and given our small school enrollment, we are able to offer this program to all students.	Summer School registrations and attendance from unduplicated students. Please see above metrics associated with goal.

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
	foster youth, and Low income as evidenced by state and local assessments. **Scope:** LEA-wide		
4.5	**Action:** Improve the health and wellness of school, students, community, and staff. **Need:** Access to services living in a rural area inclusive of medical, dental, affordable groceries, physical activity spaces, and mental health services. To address the barriers identified in the Youth Truth Survey as themes for key obstacles to learning. **Scope:** LEA-wide	Research suggests that the community school mission can support improved academic outcomes, whole-child engagement, and family development and approaches can help with mental and behavioral health through social-emotional learning and restorative justice. This strategy is being prioritized for our English Learners, foster youth and low-income students, however, we will provide is LEA-wide because access will benefit all students. We will be able to offer this strategy to all students given the small size of our school district.	Socially economically disadvantaged students chronically absent [Data Source: California School Dashboard] Youth Truth Student Survey Implementation of program and partnerships Students accessing the services
4.6	**Action:** School Nutrition Program **Need:** Access to a healthy nutrition program in a rural area is challenging especially for low income students. Barriers identified in the Youth Truth Survey as themes for key obstacles to learning. **Scope:**	Maslow's Hierarchy of needs indicates the need for ensuring that students have their basic needs met. A healthy nutrition program and overall health will be beneficial especially for students who are unable to access healthy foods that are affordable. Given our small school district and the importance of a healthy nutrition program, all students will be provided with this service.	Physical Fitness testing Youth Truth Survey Implementation of the partnerships and evidence of the program being accessed by students and families

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.7	**Action:** After School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students' learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners, foster youth, and Low income as evidenced by state and local assessments. **Scope:** LEA-wide	An after school program provides a 9-hour school day for students and families where students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it is also beneficial to all students and given our small school enrollment, we are able to offer this program to all students.	Attendance rates of unduplicated students Please see above metrics associated with goal
4.8	**Action:** Summer School Program **Need:** A need for additional support outside of the regular school day is evident; parents have expressed needing support with students' learning, reading, and homework; lack of access to additional programming is available in the rural location of the district; a safe environment is needed beyond the regular school hours; additional support in tutoring and interventions needed for English Learners,	An summer school program provides a 9-hour day for students and families on non-school days during the summer months. Students will have access to additional academic support and enrichment programs. Further, a safe environment will be provided to students. While unduplicated students are prioritized for access to this program, we are offering the program LEA-wide because it is also beneficial to all students and given our small school enrollment, we are able to offer this program to all students.	Registrations and attendance rates of unduplicated students. Please see above metrics associated with goal.

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
	foster youth, and Low income as evidenced by state and local assessments. **Scope:** LEA-wide Schoolwide		

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.

Not applicable

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.

The additional concentration grant add-on funding is used towards teacher salaries (certificated) to provide a more personalized learning model with small class sizes. Interventions and acceleration are able to be used for each student with an emphasis on students who are English Learners, foster youth, and low-income. These additional teachers are able to provide direct services to students.

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	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	4:28

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	387880	53167	13.707%	0.000%	13.707%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$422,443.00	$239,248.00	$0.00	$62,823.00	$724,514.00	$681,401.00	$43,113.00

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	Middle School Internship Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	6-8	Ongoing	$1,479.00	$500.00	$1,979.00				$1,979.00	
1	1.2	STEAM Program	All Students with Disabilities	No			All Schools	Ongoing	$7,580.00	$0.00		$7,580.00			$7,580.00	
1	1.3	Place-Based and Outdoor learning	All Students with Disabilities	No			All Schools	Ongoing								
1	1.4	Restorative Practices	All Students with Disabilities	No			All Schools	Ongoing	$18,842.00	$0.00	$18,842.00				$18,842.00	
1	1.5	Student Leadership Program	All Students with Disabilities	No			All Schools	Ongoing								
1	1.6	Youth Truth Survey	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.7	Trauma-informed learning environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,842.00	$0.00	$18,842.00				$18,842.00	
1	1.8	Multi-tiered Systems of Support and Social-emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,842.00	$0.00	$18,842.00				$18,842.00	
1	1.9	Reading intervention	English Learners	Yes	Schoolwide	English Learners	All Schools	Ongoing	$0.00	$6,103.00		$6,103.00			$6,103.00	
1	1.10	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$36,577.00	$3,865.00	$15,576.00	$24,866.00			$40,442.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Inquiry-based, transdisciplinary curriculum framework	All Students with Disabilities	No			All Schools	Ongoing	$6,161.00	$0.00	$6,161.00				$6,161.00	
2	2.2	Dual-language curriculum implementation	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.3	Curriculum adoption and implementation across all content areas	All Students with Disabilities	No			All Schools	Ongoing								
2	2.4	After School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$142,074.00	$18,131.00		$160,205.00			$160,205.00	
2	2.5	Summer School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,147.00	$6,514.00		$40,494.00		$18,167.00	$58,661.00	
2	2.6	High-Quality Educators for Personalized Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$378,857.00	$0.00	$334,201.00			$44,656.00	$378,857.00	
2	2.7	Collaboration for improved instruction	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00				$0.00	$0.00	
2	2.8	Multi-tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
2	2.9	Assessments	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing								
3	3.1	Promote healthy lifestyles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.2	Nutrition Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.3	Collaborative facilities partnerships and updated facilities inclusive of a gym	All Students with Disabilities	No			All Schools	Ongoing								
3	3.4	Before and After School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.5	Collaborate with medical, mental, and social health services. Increase access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing								

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
		to counselors, nurses, and social workers.				Low Income										
3	3.6	Collaborative decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
3	3.7	Youth Truth Survey	All Students with Disabilities	No			All Schools	Ongoing								
3	3.8	Restorative Practices	All Students with Disabilities	No			All Schools	Ongoing								
3	3.9	Social-emotional Learning	All Students with Disabilities	No			All Schools	Ongoing								
3	3.10	Summer School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.1	Effective environmental education	All Students with Disabilities	No			All Schools	Ongoing								
4	4.2	Student Leadership Group	All Students with Disabilities	No			All Schools	Ongoing								
4	4.3	Outdoor Learning	All Students with Disabilities	No			All Schools	Ongoing								
4	4.4	Collaborative ‘Grow the Future’ Committee	All Students with Disabilities	No			All Schools	Ongoing								
4	4.5	Improve the health and wellness of school, students, community, and staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.6	School Nutrition Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.7	After School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
4	4.8	Summer School Program	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing								

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
4	**4.9**	Middle School Internship/mentorship program	All Students with Disabilities Grades 6-8	No			All Schools	Ongoing								

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
387880	53167	13.707%	0.000%	13.707%	$392,440.00	0.000%	101.176 %	**Total:**	$392,440.00
								LEA-wide Total:	$390,461.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,979.00

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**	Middle School Internship Program	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,979.00	
1	**1.7**	Trauma-informed learning environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,842.00	
1	**1.8**	Multi-tiered Systems of Support and Social-emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,842.00	
1	**1.9**	Reading intervention	Yes	Schoolwide	English Learners	All Schools		
1	**1.10**	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,576.00	
2	**2.2**	Dual-language curriculum implementation	Yes	LEA-wide	English Learners	All Schools	$2,000.00	
2	**2.4**	After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Summer School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.6	High-Quality Educators for Personalized Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$334,201.00	
2	2.8	Multi-tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.9	Assessments	Yes	LEA-wide	English Learners	All Schools		
3	3.1	Promote healthy lifestyles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	3.2	Nutrition Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.4	Before and After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	Collaborate with medical, mental, and social health services. Increase access to counselors, nurses, and social workers.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.6	Collaborative decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.10	Summer School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	Improve the health and wellness of school, students, community, and staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.6	School Nutrition Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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 (%)
4	4.7	After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.8	Summer School Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$473,450.00	$774,060.00

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**	Middle School Internship Program	Yes	$1,979.00	0
1	**1.2**	STEAM Program	No	$3,108.00	70
1	**1.3**	Place-Based and Outdoor learning	No		
1	**1.4**	Restorative Practices	No		
1	**1.5**	Student Leadership Program	No		
1	**1.6**	Youth Truth Survey	No	$5,000.00	5000
1	**1.7**	Trauma-informed learning environment	Yes	$16,969.00	8271
1	**1.8**	Multi-tiered Systems of Support and Social-emotional Learning	Yes		
1	**1.9**	Reading intervention	Yes	$10,000.00	1675
1	**1.10**	Transportation	Yes	$45,741.00	115404
2	**2.1**	Inquiry-based, transdisciplinary curriculum framework	No		6161

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	Dual-language curriculum implementation	Yes	$2,000.00	2810
2	2.3	Curriculum adoption and implementation across all content areas	No		
2	2.4	After School Program	Yes	$81,650.00	129427
2	2.5	Summer School Program	Yes	$42,564.00	50850
2	2.6	High-Quality Educators for Personalized Learning	Yes	$263,439.00	314392
2	2.7	Collaboration for improved instruction	No	$0.00	
2	2.8	Multi-tiered Systems of Support	Yes		
2	2.9	Assessments	Yes		
3	3.1	Promote healthy lifestyles	Yes	$1,000.00	140000
3	3.2	Nutrition Program	Yes		
3	3.3	Collaborative facilities partnerships and updated facilities inclusive of a gym	No		
3	3.4	Before and After School Program	Yes		
3	3.5	Collaborate with medical, mental, and social health services. Increase	Yes		

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)
		access to counselors, nurses, and social workers.			
3	3.6	Collaborative decision-making	Yes		
3	3.7	Youth Truth Survey	No		
3	3.8	Restorative Practices	No		
3	3.9	Social-emotional Learning	No		
3	3.10	Summer School Program	Yes		
4	4.1	Effective environmental education	No		
4	4.2	Student Leadership Group	No		
4	4.3	Outdoor Learning	No		
4	4.4	Collaborative ‘Grow the Future’ Committee	No		
4	4.5	Improve the health and wellness of school, students, community, and staff.	Yes		
4	4.6	School Nutrition Program	Yes		
4	4.7	After School Program	Yes		
4	4.8	Summer School Program	Yes		

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)
4	**4.9**	Middle School Internship/mentorship program	No		

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)
59727	$426,848.00	$762,829.00	($335,981.00)	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	Middle School Internship Program	Yes	$1,979.00	0		
1	1.7	Trauma-informed learning environment	Yes	16969	8271		
1	1.8	Multi-tiered Systems of Support and Social-emotional Learning	Yes				
1	1.9	Reading intervention	Yes	$10,000.00	1675		
1	1.10	Transportation	Yes	$45,741.00	115404		
2	2.2	Dual-language curriculum implementation	Yes	$2,000.00	2810		
2	2.4	After School Program	Yes	81650	129427		
2	2.5	Summer School Program	Yes	42564	50850		
2	2.6	High-Quality Educators for Personalized Learning	Yes	$224,945.00	314392		
2	2.8	Multi-tiered Systems of Support	Yes				
2	2.9	Assessments	Yes				
3	3.1	Promote healthy lifestyles	Yes	$1,000.00	140000		
3	3.2	Nutrition Program	Yes				

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)
3	3.4	Before and After School Program	Yes				
3	3.5	Collaborate with medical, mental, and social health services. Increase access to counselors, nurses, and social workers.	Yes				
3	3.6	Collaborative decision-making	Yes				
3	3.10	Summer School Program	Yes				
4	4.5	Improve the health and wellness of school, students, community, and staff.	Yes				
4	4.6	School Nutrition Program	Yes				
4	4.7	After School Program	Yes				
4	4.8	Summer School Program	Yes				

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)
421525	59727	0	14.169%	$762,829.00	0.000%	180.969%	$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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