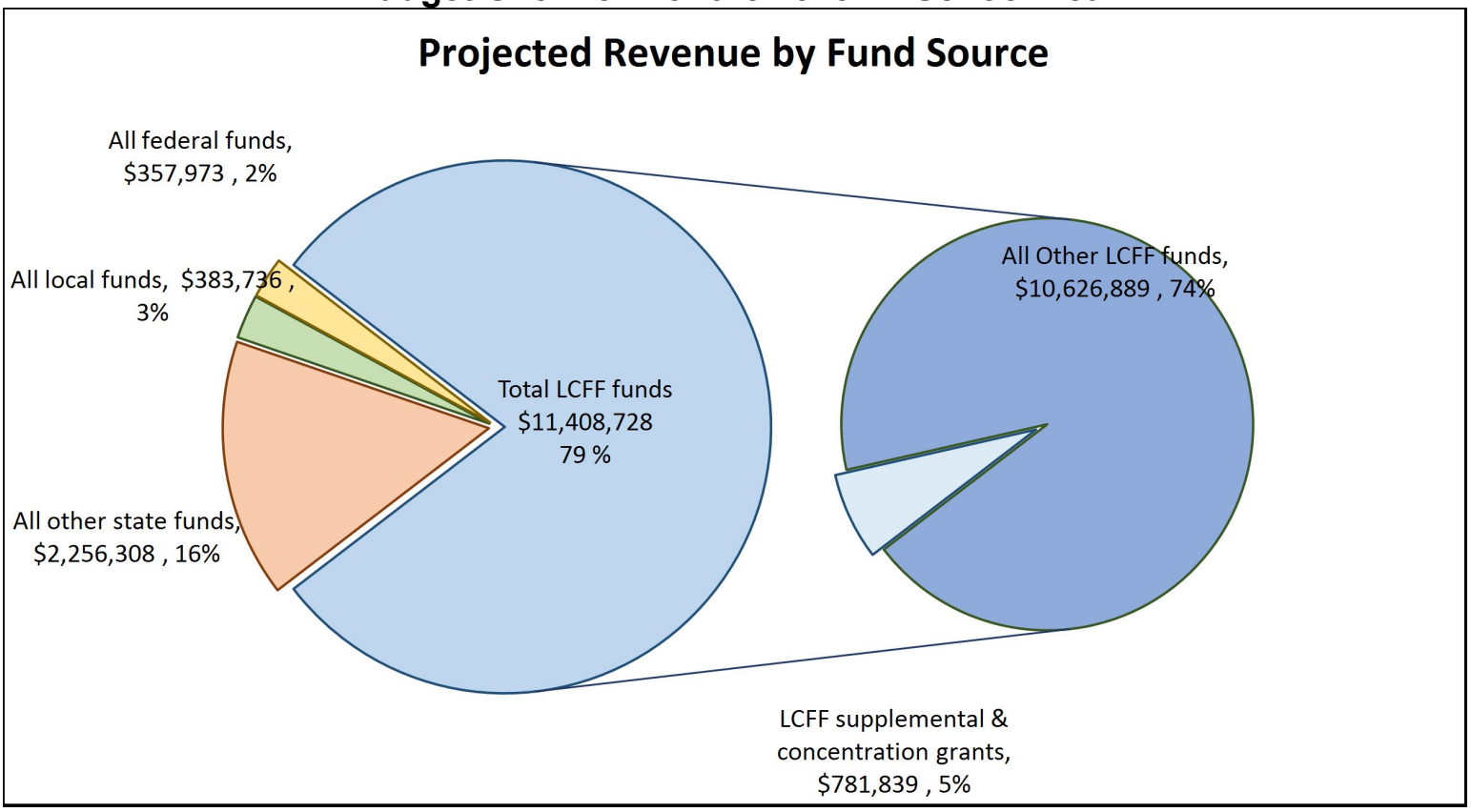
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: McSwain Union Elementary School District
CDS Code: 24 65763 6025589
School Year: 2026-27
LEA contact information:
Kamaljit Pannu
Superintendent
kpannu@mcswain.k12.ca.us
(209) 354-2700

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

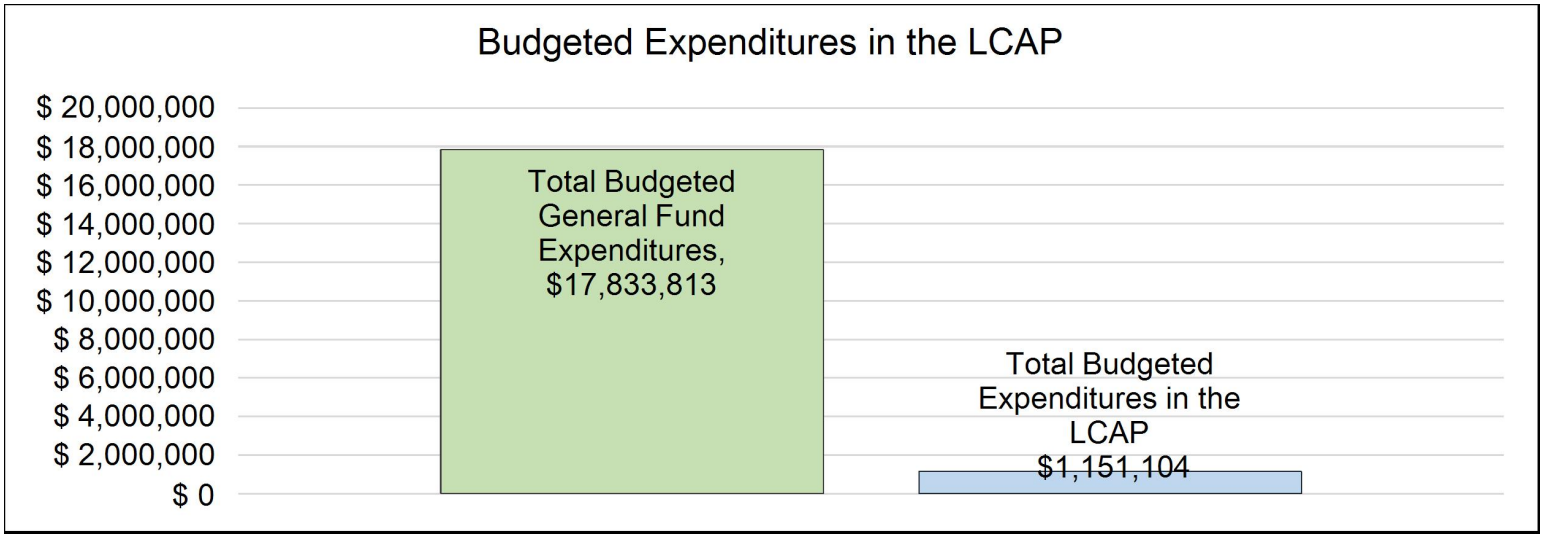


This chart shows the total general purpose revenue McSwain Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for McSwain Union Elementary School District is $14,406,745, of which $11,408,728 is Local Control Funding Formula (LCFF), $2,256,308 is other state funds, $383,736 is local funds, and $357,973 is federal funds. Of the $11,408,728 in LCFF Funds, $781,839 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 McSwain 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: McSwain Union Elementary School District plans to spend $17,833,813 for the 2026-27 school year. Of that amount, $$1,151,104.37 is tied to actions/services in the LCAP and $16,682,708.629,999,999 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Expenditures not included in our LCAP include Special Education, which contributes to approx. 5% of our ongoing revenue however almost 10% of our ongoing expenses. Costs associated with Special Education continue to rise despite the lack of funding to the district. Costs associated with day-to-day LEA operations, maintenance, capital outlay projects, salaries and benefits, the increases in the LEA's contributions to CalSTRS and CalPERS and the cost of step movement for certificated and classified staff members are also not accounted for in our LCAP.

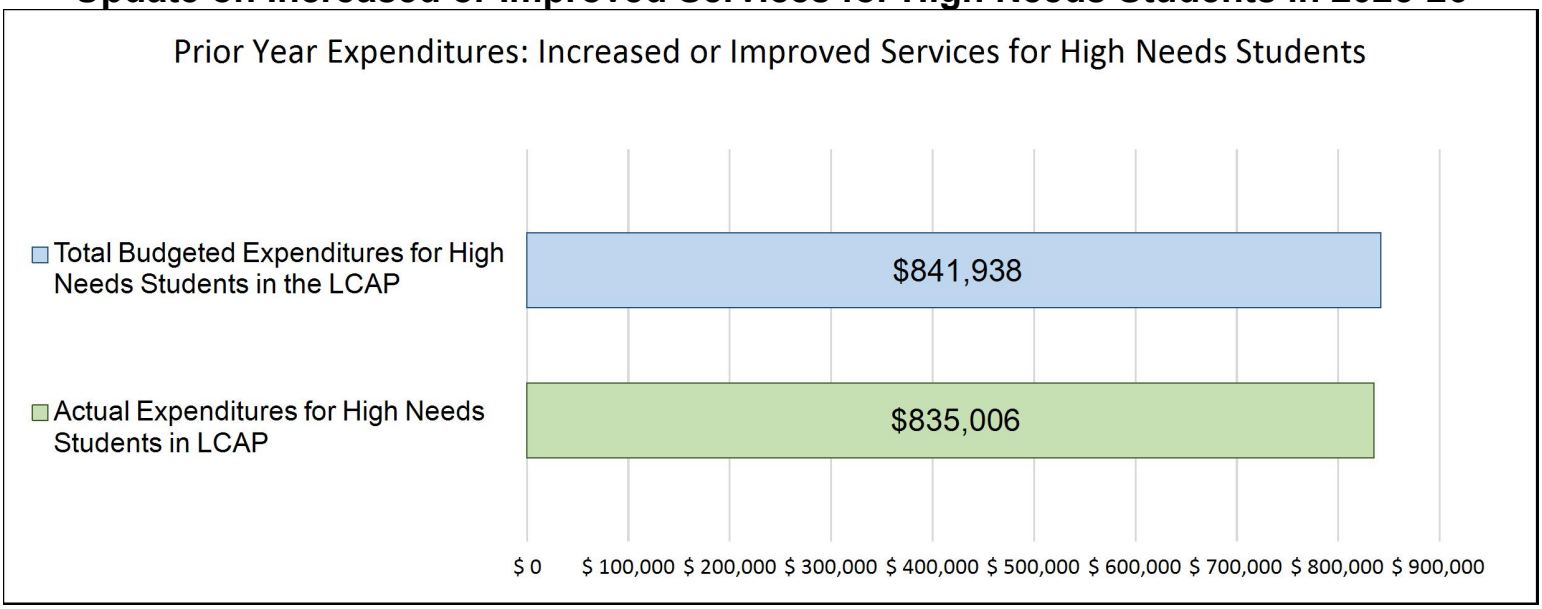
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, McSwain Union Elementary School District is projecting it will receive $781,839 based on the enrollment of Foster Youth, English learner, and low-income students. McSwain Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. McSwain Union Elementary School District plans to spend $853,577 towards meeting this requirement, as described in the LCAP.

During the 2026–27 school year, the LEA will begin its math curriculum adoption process. The focus of this adoption will be to support a more targeted approach toward building mathematical competency, strengthening intervention supports, and improving alignment in the development of key mathematical skills and competencies for high-need students. The adoption process will also emphasize consistency across grade levels, access to rigorous instructional materials, and additional supports to help address learning gaps and improve student outcomes in mathematics.

LCFF Budget Overview for Parents

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



This chart compares what McSwain 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 McSwain 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, McSwain Union Elementary School District's LCAP budgeted $$841,938 for planned actions to increase or improve services for high needs students. McSwain Union Elementary School District actually spent $$835,006 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $6,932 had the following impact on McSwain Union Elementary School District’s ability to increase or improve services for high needs students:

The district has shifted its focus toward the implementation of a unified math curriculum for the followibg year 2026-2027. All other ongoing initiatives have continued, and next year there will be an increase in expenditures to support these efforts.

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
McSwain Union Elementary School District	Kamaljit Pannu Superintendent	Kpannu@mcswain.k12.ca.us (209) 354-2700

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.

The McSwain Union Elementary School District is more than just a school district — it is a thriving community. Serving students in Transitional Kindergarten through 8th grade across two campuses, the West Campus houses Transitional Kindergarten through 3rd grade, while the East Campus serves students in grades 4 through 8. Located in a rural setting between two of Merced County's largest cities, McSwain has proudly served the local community for over 100 years. Enrollment for the 2025–2026 school year stands at 912 students, a slight decrease from the previous peak of 939 students. During the 2024–2025 school year, 8.8% of students were identified as English Language Learners and 37.1% were classified as socioeconomically disadvantaged. For 2025–2026, 9% of students are English Language Learners, 36% are socioeconomically disadvantaged, and 0.3% are identified as Foster Youth. Post-COVID, enrollment has stabilized, and attendance rates are steadily returning to pre-pandemic levels. The District has made significant investments in classroom technology and upgraded internet infrastructure to ensure a modern, technology-integrated learning environment. McSwain offers a strong core academic program supported by well-resourced libraries and a full return to extracurricular activities, including athletics, band, and expanded parent involvement opportunities. The District also provides comprehensive wellness, emotional, and behavioral supports and proudly implements the Sown To Grow platform campus-wide to support student growth and social-emotional development. At McSwain, students receive a well-rounded education grounded in the values of community, care, and excellence. Families are valued partners, and staff remain dedicated to delivering high-quality instruction and support to ensure every student thrives.

Reflections: Annual Performance

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

In comparison to the previous year, McSwain Union Elementary School District experienced overall improvement across several key metrics as reflected in the 2025 California Dashboard. As identified in the prior year's Dashboard, two primary areas of focus were English Learner Progress and Suspension Rates, particularly for student groups including Asian students, students identifying as Two or More Races, and Socioeconomically Disadvantaged students. These groups were intentionally monitored throughout the year. English Learner Progress increased by 14.7% from the previous year, with 48.6% of English Learners making progress toward English proficiency. During the reporting year, there were 70 students in the English Learner cohort. In English Language Arts (ELA), English Learners performed 32.6 points below standard on the SBAC assessment, reflecting an improvement of 19.7 points from the previous year. Long-Term English Learners performed 45.4 points below standard, which represents a 24-point improvement. In Mathematics, English Learners were in the Yellow performance level at 58.6 points below standard, reflecting a 17.6-point improvement. Long-Term English Learners were 102.4 points below standard in Mathematics, improving by 16.9 points from the prior year. Notably, there were no student subgroups in the Red performance level for SBAC ELA or Mathematics. While measurable growth is evident, continued targeted language development and strategic academic interventions remain necessary to further close achievement gaps. Suspension data was also a key focus area. Based on the 2024 Dashboard, 4.4% of students were suspended at least one day. The 2025 Dashboard reflects a reduction to 2.3%, representing a significant improvement.

When examining subgroup data:

- No student groups were in the Red performance level
- English Learners were in the Orange level, with 3.1% suspended (a 1% increase)
- The Yellow level included Asian students, Long-Term English Learners, Students with Disabilities, and White students
- The Green level included Hispanic students, students identifying as Two or More Races, and Socioeconomically Disadvantaged students
- No student groups were in the Blue performance level

Although progress has been made, continued monitoring of all subgroups and addressing root causes of suspension disparities remains critical to ensuring an equitable and supportive learning environment.
Action 4.1 continues to focus on strengthening Social and Emotional Learning (SEL) systems and expanding the use of additional counseling supports. This work is designed to reduce suspension rates, improve school climate, and provide proactive support to all students, particularly those identified in higher need groups. As required, the District must report the student groups performing at the lowest status levels for each Dashboard indicator. At this time: Suspension rates for English Learners remain an area of concern, with a 1% increase

There are no significant concerns related to chronic absenteeism, as no student groups are currently identified in the Red or Yellow performance levels.

English Language Arts (ELA) performance varies among student groups. Although All Students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students remain below standard, Asian and White students continue to perform above standard. Mathematics performance reflects a similar pattern, with most student groups performing below standard. Asian students remain the highest-performing group, while English Learners, Hispanic students, Long-Term English Learners, and Students with Disabilities are identified in the Orange performance level, demonstrating a continued need for targeted support.

Overall, the data identifies several areas for continued focus, including strengthening English language development, closing achievement gaps in ELA and Mathematics, and reducing suspension rates among specific student groups. To address these areas, the District will continue implementing targeted interventions, culturally responsive practices, and a comprehensive approach to supporting students' academic and social-emotional needs.

This work is aligned with Goal 2, which focuses on targeted interventions for English Learners and Long-Term English Learners. The District will continue collecting and analyzing data generated through these efforts to guide future planning, resource allocation, and decision-making.

The District is also required to report the student groups and school sites that demonstrated the lowest performance for each applicable indicator on the 2023 California School Dashboard. The following groups were identified as having the lowest status:

Districtwide Suspension Rate: Asian students, Socioeconomically Disadvantaged students, and students of Multiple Races — Action 4.1
McSwain Elementary English Learner Progress Indicator: English Learners — Goal 2

Regarding Learning Recovery Emergency Block Grant (LREBG) funding, the District expended its original allocation and does not anticipate additional expenditures during the 2025–2026 school year. For the 2026–2027 school year, a key component of the District's academic improvement efforts will be the addition of an instructional coach at each campus, supported by $71,975 in LREBG funding. This investment is intended to improve academic achievement for all students by strengthening high-quality first instruction.

The instructional coaches will engage teachers in structured coaching cycles focused on the consistent implementation of high-impact, evidence-based instructional strategies. Using a collaborative and data-driven approach, coaches will work with teachers to identify instructional goals, implement effective practices, analyze student progress, and reflect on outcomes to inform ongoing instructional improvement. This action also supports LCAP Action 1.4 and the District's blended-learning initiative. Through structured coaching cycles, instructional coaches will review instructional goals with staff, analyze student progress, and assist teachers with the implementation of effective blended-learning practices. Coaches will also support the development of standards-aligned lessons that effectively integrate technology, small-group instruction, and differentiated learning opportunities. This work will contribute to the continued development and improvement of blended learning throughout McSwain.
In addition the action aligns closely with LCAP Metric 3.3, which measures implementation of the Common Core State Standards through classroom observations and reviews of lesson plans. Its effectiveness will also be reflected in student achievement outcomes under LCAP Metrics 3.1 and 3.2, which measure overall California Assessment of Student Performance and Progress (CAASPP) performance in English Language Arts and Mathematics.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
McSwain Union Elementary School District "Board of Trustees".	On May 12th, 2026 a review of the Local Control and Accountability Plan (LCAP) was presented to the Board of Trustees at a regularly scheduled public meeting. While trustee input was minimal, there was a clear consensus to maintain the District's focus on instruction by continuing both the Blended Learning initiative and the School-wide Intervention initiative. Throughout the year, the Board engaged in ongoing LCAP review. The LCAP goals were discussed during the summer board meeting and again at the start of the 2025–26 school year. A Mid-Year LCAP Review was presented at the February 10, 2026 board meeting.
McSwain Union Elementary School "Leadership Students".	On April 2, 2026, a presentation of the draft Local Control and Accountability Plan (LCAP) was held, emphasizing the layers of improved and increased services provided to students. Students shared their perspectives on district goals, with a key theme centered on Goal 4—enhancing the student learning environment at McSwain. Data reviewed included the percentage of students, parents, and staff who reported feeling welcomed on campus. This topic was further discussed in subsequent meetings, with a continued focus on ensuring all students feel welcomed, supported, and connected to the school community. Paper surveys were distributed to gather student feedback, and limited time was set aside for direct conversations and personal input

Educational Partner(s)	Process for Engagement
	with the Superintendent. One additional comment that was shared was the desire for more opportunities for student voice and leadership in shaping school activities and improving campus culture.
McSwain Union Elementary School District "Other Staff".	On May 5, 2026, and invitation was sent to all "Staff" to view the LCAP Stakeholder Input PowerPoint online and complete the survey. They were also invited to an in-person presentation and input collecting meeting on May 14th, 2026. During the year, staff were invited to review the LCAP mid year review during Feb 10th board meeting and invited to the in person meeting on May 12th, 2026.
McSwain Union Elementary School District "Parents" (English and Spanish speaking).	On May 5, 2026, and invitation was sent to "All Parents", both English and Spanish speaking, and in both languages, to view the LCAP Stakeholder Input PowerPoint online and complete the feedback survey. They were also invited to English language and Spanish language in-person presentations and input collecting meetings.
McSwain Union Elementary School District "Parent Advisory Committee".	An Input meeting was held on May 7, 2026 and facilitated by the school's principal. As has been typical this year, there was poor attendance and little input. Face to face conversations focused on maintaining the course with an emphasis on improving student academic achievement through Blended Learning and school-wide intervention. Other than that, all attendees where encouraged to complete the written survey posted on the District webpage.
McSwain Union Elementary School District "Parents of English Language Learners Advisory Committee".	An Input meeting was held on May 8, 2026 and facilitated by the school's vice principal. As has been typical this year, there was poor attendance and little input. Face to face conversations focused on maintaining the course with an emphasis on improving student academic achievement through Blended Learning and school-wide intervention. Other than that, all attendees where encouraged to complete the written survey posted on the District webpage.
McSwain Union Elementary School District "CSEA Leadership".	Last year, a meeting to review and consult on the McSwain Union Elementary School District's LCAP was offered on This year, the process was repeated and the same meeting to review and consult on the McSwain Union's Elementary School District LCAP was offered

Educational Partner(s)	Process for Engagement
	on May 15, 2025. Additionally, all classified staff were provided with another opportunity to review the presentation and provide additional feedback on May 28, 2025.
McSwain Union Elementary School District "McSwain Teacher's Association Leadership".	A meeting to review and consult on the McSwain Union Elementary School District's LCAP was offered on May 2, 2026. This year, the process was repeated and the same meeting to review and consult on the McSwain Union's Elementary School District LCAP was offered on May 15, 2026. Additionally, all certificated teachers were provided with another copy of the presentation and reminded of the additional feedback on May 28, 2026.
McSwain Union Elementary School District "Community".	On May 5, 2026 a LCAP Stakeholder Input PowerPoint presentation was posted to the district's website along with a survey for every stakeholder to complete. A ParentSquare message was sent to the entire McSwain Community informing them of such and inviting them to view the presentation and complete the survey. In addition the LCAP is aviaiable for public viewing and extended feedback is available from June 4th- June 8th 2026.
McSwain Union Elementary School District Teachers	On May 5, 2026, a Local Control and Accountability Plan (LCAP) Stakeholder Input PowerPoint presentation was posted to the District’s website, accompanied by a survey for all stakeholders to complete. A ParentSquare message was sent to the entire McSwain community, inviting them to view the presentation and provide input through the survey. McSwain teachers were also invited to attend the monthly Board meeting to review the LCAP document alongside community members. Additionally, McSwain teachers reviewed and provided feedback on the LCAP during the mid-year staff meeting held in February 2026. In addition, all teachers were provided another copy of the presentation and reminded of additional feedback on 5/28/26.
McSwain Union Elementary Principal and Administrators	A meeting to review and consult on the McSwain Union Elementary School District's Local Control and Accountability Plan (LCAP) was held on May 5, 2026. During the 2025–26 school year, the administrative team and the Principal conducted a mid-year LCAP review in February 2026. In addition, the Principal and administrative

Educational Partner(s)	Process for Engagement
	team presented the LCAP during School Site Council and DELAC (District English Learner Advisory Committee) meetings to ensure broad stakeholder input. A final stakeholder engagement meeting to review and consult on the LCAP was also held on May, 2025.
Merced County SELPA	A meeting to review and consult on the McSwain Union Elementary School District's LCAP document was conducted alongside the Special Ed Director Ms. Millian on May 5th, 2026. For the 2025-26 school year, the LCAP document was sent over to the county SELPA to review on May 12th, 2026 and the document was reviewed the SELPA team and Mrs. Fong, Director of Special Education Services in McSwain county.
McSwain CEI	During the 2025–26 school year, a key group of participants engaged in reviewing the Local Control and Accountability Plan (LCAP) as part of their planning work connected to the McSwain Community Engagement Initiative. The group focused on identifying ways to increase stakeholder engagement among students, staff, and families.This team consisted of students, parents, administrators, district personnel, and county representatives. As part of the review process, parent, student, and staff survey data were analyzed, leading to the development of a Problem of Practice. The committee met on September 25, 2025; December 11–12, 2025; March 11–13, 2026; and April 29–30, 2026 to continue this work. The identified Problem of Practice aligns directly with LCAP Goal 4, focusing on how the district can continue to create a welcoming and inclusive environment for all stakeholders.

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

Participation by educational partners in providing input for the LCAP has historically been limited. The District has previously interpreted this as an indication of general satisfaction with its current direction. More recently, however, there has been an increase in engagement related to the LCAP, along with growing interest in future planning and priorities for McSwain Union Elementary School District. This increased engagement is reflected in the formation of an exploratory committee through the Community Engagement Initiative (CEI) at the school site. The focus of this committee aligns with Goal 4 and centers on increasing participation, improving school climate, and expanding opportunities for meaningful stakeholder input across students, staff, and families. While participation has increased in targeted areas, overall engagement remains an identified area of need.

At a broader level, several key indicators demonstrate that the District continues to move in a positive direction. Enrollment remains above pre-COVID levels at over 900 students, attendance rates exceed 95%, and interdistrict transfers are at record highs. Additionally, enrollment in grades 6–8 has reached capacity, reflecting strong demand. Feedback from educational partners has consistently emphasized the importance of maintaining and strengthening intervention supports, particularly for unduplicated pupils. Additional suggestions—such as later start times, eliminating minimum days, and improving teacher accessibility—were considered; however, the District has elected to maintain the current schedule while continuing to encourage increased communication and accessibility between teachers and families.

To better capture stakeholder voice, parent surveys include open-ended response opportunities to allow for more detailed feedback and deeper insight. Despite these efforts, participation remains limited, with 86 out of 912 families completing the survey. The District has also incorporated student voice through informal discussions with student leadership groups, and input gathered through the CEI process has helped inform both ongoing efforts and emerging priorities as the District begins development of the next LCAP cycle. As the District continues to engage educational partners, feedback has remained largely consistent with the priorities outlined in the prior year's LCAP. As a result, there have been no major changes to existing goals or focus areas. However, under Goal 4—Enhancing the Student Learning Environment, District Climate, and Educational Partner Engagement in a Safe and Welcoming Setting—the District will prioritize several key initiatives in the coming year. These include expanding student-led initiatives, establishing baseline metrics for stakeholder participation, and increasing staff connectedness and sense of belonging. These efforts are intended to strengthen overall engagement, improve school climate, and increase staff buy-in across the District.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance Student Achievement and Equity through Comprehensive Educational Support.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal encompasses a holistic approach to improving educational outcomes, fostering equity, and providing robust support systems for both students and educators. It was developed to establish a foundation for student academic achievement through a direct and indirect focus on teacher instruction. Based on local benchmark indicators, our hypothesis is that small class sizes, highly qualified teachers, sufficient access to materials, and adequate school facilities will result in students excelling academically, being happier to attend school, achieving higher graduation rates, experiencing lower suspension rates, and creating a community that supports student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	*Maintain small class sizes - TK-3rd, 4th-6th, and 7th-8th class sizes	Based on 2023/2024 P2 CSR TK-3rd 25.10 4th-6th 26.18 7th-8th 25.90	Based on the 2024/2025 P2 CSR TK-3rd 19.00 4th-6th 25.05 7th-8th 26.80	Bsed on the 2025/2026 P2 CSR TK-3rd 20.00 4th-6th 25.00 7th-8th 28.00	Based on (2026/2027 P2 CSR) TK-3rd 24.00 4th-6th 26.00 7th-8th 26.00	Grades TK-3 have had a decline in the number of enrollments, a decline of 5.1, for 4-6th, a decline of 1.18, and 7th and 8th, an increase of 2.1. However, the numbers overall are close in terms

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						of the baseline and year 1 outcomes.
1.2	Teachers in LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	92.7% clear (2021/2022)	84.6% clear as identified on TAMO (2022/2023)	73.9% clear as identified on TAMO (2023/2024) 14.1% intern	100% (2026/2027)	A decrease from baseline of 18.8% continue to work towards 100%.
1.3	Pupils have sufficient access to the standards-aligned instructional materials as measured by Board Resolution	100% (2023/2024)	100% (2024/2025)	100%(2025/2026)	100% (2026/2027)	Continue to maintain 100%.
1.4	Students will receive access to broad course of study demonstrated by the master schedule	100%(2023/2024)	100% (2024/2025)	100%(2025/2026)	100% (2026/2027)	Continue to maintain 100%.
1.5	Percentage of school facilities scoring Good or Better on FIT Report	2023-2024 FIT Report 100%	100% (2024/2025)	100% (2025/2026)	2026-2027 FIT Report 100%	Continue to maintain 100%.
1.6	School Attendance Rate	Based on 2024 P2 96.09%	Based on the 2024/25 P2 94.9%	Based on 2025/26 P2 95.3%	Based on 2026/2027 P2 97.00%	1.19 % drop from baseline
1.7	Chronic Absenteeism Rate	Based on 2023 Ed Data 11.5%	Based on 2024 Ed Data, 10.9%	Based on 2025 Ed Data 7.8%	Based on 2026/2027 Ed Data (-5%/year) 9.8%	3.7% decrease from the baseline
1.8	Suspension Rate	Based on 2023 Ed Data 4.4%	Based on 2024 Ed Data, 3.8%	Based on the 2025 Ed Data, 2.3%	Based on 2026/2027 Ed Data (-5%/year)	2.1% drop from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					3.7%	
1.9	Expulsion Rate	Based on 2023 Ed Data 0.0%	Based on 2024 Ed Data, 0.0%	Based on ED Data, 0.0% 2025/2026	Based on 2026/2027 Ed Data 0.0%	No change, continue to maintain, meeting the goal.
1.10	*8th Grade Promotion Rate	100% (2023/2024)	100% (2024/2025)	96% (2025/2026)	100% (2026/2027)	A dec rease of 4% however we continue to aim for meeting the goal of 100%.
1.11	Middle School Dropout Rate	0.0% (2023/2024)	0.0% (2024/2025)	0/0% (2025/2026)	0.0% (2026/2027)	No change, continue to maintain, meeting the goal.

Goal Analysis [2025-26]

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

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

In the previous year, Goal 1 was effectively implemented, with most actions aligning with the district's original plans. Class sizes remained within target ranges, though final 2025–2026 P2 came in at 95.3% which is an improvement from the previous year. All students continued to have access to standards-aligned instructional materials, and 100% of facilities were rated "Good" or better on the FIT Report. The master schedule confirmed full access to a broad course of study, and the district maintained a 100% 8th-grade promotion rate, with 0% expulsion and dropout rates. A notable area of progress was the reduction in both chronic absenteeism (from 10.9% to 7.8%) and suspension rates (from 3.8% to 2.3%). These improvements serve as strong indicators that when students are present at school, they are better positioned to succeed academically and socially. Ensuring consistent student attendance remains a critical priority, as presence is foundational to student achievement. While recruitment and retention of fully credentialed teachers remain a challenge, the district continues to make progress toward the goal of 100% fully credentialed staffing. This trend reflects broader patterns seen across the state and within the local Merced area. Additionally, overall attendance remains just below the 97% target, highlighting a continued need for focused family engagement and targeted intervention strategies. Overall, Goal 1 was successfully implemented, with strong outcomes in access, equity, and school climate, and only minor adjustments needed in staffing and attendance initiatives.

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 no material differences between the budgeted expenditures and the estimated actual expenditures for Goal 1. All planned actions were implemented as intended, and expenditures remained aligned with the original allocations outlined in the LCAP. Similarly, there were no substantive changes in the planned percentages of improved services compared to the estimated actual percentages. The district effectively utilized allocated funds to maintain small class sizes, ensure access to instructional materials, support facility maintenance, and sustain student support services. As such, the alignment between planned and actual implementation demonstrates consistent and efficient use of resources in support of student outcomes and instructional quality.

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

The specific actions implemented to support Goal 1 have been effective in making measurable progress toward the goal. Maintaining small class sizes across all grade spans has contributed to more individualized instruction and stronger student-teacher relationships. Ensuring 100% access to standards-aligned instructional materials and a broad course of study has supported instructional continuity and equity across the district. The continued rating of “Good” or better on the FIT Report reflects the district’s commitment to providing safe and well-maintained learning environments. Targeted interventions and family outreach efforts have contributed to reductions in chronic absenteeism and suspension rates, indicating positive progress in student engagement and overall school climate. While challenges remain in reaching 100% of teachers being fully credentialed and in slightly increasing overall attendance rates, the actions taken to date have demonstrated clear effectiveness in improving conditions of learning and academic support for all students. An area of ongoing growth continues to be the maintenance of smaller class sizes, particularly in the upper grades, where enrollment demand has increased as more families seek to attend school in the district. The district is actively exploring ways to balance this growth while preserving the instructional benefits of smaller class sizes. It should also be noted that, in comparison to the previous year, maintaining a 0% middle school dropout rate and striving toward a 100% promotion rate is a testament to the systems and staff in place. Moving forward, the school site will continue to focus on key metrics, with particular attention to Actions 1.6 and 1.7, ensuring that attendance and chronic absenteeism remain ongoing priorities.

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.

As a result of reflections on prior practice, no significant changes have been made to the overall goal, metrics, or target outcomes for the coming year, as the actions under Goal 1 have proven largely effective. However, based on ongoing monitoring and increased enrollment demand, particularly in the upper grades, the district will explore adjustments in class size strategies to ensure a balance between accommodating growth and preserving instructional quality. Efforts will also continue to strengthen recruitment pipelines to move closer to the goal of 100% appropriately credentialed teachers. Additionally, attendance-focused outreach will be expanded to support further reductions in chronic absenteeism and move the district closer to its 97% attendance rate target. These adjustments are designed to refine and strengthen implementation rather than overhaul existing actions, maintaining alignment with the original intent and purpose of the goal. Due to ongoing increase in salary, action 1.1 had an increase to the budget.

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	Maintain increased staffing	Maintain four additional teachers to maintain optimal class sizes and improve English Learner access to grade-level standards, including fine arts instruction for unduplicated students.	$53,042.89	Yes
1.2	Implement Weekly Minimum Days for Professional Development and Data Analysis	Establish weekly minimum days to facilitate teacher professional development, collaboration, and thorough analysis of student academic performance data. This supports standards-based instruction, blended learning, and targeted intervention strategies for English language learners(ELD) and our long term English language learners, foster youth, low-income students, as well as all other students.	$0.00	No
1.3	Strengthen Teacher Induction Program and Mentorship	Enhance the Teacher Induction Program with dedicated support for mentor teachers, providing new educators with the guidance and resources needed for effective teaching practices.	$16,855.00	No
1.4	Advance Blended Learning Initiative	Continue the three-year implementation of the Blended Learning instructional initiative, ensuring all teachers participate in professional development to effectively integrate technology and diverse teaching methods to support EL, Foster Youth, students with disabilities, and Low-Income students in mastering the Common Core Curriculum. A key component of this will be in the inclusion of an instructional coach at each campus using Learning Recovery Emergency Block Grant (LREBG) funds, with a total allocation of $71,975 This investment will support improved academic achievement for all students by strengthening high-quality, first instruction. The instructional coaches will engage teachers in structured coaching cycles focused on consistently implementing high-impact, evidence-based instructional strategies. Using a collaborative and data-driven approach, coaches will work with teachers to identify instructional goals, implement effective practices, analyze student progress, and reflect on outcomes.	$74,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action aligns most closely with LCAP Metric 3.3, which measures the implementation of the Common Core State Standards through classroom observations and reviews of lesson plans. Its effectiveness will also be reflected in student achievement outcomes under Metrics 3.1 and 3.2, which measure overall CAASPP performance in English Language Arts and Mathematics.		
1.5	Partially Fund Director of Technology	Partially fund the Director of Technology position to support the Local Area Network (LAN) infrastructure and provide classroom technology support. Offer one-on-one technical assistance and training to teachers, focusing on integrating technology into Common Core Instruction for English Language Learners, Foster Youth, students with disabilities, and Low-Income students	$60,006.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance Support and Resources for Socioeconomically Disadvantaged Students, English Learners, Students with Disabilities, Foster and Homeless Youth and Their Families	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal aims to promote language proficiency, academic success, and equitable access to resources and communication channels for English learners, students with disabilities, and foster and homeless youth and their families within our school community. It was developed to address the needs of our students who require the most support to achieve academic success as based on previous indicators. In developing this goal, we will use local indicators such as ELPAC scores, oral and written assessments, and ELD standards incorporated into daily lessons, along with a review of students' CAASPP scores, to measure progress. Adjustments will be made based on students' performance on these metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students will have access to programs and services developed and provided to unduplicated pupils	100% (2023/2024)	100% (2024/2025)	100% (2025/2026)	100% (2026/2027)	Continue to maintain, meeting expectations.
2.2	English Learners will have access to State Standards and ELD Standards as measured	100% (2023/2024)	100% (2024/2025)	100% (2025/2026)	100% (2026/2027)	Continue to maintain, meeting expectations.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by observation and review of lesson plans					
2.3	The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC	Based on 2023 Dashboard 42.6%	Based on 2024 Dashboard 33.8%	Based on 2025 Dashboard, 48.6%	Based on 2026/2027 Dashboard 49.31%	This is an area of improvement for the next year and we have not met the target for year 3. We have a slight increase of 6%.
2.4	*Improve Summative ELPAC Oral Language Average Scale Score	Based on 2022-23 CERS Scores K 1411 1st 1486 2nd 1478 3rd 1485 4th 1540 5th 1531 6th 1585 7th 1569 8th 1548	Based on the 2023-24 CERS Scores Grade Kindergarten 1412 1st 1460 2nd 1491 3rd 1512 4th 1484 5th 1522 6th 1475 7th 1516 8th 1494	Based on the 2024-025 CERS Scores Guide Kindergarten 1434 1st 1478 2nd 1520 3rd 1491 4th 1468 5th 1501 6th 1504 7th 1537 8th 1492	Average for the 2026/2027 CERS Scores K 1441 1st 1515 2nd 1508 3rd 1515 4th 1570 5th 1561 6th 1615 7th 1599 8th 1578	This is an area of improvement for the next year and we have not met the target for year 3. Kindergarten (+23) 1st (-8) 2nd (+42) 3rd (+6) 4th (-72) 5th (-30) 6th (-81) 7th (-32) 8th (-56)
2.5	*Improve Summative ELPAC Written Language Average Scale Score	Based on 2022-23 CERS Scores K 1441 1st 1452 2nd 1465 3rd 1494 4th 1514 5th 1516 6th 1554 7th 1544 8th 1529	Based on the 2023-24 CERS Scores Grade Grade level Written Kindergarten 1378 1st 1484 2nd 1479 3rd 1489 4th 1517 5th 1534 6th 1520	Based on the 2024-025 CERS Scores Guide Kindergarten 1437 1st 1490 2nd 1517 3rd 1504 4th 1505 5th 1551 6th 1534 7th 1539 8th 1530	Average for the 2026/2027, CERS Scores K 1471 1st 1482 2nd 1495 3rd 1524 4th 1544 5th 1546 6th 1584 7th 1574 8th 1559	This is an area of improvement for the next year and we have not met the target for year 3. K (-4) 1st (+38) 2nd (+52) 3rd (+10) 4th (-9)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7th 1577 8th 1513			5th (+35) 6th (-20) 7th (-5) 8th (+1)
2.6	Students will have access to programs and services developed and provided to individuals with exceptional needs	100% (2023/2024)	100% (2024/2025)	100% (2025/2026)	100% (2026/2027)	Continue to maintain, meeting expectations.
2.7	Students with disabilities CAASPP ELA	Based on 2023 Dashboard 63.3 points below standard	Based on the 2024 Dashboard 77.2 points below standard.	70.6 points below standard, based on the 2025 dashboard	Based on 2026 Dashboard (+5%/year) 54.27 points below standard	This is an area of improvement for the next year and we have not met the target for year 3. A difference of 7.3 points.
2.8	Students with disabilities CAASPP Math	Based on 2023 Dashboard 80.8 points below standard	Based on 2024 Dashboard, 91.3 points below standard.	89.9 points below standard, based on the 2025 dashboard	Based on 2026 Dashboard (+5%/year) 69.27 points below standard	This is an area of improvement for the next year and we have not met the target for year 3. A difference of 9.1 points.

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.

Over the past year, the District has continued to implement planned actions to support unduplicated pupils, English learners (ELs), and students with disabilities (SWD), ensuring full access to programs and services as intended. Instruction and lesson planning were aligned to State Standards and English Language Development (ELD) standards, and staff utilized assessment tools such as the ELPAC and CAASPP to monitor student progress. In addition, the District has begun developing in-house district writing assessments to provide an additional layer of data. These assessments are intended to better inform instruction and allow for more targeted supports and resources for key student populations. While infrastructure and access goals were fully met, outcome data continues to highlight areas for growth. There was an increase in the percentage of English learners making progress toward English proficiency, rising from 33.8% to 48.6%; however, there

remains room for continued improvement. In regard to CAASPP performance for students with disabilities, results indicate ongoing challenges in both ELA and Math. In ELA, 70.6% of SWD performed below standard, compared to 77.2% the previous year, reflecting some improvement. In Math, 89.9% of SWD performed below standard, compared to 91.3% the prior year, also indicating slight progress. These trends informed mid-year instructional adjustments, including increased small-group designated ELD instruction and a review of IEP alignment to ensure appropriate supports. Despite challenges such as staffing shortages and an increase in newcomer students, key successes included maintaining consistent access to services for all student groups, improved outcomes on the ELPAC, and stronger alignment of instruction to standards through ongoing professional development and coaching. Additional successes include the use of instructional support staff to provide targeted intervention in foundational Math and ELA skills. This has contributed to improved student performance and continued progress as measured by both CAASPP and ELPAC data.

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 a few material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, as well as between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services.
For Action 2.1, funds were utilized to provide mathematics training for staff, which directly supported all students, including English Learners (ELs) and Long-Term English Learners (LTELs). This investment strengthened instructional practices and allowed for more targeted math support to improve student understanding of mathematical concepts and curriculum. For Action 2.7, the District had originally planned to adopt new curriculum; however, this has been postponed to the following year as the District awaits final approval from the State of California and the rollout of updated mathematics frameworks and practices. The District plans to pilot three state-approved curriculum options in the fall. Additional professional development will be provided to ensure effective implementation and to support targeted student populations with enhanced instructional resources. For Action 2.5, it was determined that no expenditure was necessary. As a result, those funds were redirected to support math coaching and instructional support. For Action 2.2, implementation was shifted to the following year to allow for the development of a more comprehensive English Learner Institute. This shift also impacted Action 2.3, as the immediate need for additional support staff for English Learners and Long-Term English Learners was reduced.
Overall, funds were utilized in alignment with the intent of the actions and services outlined in the LCAP. The District maintained strong fidelity in both implementation and expenditure tracking, resulting in close alignment between budgeted and actual spending while continuing to support improved services for targeted student groups.

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

The specific actions implemented to date have been partially effective in making progress toward the goal. Access-based metrics, such as ensuring 100% of unduplicated pupils, English learners (ELs), and students with disabilities (SWD) received targeted programs and services, were fully met and reflect strong implementation fidelity. Additionally, improvements in ELPAC oral and written language average scale scores across grade levels indicate that instructional supports and alignment to ELD standards are having a positive impact. There has also been an increase in the percentage of English learners making progress toward English proficiency, along with a modest improvement in CAASPP performance for students with disabilities. These gains suggest that foundational supports are in place; however, further refinement is needed in the intensity and specificity of instructional interventions. To address these gaps, the District will continue to utilize clinicians to provide targeted academic and social-emotional supports, particularly for students with more complex needs. In addition, the District will continue to refine and implement foundational assessments aligned to the Science of Reading, with a focus on phonics and foundational ELA standards. Ongoing staff training will remain a priority to ensure educators are equipped with effective strategies and tools for differentiation.

This includes continued mathematics professional development to strengthen instructional practices across grade levels. While progress has been made, the District recognizes that there are still areas for growth and will continue to refine its approach to ensure improved outcomes for all student groups.

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.

As a result of reflections on prior practice and a review of outcome data, no changes have been made to the overall goal; however, refinements have been made to actions and supports to enhance effectiveness in the coming year. Based on performance trends, including English learner progress on the ELPAC and outcomes for students with disabilities on state assessments, the District will place a greater emphasis on increasing the intensity and reach of targeted supports. The District will continue to implement and expand the English Language Institute during the summer to provide designated instruction and language development opportunities for English learners. Additionally, the use of EL instructional aides will be strengthened to ensure more consistent in-class support throughout the school year. This will include ongoing training, as well as a review of student strengths and areas of need to better target support. Instructional aides will work in collaboration with credentialed teachers and clinicians to reinforce ELD standards and provide scaffolded instruction. Ongoing professional development will also be expanded to ensure staff are equipped with evidence-based practices and intervention strategies that support language acquisition and academic achievement for both English learners and students with disabilities. An additional area of focus will be strengthening vertical alignment across grade levels. Staff will engage in structured collaboration to support smoother student transitions between grades and ensure continuity of instruction and expectations. Due to ongoing increase in salary, action 2.1, 2.3, 2.4, and 2.6 all had increases to the budget.

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	Implement Partial Funding for Administrative Bilingual Support	Partially support administrative bilingual staff dedicated to assisting EL parents and students, ensuring equitable access to all school resources and services.	$76,288.42	Yes
2.2	Establish an English Language Institute	Create and host an English Language Institute before the school year begins, offering supplies, incentives, and transportation to increase participation rates among EL students, thus fostering language proficiency and academic success.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Retain Bilingual Instructional Aide	Maintain 3.5-hour positions for bilingual instructional aides who will support English Language Learners and long term English language learners in understanding and mastering the Common Core Curriculum, providing targeted assistance and personalized instruction.	$97,130.43	Yes
2.4	Employ Full-Time Bilingual Office Clerks	Fund full-time bilingual office clerks at both campuses to enhance Spanish language communication with over 80 Spanish-speaking families, ensuring efficient and effective administrative support and fostering a welcoming environment for diverse communities.	$98,540.26	Yes
2.5	Support for Foster Youth	Provide supplies and clothing for foster youth identified and supported academically and socially by counselors and administration, ensuring their needs are met to facilitate academic success and positive school experiences.	$3,000.00	No
2.6	Partially Fund Director of Special Education	Fund the Director of Special Education position to focus on providing targeted intervention services for all unduplicated students, with an emphasis on students with disabilities, by addressing their unique academic and social needs to enhance their overall success.	$174,816.50	No
2.7				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhance Student Support Services and Technology Integration for Academic Success	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to address the district-wide intervention and support needed to meet individual student academic needs. As our district's demographics and specific needs evolve, intervention will become a priority. The need for intervention has been identified through our local benchmark indicators, which show a discrepancy in student success, as reflected in CAASPP ELA and Math scores. Additionally, this goal will help focus our efforts on aligning state standards through curriculum planning and the internalization of lessons. We will continue to use our local indicators in determining the effectiveness of this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Overall CAASPP ELA	Based on 2023 Dashboard 2.7 points below standard	Based on the 2024 Dashboard, 0.5 points below standard.	Based on the 2025 dashbaord, increased by 5.5 points above standard.	Based on 2026 Dashboard 17.3 points above standard	8.2 point increase
3.2	Overall CAASPP Math	Based on 2023 Dashboard 39.5 points below standard	Based on the 2024 Dashboard, 38.1 points below standard.	Based on the 2025 dashbaord, increased by 32.7 points below standard.	Based on 2026 Dashboard At standard	6.8 increase which is a positive.
3.3	Common Core State Standards will be implemented as	100% (2023/2024)	100% (2024/2025)	100% (2025/2026)	100% (2026 school year)	No change, continue to maintain.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by observation and review of lesson plans					
3.4	*Students will have access to Common Core aligned curriculum	100% (2023/2024)	100% (2024/2025)	100% (2025/2026)	100% (2026 school year)	No change, continue to maintain.
3.5	Overall CAST	Based on 2023 Dashboard, 0.18 points above state standard.	Based on the 2024 Dashboard, 1.9% higher than state average.	Based on the 2025 dashboard, 52.7 science points, miantained -1.3 points.	Based on 2026 Dashboard, 10 points above state standard.	The reporting has changed from baseline in turn this cannot be calculated.
3.6	EL Reclassification Rate	14% reclassification rate (2023/2024)	8.54% reclassification rate for the (2024/2025)	13.25% reclassification rate (2025/2026)	20.0% reclassification rate for the 2026 school year	Decrease of 0.75%

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.

Goal 3 focused on increasing student academic achievement in English Language Arts (ELA), Mathematics, and Science, while ensuring full implementation of the Common Core State Standards and access to aligned curriculum. Implementation followed the intended plan with no substantive deviations. Teachers continued to receive support through ongoing professional development, curriculum planning, and instructional coaching, ensuring that 100% of classrooms maintained the use of Common Core-aligned materials and instruction, as verified through lesson plan reviews and classroom observations. During the year, there was an increased focus on mathematics instruction, lesson delivery, and overall instructional practices.

Significant progress was made in ELA, with student performance improving from 0.5 points below standard to 5.5 points above standard. This growth reflects the effective implementation of reading and writing strategies, targeted interventions, and strengthened literacy practices. An additional area to monitor in future years will be the continued development of the district's reading intervention program and the impact of the reading clinician in further accelerating student achievement.

Mathematics growth was more modest, improving from 38.1 points below standard to 32.7 points below standard. While this reflects progress, it also indicates that more intensive and targeted supports are needed to accelerate achievement. Although performance remains

above county and state averages, continued emphasis on foundational math instruction, intervention strategies, and instructional alignment will be critical to ensure sustained growth and improved outcomes for all students.

In science, California Science Test (CAST) results decreased slightly; however, performance remains within the “maintained” category. Students scored 52.7 points compared to the state average of 52.6, reflecting overall alignment with state performance. This indicates a need to continue strengthening science instruction, particularly through increased opportunities for hands-on, lab-based learning and deeper alignment to standards.

A notable shift was seen in English Learner (EL) outcomes. English Learner progress increased by 14.7%, with 48.6% of students making progress toward English proficiency. This marks a positive shift compared to the previous decline in reclassification rates (from 14% to 8.54%) and reflects a renewed focus on targeted English Language Development (ELD) support and ongoing monitoring of student progress. Continued attention to refining ELD practices will be important to sustain and build on this progress.

Overall, the year demonstrated strong implementation of standards-aligned instruction and clear successes in ELA, while maintaining stable performance in science and showing incremental growth in mathematics. These efforts have established a solid foundation for continued improvement, with a focused need to strengthen math outcomes and sustain gains in English Learner progress.

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 no material differences between the budgeted expenditures and the estimated actual expenditures for Goal 3. All planned professional development, curriculum purchases, instructional support services, and intervention programs were implemented within the allocated budget. Additionally, no significant shifts were made in the allocation of funds, and spending remained aligned with the original intent of improving academic outcomes in ELA, Math, and Science, while ensuring access to Common Core-aligned instruction.

Similarly, there were no material differences in the planned versus actual percentages of improved services provided to unduplicated pupils. The district continued to prioritize intervention support, differentiated instruction, and access to state standards-based learning for English learners, low-income students, and foster youth. While the reclassification rate has fluctuated and remains an area of focus, the services themselves were fully implemented. The district maintained its commitment to providing increased and improved services as outlined in the LCAP and will continue refining strategies to better support English Learners in achieving reclassification and academic success.

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

The actions implemented to support Goal 3 have been largely effective in improving academic outcomes, particularly in English Language Arts (ELA) and science. Targeted instructional strategies, the use of Common Core-aligned curriculum, and consistent classroom observations have ensured fidelity of implementation, resulting in measurable gains. ELA performance improved by over 2 points, and California Science Test (CAST) results also increased slightly, performing above the state average. These outcomes indicate that ongoing professional development, standards-aligned instruction, and access to rigorous curriculum are positively impacting student learning.

In contrast, progress in mathematics has been more limited. While there has been growth compared to the previous year—including an increase in overall proficiency from 33% to 36%—there remains a need for a continued and intentional focus on strengthening foundational

math instruction and ensuring curriculum alignment. The slower rate of growth suggests the need for deeper and more targeted intervention strategies. Expanding small-group instruction, differentiating pacing, and strengthening math coaching supports will be critical next steps. The district's continued focus on enhancing student support services has contributed to this progress and will remain an important lever for improvement.

The most significant area of concern is the decline in English Learner (EL) reclassification rates, which dropped from 14% to 8.54%. Despite full access to English Language Development (ELD) services and curriculum, this outcome suggests that the intensity and/or structure of supports may not be sufficient to accelerate language acquisition. To address this, the district will need to implement more targeted strategies, such as increasing the use of formative assessments, expanding extended learning opportunities, and strengthening designated ELD instruction and coaching.

Overall, the majority of actions have been effective in making measurable progress toward Goal 3. However, strategic adjustments in mathematics instruction and English Learner supports are necessary to fully realize the intended outcomes and ensure continued academic growth for all students.

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.

After reviewing implementation and outcomes, no changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year. All metrics remain within reach of their multi-year targets, and the current strategies continue to reflect the district's commitment to academic achievement, standards alignment, and instructional equity.Maintaining the current course allows for an additional year of implementation to solidify instructional practices and address areas where growth was slower, such as math achievement and English learner reclassification. The district believes that continued consistency—paired with targeted refinement at the classroom and intervention level—will support stronger outcomes in these areas without the need for major structural changes at this time. Due to ongoing increase in salary, action 3.1, 3.2, and 3.4 all had increases to the budget.

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	Provide Administrator Support for Struggling Students	Allocate resources for administrators to identify at-risk 7th and 8th-grade students at risk of non-graduation status and implement appropriate interventions to support their academic progress and social-emotional well-being.	$30,880.87	No

Action #	Title	Description	Total Funds	Contributing
3.2	Library Clerk Position	Fund a six-hour library clerks to offer literacy support and enrichment activities for all students, promoting a love for reading and enhancing their academic skills.	$26,902.58	Yes
3.3	Fully Implement District-Wide Response to Intervention (RTI) Program	Collaboratively design and implement a comprehensive Response to Intervention program across the district, aimed at supporting EL, Foster Youth, Students with Disabilities, and Low-Income Students in achieving mastery of the Common Core Curriculum through targeted interventions and personalized learning approaches.	$0.00	No
3.4	Provide up to 2.0 FTE Support Teachers to support EL, Foster Youth, Low Income Students master the Common Core Curriculum and Grade Level Content.	The district will fund two full-time equivalent (FTE) support teachers as part of a comprehensive intervention program designed to improve academic achievement among English Learners, Foster Youth, and low-income students. These support teachers will focus on helping students master the Common Core State Standards through targeted interventions and personalized learning strategies. Their responsibilities will include delivering focused small-group instruction, providing real-time academic support across core subject areas, and supporting students in meeting graduation requirements in the upper grades. In addition, they will work closely with grade-level teams to align intervention efforts with classroom instruction and use student data to monitor progress and adjust instruction as needed. This action ensures that our most underserved student groups receive equitable access to high-quality instruction and support, directly aligned with the district's commitment to closing achievement gaps and preparing all students for college and career success.	$246,442.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance the Student Learning Environment, District Climate, and Educational Partners in a Safe and Welcoming Setting for All Educational Partners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that the district addresses the whole child through social-emotional support and a positive school culture that includes all Educational Partners. This need is based on local indicators and benchmarks. Specifically, through discussions with educational partners, the goal aims to help McSwain Elementary School provide a safe and supportive environment for all individuals. Simply put, if a student does not feel safe on campus, there will be a disconnect in terms of academic and emotional/social development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent climate survey indicating percentage feeling welcome on campus	96.1% (School Climate Survey) (2023/2024)	89.2% (School Climate Survey)(2024/2025)	78.3 % (School Climate Survey 2025/2026)	100.0% (School Climate Survey) (2026/2027)	17.8% decrease
4.2	Parent climate survey indicating percentage feeling safe on campus	99.0% (School Climate Survey) (2023/2024)	98.3%(School Climate Survey) (2024/2025)	96.4% (School Climate Survey 2025/2026)	100.0% (School Climate Survey) (2026/2027)	2.6 % decrease
4.3	Student climate survey indicating percentage feeling welcome on campus	95.7% (School Climate Survey) (2023/2024)	West Campus 90.1% (School Climate Survey)	West Campus 91.7% (School Climate Survey, 2025/2026)	100.0% (School Climate Survey) (2026/2027)	Data cannot be showcased.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			East Campus 95.2% (2024/2025)	East Campus 93.1% (School Climate Survey, 2025/2026)		
4.4	Student climate survey indicating percentage feeling safe on campus	91.4% (School Climate Survey) (2023/2024)	West Campus 91.4% (School Climate Survey) East Campus 91.3% (2024/2025)	East Campus, 94.3% (School Cimate Survey, 2025/2026) West Campus 86.9% (School Cimate Survey, 2025/2026)	100.0% (School Climate Survey) (2026/2027)	Data cannot be showcased.
4.5	Teacher climate survey indicating percentage feeling welcome on campus	96.3% (School Climate Survey) (2023/2024)	100% (School Climate Survey) (2024/2025)	97.7% feel welcome to campus 2025/2026)	100.0% (School Climate Survey) (2026/2027)	Increase of 1.4%
4.6	Teacher climate survey indicating percentage feeling safe at school	100.0% (School Climate Survey) (2023/2024)	100% (School Climate Survey) (2024/2025)	95.5% feel safe on campus 2025/2026)	100.0% (School Climate Survey)	Has met the target, no change.
4.7	Title I survey administered to parents of unduplicated students; percentage of participating parents who feel the school involves them in their child(ren)'s education during input meetings such as school site council, DELAC, and Parent Engagement Commitee.	89.4% (School Climate Survey) (2023/2024)	88.7% (School Climate Survey) (2024/2025)	95.5% feel safe on campus 2025/2026)	92.0% (School Climate Survey) (2026/2027)	0.7% decrease.
4.8	Parental participation/attendance	TK-3rd grades = 85% 4th - 8th grades = 35%	TK-3rd grades = 90%	TK-3rd grades = 80%	TK-3rd grades = 90%	Increase of 5% for grades TK-3,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	at parent/teacher conferences and report card nights for parents of students with exceptional needs and unduplicated students	Total = 60% (Per principal estimate for the 2023/2024 school year)	4th - 8th grades = 30% Total = 60% (Per principal estimate for the 2024/2025 school year)	4th - 8th grades = 30% Total = 50% (Per principal estimate for the 2025/2026 school year)	4th - 8th grades = 55% Total = 72.5% (Per principal estimate for (2026/2027)	decrease of 5% for grades 4-8m total is the same.
4.9	*Campus social emotional rating. End of year average emotion (las 30 days) (Sown to Grow)	4.1 (good) out of 5 for the 2023/2024 school year.	4.3(good) out of 5 for the 2024/2025 school year.	4.3 (good) out of 5 on average emotion for the 2025/2026 school year.	4.5 (awesome) out of 5 for (2026/2027)	Improvement of 0.2 from the 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.

This goal was implemented through a multi-faceted approach that prioritized campus climate, educational partner engagement, and social-emotional wellness. The district administered annual climate surveys to students, parents, and staff to assess perceptions related to safety, inclusivity, and involvement. Planned actions, including parent outreach events, site-based engagement opportunities, and the continued use of Sown to Grow to monitor student emotional well-being, were carried out as intended. Additionally, school counselors and clinicians provided targeted social-emotional supports to students, further reinforcing a safe and supportive learning environment.

An important area to note is that, despite an increase in opportunities for educational partners to participate in events and initiatives, the percentage of parents reporting that they feel welcome on campus decreased compared to the previous year. Similarly, there was a slight decline in staff perceptions of feeling welcome and safe on campus. This presents a challenge, particularly given the expansion of engagement opportunities. However, it is important to contextualize these findings, as survey participation was limited—fewer than half of staff responded, and only 86 out of 912 students completed the survey—suggesting that the data may not fully represent the broader school community.

A substantive difference in implementation this year was the intensified outreach to families of unduplicated students and students with exceptional needs. This included personalized invitations, increased conference availability, and intentional efforts to elevate family voice. These actions resulted in continued participation in parent conferences, DELAC meetings, and greater representation of educational partners

in school initiatives. However, a persistent challenge remains the decline in parent participation during conferences, particularly at the upper grade levels. This is an area the district will continue to address through targeted strategies.

One notable success in implementation is reflected in the district's social-emotional data. The school site currently averages a 4.3 out of 5 on its social-emotional climate measure through Sown to Grow. This includes over 10,357 student reflections from the East Campus and more than 3,000 reflections from the West Campus. Moving forward, the district will continue to build on this foundation by strengthening its social-emotional learning program through thematic monthly lessons and a more intentional alignment of SEL practices across the school year.

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 no material differences between the budgeted expenditures and the estimated actual expenditures for this goal. Similarly, the planned percentage of improved services remained consistent with the estimated actual percentage. All actions and services were implemented as outlined in the LCAP, and funds were allocated and utilized as planned to support school climate, student wellness, and parent engagement initiatives.

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

The actions implemented to improve school climate and educational partner engagement have shown mixed effectiveness. Staff-focused efforts have been highly successful, with 95.5% of teachers reporting that they feel safe and welcome on campus. In addition, student social-emotional well-being scores have remained stable at 4.3 out of 5, indicating strong internal systems of support and effective communication across the school. However, parent and student perception metrics have either declined or remained stagnant. Notably, the percentage of parents and students reporting that they feel welcome on campus has decreased since the baseline, particularly at the West Campus. While parent involvement, as measured through the Title I survey, did show an increase—suggesting that current strategies are effectively reaching unduplicated families—it remains critical to expand these efforts to ensure broader engagement across all family groups. Participation at parent-teacher events has increased, especially in TK–3rd grades; however, engagement in the upper grades continues to be an area for growth. While the district has made clear progress in staff morale and student wellness, additional and more targeted strategies will be needed to strengthen connections with families and improve students' sense of belonging across all grade 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.

As a result of reflections on prior practice, the District will not be making changes to the planned goals, metrics, or target outcomes for the coming year, as they remain aligned with the District's long-term vision for school climate and stakeholder engagement. Current metrics are within reach of their intended targets, and maintaining consistent implementation for an additional year is expected to support meaningful progress toward full attainment.

To strengthen implementation, the District will refine and enhance existing strategies. This includes a greater focus on parent engagement—particularly for families of unduplicated students and those in grades 4–8—through more flexible meeting opportunities, multilingual

communication, and culturally responsive outreach. Additionally, student and parent survey results will be disaggregated by campus to better address site-specific needs, especially at the West Campus, where perceptions of feeling welcome have declined.

While the overall goals and metrics will remain unchanged, targeted refinements—such as introducing interim benchmarks, expanding student-led initiatives, and increasing wellness supports—will reinforce implementation and promote continued growth across all areas. An update was made to metric 4.7 title to better represent the reported data.

This direction has been further informed through the District's Community Engagement Initiative (CEI) work. As part of this effort, a standing committee has been established that includes educators, administrators, parents, community members, county partners, and students. This group is actively identifying strategies to improve the student learning environment and to strengthen a welcoming and inclusive environment for all educational partners. Due to ongoing increase in salary, action 4.1, has had an increase to the budget.

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	Partially Fund Counseling Services	Partially fund one full-time equivalent (FTE) and one part-time FTE counselor to increase counseling services for students struggling in social or academic settings. Establish service days to ensure students receive comprehensive support for their overall well-being and academic success.	$189,224.42	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$781,839	$0.00

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
7.650%	0.000%	$0.00	7.650%

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:** Maintain increased staffing **Need:** The action is based primarily on the needs of socioeconomically disadvantaged, homeless, and foster youth students, and all students across the LEA including English Language Learners as seen in ELA CAASPP and ELPAC metrics.	Reduced class sizes can have several positive effects on the educational experience of socioeconomically disadvantaged, homeless, and foster youth students, ultimately leading to increased academic achievement for all students. Here's how: Increased Individualized Attention: With smaller class sizes, teachers can provide more individualized attention to each student. This is particularly beneficial for students who may need	CAASPP ELA and Math, and ELPAC test scores

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	extra support due to their socioeconomic background or personal circumstances. Teachers can better identify learning gaps and provide targeted interventions to help these students succeed. In addition, this will also provide additional support for all student groups, including but not limited to Asian, SPED, EL, and students of multiple races, as based on suspension and ELPI indicators that require increased individualized attention. Improved Classroom Environment: Smaller class sizes can lead to a more supportive and inclusive classroom environment. Students may feel more comfortable participating and engaging with their peers and teachers, which can positively impact their academic performance. This environment can be especially beneficial for students who are experiencing homelessness or are in foster care, as they may face additional challenges outside of school. Increased Engagement: With fewer students in the classroom, teachers can facilitate more interactive and engaging learning experiences. This can help keep students, especially those who may be disengaged or struggling academically, more interested and invested in their education. Additionally, smaller class sizes allow for more opportunities for collaborative learning, which can benefit all students. Better Support Services: Smaller class sizes allow teachers and support staff to more effectively connect students with the resources and services they may need, such as tutoring, counseling, or	

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
		access to basic necessities like food and clothing. For socioeconomically disadvantaged, homeless, and foster youth students, these additional supports can be crucial in overcoming barriers to academic success. Reduced Behavioral Issues: Smaller class sizes often result in fewer behavioral issues, as teachers can more easily manage classroom dynamics and provide appropriate discipline and support when needed. This creates a more conducive learning environment for all students, allowing them to focus more on their studies and less on distractions. By reducing class sizes and providing targeted support to students who face challenges due to socioeconomic factors or life circumstances, schools can create a more level playing field and boost academic achievement for all students. This strategy promotes a more equitable and inclusive educational environment, ensuring that every student has the opportunity to reach their full potential. Not only will this positively impact the educational experience of socioeconomically disadvantaged, homeless, and foster youth students, but it will also benefit all students across the LEA. The resulting increase in academic attentiveness, engagement, support services, and a safer, more secure classroom environment will ultimately enhance overall student engagement as evident on CAASPP test scores.	
1.4	**Action:** Advance Blended Learning Initiative	Blended learning instructional pedagogy combines high-quality, face-to-face instruction, ncluding	CAASPP ELA and Math, and ELPAC test scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Improved student academic performance across the board for all students, specifically highlighting socioeconomically disadvantaged, homeless, and foster youth students, and English Language Learners as seen in performance data on CAASPP and ELPAC data metrics. **Scope:** LEA-wide	targeted small-group instructionwith digital learning activities. An instructional coach will support the effective implementation of this LCAP action by working directly with teachers through structured coaching cycles, classroom modeling, collaborative planning, data analysis, and professional development. This support will help teachers consistently use blended-learning strategies to improve services and academic outcomes for socioeconomically disadvantaged students, English learners, students with disabilities, homeless students, foster youth, and other student groups demonstrating a need for additional individualized support. Increased Access to Instructional Resources: Blended learning allows teachers to use digital tools and online resources to supplement classroom instruction. These resources provide additional opportunities for students who may have limited access to educational materials outside of school. They also help maintain continuity of learning for homeless and foster youth who may experience mobility, instability, or interruptions in their education. The instructional coach will assist teachers in identifying high-quality, standards-aligned digital resources and integrating them meaningfully into daily instruction. Differentiated and Small-Group Instruction: Blended learning enables teachers to personalize instruction based on students' academic strengths, needs, interests, and learning styles. While some students participate in independent or collaborative digital learning activities, teachers can provide targeted small-group instruction and	

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
		intervention. The instructional coach will help teachers analyze assessment data, organize flexible student groups, plan differentiated lessons, and implement effective instructional strategies. This support will be especially beneficial for socioeconomically disadvantaged students, English learners, students with disabilities, homeless students, foster youth, and student groups identified through academic, suspension, or English Learner Progress Indicator data as requiring increased individualized attention. Flexible and Self-Paced Learning: Blended learning provides students with opportunities to review concepts, practice skills, receive immediate feedback, and access additional support at an appropriate pace. This flexibility can be particularly valuable for students who experience learning interruptions or other barriers to academic success. The instructional coach will work with teachers to establish structures that support student independence while ensuring that online learning remains purposeful, monitored, and aligned with grade-level standards. Enhanced Student Engagement: The integration of technology, multimedia resources, collaborative activities, and teacher-led instruction can make learning more interactive and relevant. Videos, simulations, educational applications, and other digital activities can increase student participation and motivation, particularly among students who may have become disengaged from traditional instructional settings. The instructional coach will model high-impact engagement strategies and provide teachers with feedback on how blended-	

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 practices are affecting student participation, belonging, and academic progress. Data-Driven Instruction and Intervention: Digital learning platforms and local assessments provide timely information regarding student performance and progress. Teachers can use this information to identify learning gaps, adjust instruction, provide targeted interventions, and monitor whether students are responding to additional support. The instructional coach will facilitate data-analysis meetings and coaching cycles to help teachers translate assessment results into specific instructional actions. This will strengthen the consistent use of data across classrooms and ensure that interventions are timely, targeted, and effective. Through ongoing professional learning and job-embedded coaching, the instructional coach will build teacher capacity and support the consistent implementation of blended-learning practices throughout the district. This action is principally directed toward improving outcomes for socioeconomically disadvantaged students, English learners, students with disabilities, homeless students, and foster youth; however, the improved instructional practices, expanded resources, and differentiated learning opportunities will benefit all students. The effectiveness of this action will be measured through CAASPP ELA and mathematics results, ELPAC performance and English Learner Progress Indicator outcomes, local benchmark and formative assessment data, and evidence of	

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
		student progress during intervention and instructional cycles. Implementation may also be monitored through coaching-cycle participation, classroom observations, student engagement data, and teacher use of differentiated small-group and blended-learning strategies.	
1.5	**Action:** Partially Fund Director of Technology **Need:** This need is designated to provide enhanced academic support for English Language Learners, Foster Youth, and socioeconomically disadvantaged students as identified on ELPAC and CAASPP metrics. Additionally, it aims to assist all students across the Local Educational Agency (LEA) by ensuring that resources are accessible to everyone **Scope:** LEA-wide	A director of technology supporting classroom technology can play a significant role in improving services for socioeconomically disadvantaged, homeless, and foster youth students, ultimately contributing to increased academic achievement for all students. Here's how: Equitable Access to Technology: The director can ensure that all students, regardless of socioeconomic status, have access to essential classroom technology resources. This may involve implementing initiatives to provide devices, such as laptops or tablets, to students who cannot afford them. Additionally, the director can work to secure reliable internet access for students who may lack connectivity at home, including those who are homeless or in foster care. By ensuring equitable access to technology, the director can help level the playing field and ensure that all students have the tools they need to succeed academically. Professional Development for Teachers: The director can provide professional development opportunities for teachers to enhance their technological skills and integrate classroom technology effectively into instruction. This is particularly important for supporting socioeconomically disadvantaged, homeless, and	CAASPP ELA and Math, and ELPAC test scores

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 students, who may benefit from innovative teaching methods that leverage technology to personalize learning experiences. By empowering teachers with the knowledge and skills to use technology effectively, the director can enhance the quality of instruction and improve student outcomes across the board. Digital Learning Resources and Support: The director can curate and provide access to a wide range of digital learning resources that cater to the diverse needs of students. This may include educational software, online textbooks, multimedia resources, and interactive learning platforms. Additionally, the director can offer technical support and troubleshooting assistance to ensure that students and teachers can effectively use these resources. By expanding access to digital learning materials and providing ongoing support, the director can enrich the learning experience for socioeconomically disadvantaged, homeless, and foster youth students, helping to improve academic achievement for all students. Data-Informed Decision Making: The director can utilize data analytics to monitor the impact of classroom technology initiatives and identify areas for improvement. By analyzing usage data, student performance metrics, and feedback from teachers and students, the director can assess the effectiveness of technology integration efforts and make data-informed decisions about future investments and strategies. This includes ensuring that technology initiatives are reaching and benefiting socioeconomically disadvantaged, homeless, and foster youth students. By	

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
		leveraging data to drive continuous improvement, the director can optimize the impact of classroom technology on student academic achievement. Collaboration and Partnerships: The director can collaborate with community organizations, nonprofits, and other stakeholders to expand access to technology and support services for vulnerable student populations. This may involve partnering with organizations that provide technology donations, internet access subsidies, or digital literacy training for students and families. By forging strategic partnerships and leveraging external resources, the director can extend the reach and impact of technology initiatives aimed at supporting socioeconomically disadvantaged, homeless, and foster youth students, ultimately contributing to increased academic achievement for all students. Overall, a director of technology supporting classroom technology plays a critical role in advancing equity and enhancing educational opportunities for socioeconomically disadvantaged, homeless, and foster youth students. By ensuring equitable access to technology, providing professional development and support for teachers, curating digital learning resources, leveraging data to drive improvement, and fostering collaboration with community partners, the director can help create a more inclusive and supportive learning environment where all students in the LEA including and not limited to homeless, foster, and disadvantaged youth, have the opportunity to thrive academically.	

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
2.4	**Action:** Employ Full-Time Bilingual Office Clerks **Need:** Improved parent participation in their child's educational experience for students that are designated as English Language Learners as indicated on the ELPI. **Scope:** LEA-wide	Full-time bilingual office clerks at both campuses can enhance communication with Spanish-speaking families in several ways: Language Accessibility: Bilingual office clerks are fluent in both English and Spanish, allowing them to effectively communicate with Spanish-speaking families. They can provide assistance, answer questions, and address concerns in Spanish, ensuring that Spanish-speaking families feel comfortable and understood when interacting with the school. Translation Services: Bilingual office clerks can translate important documents, forms, and announcements from English to Spanish and vice versa. This ensures that Spanish-speaking families have access to the same information as English-speaking families, promoting transparency and inclusivity in communication. Personalized Support: Bilingual office clerks can offer personalized support to Spanish-speaking families, tailoring their communication style and approach to meet the specific needs and preferences of each family. They can provide one-on-one assistance, explain complex concepts, and offer guidance on navigating school procedures and protocols. Cultural Understanding: Bilingual office clerks often have a deep understanding of the cultural norms, values, and communication styles of Spanish-speaking families. This cultural competence allows them to build trust and rapport	School wide parent surveys with a deeper dive into EL parents, and on going feedback during school events. This incudes but not limited to, parent conference night, back to school night, meet your teacher and monthly DELAC committee meetings.

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
		with Spanish-speaking families, fostering positive relationships and effective communication. Community Engagement: Bilingual office clerks can play a key role in engaging Spanish-speaking families in school activities, events, and initiatives. They can reach out to Spanish-speaking families through phone calls, emails, newsletters, and social media, inviting them to participate in school events and programs. By promoting community engagement, bilingual clerks help strengthen the partnership between the school and Spanish-speaking families. Conflict Resolution: Bilingual office clerks can help facilitate communication and resolve conflicts between Spanish-speaking families and school staff or administrators. They can serve as mediators, ensuring that misunderstandings are addressed promptly and effectively, and that all parties feel heard and respected. Overall, full-time bilingual office clerks at both campuses play a critical role in enhancing communication with Spanish-speaking families by providing language accessibility, translation services, personalized support, cultural understanding, community engagement, and conflict resolution. Their efforts contribute to creating a welcoming and inclusive school environment where Spanish-speaking families feel valued, supported, and engaged in their children's education. This action is provided on a schoolwide basis because unduplicated students are represented	

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
		across all grade levels and classrooms. Offering this support universally ensures that all students with similar academic needs benefit equitably, while still prioritizing unduplicated student groups. A schoolwide approach maximizes instructional impact, fosters inclusive practices, and strengthens the overall capacity of the school to serve all learners effectively.	
3.2	**Action:** Library Clerk Position **Need:** As based on CAASPP metric scores, there is a need for Improved academic achievement in ELA LEA wide. Not only is need applicable to EL identified on the the ELPI but also extends to the need of Foster Youth and students from Low Socioeconomic backgrounds. **Scope:** LEA-wide	Library clerks offering literacy support and enrichment activities for English learners, homeless, and foster youth students can significantly contribute to improving student academic achievement in several ways: Access to Resources: Library clerks provide access to a wide range of books, educational materials, and resources that support literacy development and academic enrichment. By offering diverse reading materials in multiple languages and at varying reading levels, library clerks ensure that English learners, homeless, and foster youth students have access to age-appropriate and culturally relevant materials that can enhance their language skills and academic knowledge. Individualized Support: Library clerks can offer individualized support to students who may need additional assistance with literacy skills. They can provide guidance on selecting appropriate reading materials, offer reading comprehension strategies, and provide one-on-one or small group tutoring sessions to help students improve their reading fluency and comprehension. This personalized support helps English learners, homeless, and	CAASPP ELA and ELPAC test scores

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 students build confidence in their reading abilities and achieve academic success. Promotion of Literacy Events: Library clerks can organize and promote literacy events and activities tailored to the needs and interests of English learners, homeless, and foster youth students. This may include author visits, book clubs, storytelling sessions, and literacy workshops focused on topics such as phonics, vocabulary development, and reading comprehension. By engaging students in fun and interactive literacy activities, library clerks foster a love of reading and learning, which can positively impact academic achievement. Cultural Relevance: Library clerks can curate a diverse collection of books and resources that reflect the cultural backgrounds and experiences of English learners, homeless, and foster youth students. By offering materials that resonate with students' cultural identities, library clerks promote engagement and interest in reading, which is essential for improving literacy skills and academic achievement. Additionally, library clerks can provide recommendations for culturally relevant books and resources that support students' academic goals and interests. Collaboration with Educators: Library clerks can collaborate with educators to integrate literacy support and enrichment activities into the curriculum. They can work closely with teachers to identify students' literacy needs and develop targeted interventions and activities that align with classroom instruction. By supporting teachers in	

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
		implementing literacy initiatives, library clerks ensure continuity of support for English learners, homeless, and foster youth students both inside and outside the classroom, leading to improved academic achievement. Community Engagement: Library clerks can engage families and community members in literacy initiatives and activities that support English learners, homeless, and foster youth students. They can host family literacy events, provide resources and materials for parents to support their children's literacy development at home, and collaborate with community organizations to expand access to literacy resources and opportunities. By involving families and community stakeholders in literacy efforts, library clerks create a supportive network that reinforces students' academic success. Overall, library clerks offering literacy support and enrichment activities for English learners, homeless, and foster youth students play a vital role in improving student academic achievement by providing access to resources, offering individualized support, promoting literacy events, ensuring cultural relevance, collaborating with educators, and engaging families and community stakeholders. These efforts create a nurturing and inclusive learning environment where all students have the opportunity to develop strong literacy skills and succeed academically. This action is provided on a schoolwide basis because unduplicated students are represented across all grade levels and classrooms. Offering	

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
		this support universally ensures that all students with similar academic needs benefit equitably, while still prioritizing unduplicated student groups. A schoolwide approach maximizes instructional impact, fosters inclusive practices, and strengthens the overall capacity of the school to serve all learners effectively.	
3.4	**Action:** Provide up to 2.0 FTE Support Teachers to support EL, Foster Youth, Low Income Students master the Common Core Curriculum and Grade Level Content. **Need:** Based on CAASPP metric scores, there is a demonstrated need for improved academic achievement in English Language Arts (ELA) and Mathematics across the LEA. This need is particularly evident among English Learners (as identified on the English Learner Progress Indicator), but also extends to Foster Youth and students from low socioeconomic backgrounds. These student groups are consistently performing below their peers in demonstrating proficiency and advanced levels on state assessments. **Scope:** LEA-wide	This action directly addresses the academic needs of unduplicated pupils—English Learners, foster youth, and students from low socioeconomic backgrounds—by allocating 2.0 FTE teachers to provide targeted instructional support. These educators will play a critical role in helping students master the core curriculum by delivering focused small group instruction, personalized intervention, and real-time academic support. Their work is designed to accelerate learning, build foundational skills, and close achievement gaps through responsive, data-driven strategies. These teachers will work hand-in-hand with grade-level classroom teachers to co-develop lessons, support differentiated instruction, and seamlessly integrate into existing instructional routines. They will also support the implementation of blended learning models by helping students navigate online platforms, reinforcing digital literacy, and using real-time data to tailor instruction. Additionally, these staff members will contribute to the school's multi-tiered system of supports and ongoing intervention programs by identifying students in need of additional help and delivering tiered supports aligned with student learning plans.	CAASPP ELA, CAASPP Math and ELPAC test scores

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
		This action is provided on a schoolwide basis because unduplicated students are represented across all grade levels and classrooms. Offering this support universally ensures that all students with similar academic needs benefit equitably, while still prioritizing unduplicated student groups. A schoolwide approach maximizes instructional impact, fosters inclusive practices, and strengthens the overall capacity of the school to serve all learners effectively.	
4.1	**Action:** Partially Fund Counseling Services **Need:** This action is based on feedback from our educational partners and also from the standpoint that all students need to feel safe at school and in turn their needs to be adequate steps to help Improve socioemotional health for all students, staff, and family. This action also is explicit upon the needs of our socio-economically disadvantaged students, the needs of English Learners on the English Learner Progress Indicator (ELPI) and Foster Youth. This action also addresses the needs of our subgroups, the red indicators in suspension, primarily Asian students, and Multiple Races, **Scope:** LEA-wide	Counseling services for English learners, foster youth, and low-income students struggling in social or academic settings play a crucial role in supporting their overall well-being and academic success, as well as contributing to increased student academic achievement for all students. Here's how: Emotional Support: Counseling services provide a safe and supportive space for students to express their feelings, concerns, and challenges. For English learners, foster youth, and low-income students who may face unique stressors and hardships, such as language barriers, instability, or financial strain, counseling offers an opportunity to address emotional issues and develop coping strategies. By promoting emotional well-being and resilience, counseling services help students manage stress, anxiety, and other mental health concerns, which can positively impact their academic performance and overall success. Social Skills Development: Counseling services focus on developing students' social skills, interpersonal relationships, and conflict resolution strategies. For English learners, foster youth, and	Student voice has been gathered through multiple channels, including structured student surveys and Sown to Grow data from both the East and West Campuses. This data is supplemented by student-written feedback collected through open-ended survey responses, as well as anecdotal input shared during class discussions, focus groups, and informal interactions. Together, these sources provide a comprehensive picture of student experiences, needs, and perspectives across both campuses.

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
		low-income students who may struggle to navigate social dynamics or form positive peer relationships, counseling provides guidance and support in building social competence and communication skills. By fostering healthy relationships and promoting positive behavior, counseling services create a conducive social environment that enhances students' sense of belonging and academic engagement. Academic Support: Counseling services offer academic support and guidance to help students overcome academic challenges and achieve their educational goals. Counselors can provide study skills training, organization strategies, and academic planning assistance to English learners, foster youth, and low-income students who may need additional support in managing academic demands. By addressing academic barriers and promoting self-efficacy, counseling services empower students to succeed academically and reach their full potential. Resource Referral: Counseling services connect students and families with resources and support services available within the school and community. For English learners, foster youth, and low-income students who may face barriers to accessing educational, health, or social services, counselors provide information, advocacy, and referrals to address their needs holistically. By facilitating access to resources such as tutoring, mentoring, counseling, and basic needs assistance, counseling services remove barriers to learning and promote students' overall well-being and academic success.	

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
		Cultural Sensitivity: Counseling services are often provided by professionals who are culturally competent and sensitive to the needs and backgrounds of diverse student populations. For English learners, foster youth, and low-income students who may come from culturally and linguistically diverse backgrounds, counselors offer culturally responsive support that respects their identities, values, and beliefs. By acknowledging and honoring students' cultural perspectives, counseling services create a supportive and inclusive environment where all students feel valued and understood. Prevention and Intervention: Counseling services play a proactive role in preventing and addressing academic and behavioral issues before they escalate. Counselors can identify early warning signs of academic struggles, social conflicts, or mental health concerns and implement targeted interventions to support students' needs. By addressing challenges proactively and providing timely support, counseling services help prevent academic failure, reduce disciplinary incidents, and promote positive school experiences for all students. Overall, counseling services for English learners, foster youth, and low-income students struggling in social or academic settings provide essential support that enhances students' overall well-being and academic success. In addition, suspension data based on specific student groups, such Multiple Races, Asian and SPED students will directly impacted by the use of an additional	

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
		counselor and the data should reflect a decrease in suspension data. By offering emotional support, social skills development, academic assistance, resource referral, cultural sensitivity, prevention, and intervention, counseling services contribute to increased student academic achievement for all students by creating a supportive and inclusive school environment where every student has the opportunity to thrive.	

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
2.1	**Action:** Implement Partial Funding for Administrative Bilingual Support **Need:** Improved academic achievement and English language development for English Language Learners as identified by the ELPI. In addition, additional metrics such as the CAASPP ELA test provide additional data supporting the need for improved services. **Scope:**	Bilingual support of administrative staff dedicated to assisting English Learner (EL) parents and students can greatly enhance services for EL students and contribute to increased academic achievement. Here's how: Improved Communication: Bilingual support of administrative staff will improve communication with EL parents and students in their native language. This ensures that parents understand important information about school policies, programs, and resources, as well as their children's academic progress. Clear and accessible communication fosters trust between the school and EL families, leading to increased parental involvement, which has been consistently	CAASPP ELA and Math, and ELPAC test scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	linked to improved academic achievement for EL students. Cultural Sensitivity: Bilingual support of administrative staff can improve cultural sensitivity and understanding of the unique needs and backgrounds of EL students and their families. They can provide support that is respectful of cultural norms and values, helping to create a welcoming and inclusive school environment where EL students feel valued and supported. When EL students feel respected and understood, they are more likely to engage in learning and strive for academic success. Access to Resources and Services: Bilingual support of administrative staff can help them assist EL parents and students in navigating the school system and accessing available resources and services. This includes helping parents understand educational programs, assisting with enrollment and registration, and connecting families with support services such as English language development programs, tutoring, and counseling. By facilitating access to resources and services, bilingual staff empower EL students to overcome barriers to learning and achieve academic success. Advocacy and Support: Bilingual support of administrative staff can help them to advocate for the needs of EL students within the school community. They can serve as liaisons between EL families and teachers or school administrators, advocating for appropriate instructional accommodations, language support services, and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		other interventions to meet the individual needs of EL students. By advocating for EL students' rights and equitable treatment, bilingual staff ensure that these students receive the support they need to thrive academically. Family Engagement: Bilingual support of administrative staff can help them play a key role in promoting family engagement and involvement in their children's education. They can organize family workshops, parent-teacher conferences, and other events designed to educate parents about the school system and strategies for supporting their children's academic success. When parents are actively engaged in their children's education, EL students are more likely to receive the academic and emotional support they need to excel in school. Overall, bilingual support of administrative staff dedicated to assisting EL parents and students is instrumental in improving services for EL students and ultimately enhancing their academic achievement. By facilitating communication, providing culturally sensitive support, ensuring access to resources and services, advocating for students' needs, and promoting family engagement, bilingual staff create a supportive and inclusive learning environment where EL students can thrive academically.	
2.2	**Action:** Establish an English Language Institute **Need:**	The creation of an English Language Institute (ELI) for students before the school year begins can greatly foster language proficiency and academic success for English learner (EL) students in several ways:	CAASPP ELA and Math, and ELPAC test scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Improved academic achievement and English language development for English Language Learners as identified by the ELPI and ELPAC metric. **Scope:** Limited to Unduplicated Student Group(s)	Intensive Language Instruction: ELIs typically offer intensive language instruction tailored specifically to the needs of EL students. These programs often provide structured language lessons focusing on vocabulary, grammar, pronunciation, and conversational skills. By immersing students in English language instruction before the school year begins, ELIs lay a strong foundation for language proficiency, enabling students to better comprehend academic content and participate actively in classroom activities once the school year starts. Cultural Orientation and Adjustment: ELIs can also provide cultural orientation and adjustment support for EL students who may be new to the educational system or the country. This includes familiarizing students with school routines, expectations, and cultural norms, as well as providing guidance on navigating the school environment and building relationships with teachers and peers. By helping EL students acclimate to their new academic and social surroundings, ELIs reduce feelings of isolation and confusion, promoting a smoother transition to the school setting and enhancing overall academic success. Individualized Support: ELIs often offer individualized support to address the diverse needs and proficiency levels of EL students. Teachers in ELIs can assess students' language abilities and tailor instruction to their specific learning goals and areas of need. This personalized approach allows EL students to	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		progress at their own pace and receive targeted support in areas where they require additional assistance, leading to more rapid language acquisition and improved academic performance. Building Confidence and Self-Efficacy: Participating in an ELI can help build confidence and self-efficacy in EL students as they gain proficiency in English and become more comfortable expressing themselves in academic settings. As students develop their language skills and successfully engage with English-speaking peers and teachers, they are more likely to participate actively in classroom discussions, complete assignments independently, and take academic risks. This increased confidence not only enhances language proficiency but also contributes to overall academic success and positive self-esteem. Smooth Transition to Mainstream Classes: By preparing EL students academically and linguistically before the start of the school year, ELIs facilitate a smoother transition to mainstream classes once the academic term begins. EL students who have participated in an ELI are better equipped to understand instruction, communicate with teachers and peers, and comprehend academic materials, allowing them to more effectively engage in grade-level content and succeed academically from the outset. Overall, the creation of an English Language Institute for students before the school year begins provides a valuable opportunity for EL students to develop language proficiency, cultural	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		competence, and academic skills in preparation for success in mainstream classrooms. By offering intensive language instruction, cultural orientation, individualized support, confidence-building experiences, and a seamless transition to mainstream classes, ELIs play a critical role in fostering academic achievement and empowering EL students to reach their full potential.	
2.3	**Action:** Retain Bilingual Instructional Aide **Need:** Improved academic performance and English language development for English Language Learners as identified by the ELPI and ELPAC metric. **Scope:** Limited to Unduplicated Student Group(s)	Bilingual instructional aides who support English language learners (ELLs) play a crucial role in helping these students achieve increased academic achievement in several ways: Language Support: Bilingual instructional aides can provide language support to ELLs by explaining concepts, instructions, and assignments in their native language. This helps ELLs better understand academic content and instructions, reducing language barriers that may hinder their learning. By clarifying key concepts and vocabulary in a language familiar to the students, bilingual aides facilitate comprehension and promote academic success. Facilitating Communication: Bilingual instructional aides serve as intermediaries between teachers and ELLs, helping to facilitate communication and ensure that students can fully participate in classroom activities. They can translate verbal instructions, written materials, and classroom discussions, enabling ELLs to engage more actively in learning and contribute to class discussions. By promoting effective communication, bilingual aides help ELLs build	CAASPP ELA and Math, and ELPAC test scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		confidence, develop language skills, and succeed academically. Cultural Understanding: Bilingual instructional aides often share cultural backgrounds and experiences with ELLs, allowing them to better understand and relate to the students' cultural perspectives and values. This cultural understanding helps create a supportive and inclusive learning environment where ELLs feel respected, valued, and understood. By acknowledging and honoring students' cultural identities, bilingual aides promote a sense of belonging and foster positive relationships that enhance academic achievement. Individualized Support: Bilingual instructional aides can provide individualized support to ELLs based on their specific language proficiency levels, academic needs, and learning styles. They can offer additional explanations, examples, and practice opportunities to help ELLs master challenging concepts and skills. Bilingual aides can also provide one-on-one or small group instruction to address specific areas of difficulty and reinforce learning. This individualized support helps ELLs progress academically and build confidence in their abilities. Promoting Inclusion and Equity: Bilingual instructional aides advocate for the needs of ELLs within the school community and promote inclusion and equity in educational practices and policies. They work collaboratively with teachers, administrators, and other support staff to ensure that ELLs have equitable access to resources,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		opportunities, and support services. By advocating for culturally and linguistically responsive instruction, bilingual aides help create a more inclusive learning environment where all students, including ELLs, can thrive academically. Overall, bilingual instructional aides play a vital role in supporting the academic achievement of ELLs by providing language support, facilitating communication, promoting cultural understanding, offering individualized support, and advocating for inclusion and equity. Their dedication and expertise contribute to creating a supportive and enriching learning experience that empowers ELLs to succeed academically and reach their full potential.	

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.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:27	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	1:18	Not Applicable

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	10,219,716	781,839	7.650%	0.000%	7.650%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$884,457.87	$206,791.50	$40,000.00	$19,855.00	$1,151,104.37	$1,053,274.37	$97,830.00

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	Maintain increased staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McSwain Elementary TK-8th	On-going	$53,042.89	$0.00	$53,042.89				$53,042.89	
1	1.2	Implement Weekly Minimum Days for Professional Development and Data Analysis	All	No			All Schools	On-going	$0.00	$0.00	$0.00				$0.00	
1	1.3	Strengthen Teacher Induction Program and Mentorship	All All	No			All Schools Specific Schools: McSwain Elementary TK-8th	On going	$0.00	$16,855.00				$16,855.00	$16,855.00	
1	1.4	Advance Blended Learning Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McSwain Elementary TK-8th	On-going	$0.00	$74,975.00	$3,000.00	$71,975.00			$74,975.00	
1	1.5	Partially Fund Director of Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McSwain Elementary TK-8th	On-going	$60,006.00	$0.00	$60,006.00				$60,006.00	
2	2.1	Implement Partial Funding for Administrative Bilingual Support	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools Specific Schools: McSwain	On-going	$76,288.42	$0.00	$76,288.42				$76,288.42	

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
					Group(s)		Elementary TK-8th									
2	2.2	Establish an English Language Institute	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.3	Retain Bilingual Instructional Aide	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$97,130.43	$0.00	$97,130.43				$97,130.43	
2	2.4	Employ Full-Time Bilingual Office Clerks	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$98,540.26	$0.00	$98,540.26				$98,540.26	
2	2.5	Support for Foster Youth	Students with Disabilities Foster Youth	No			All Schools	On-going	$0.00	$3,000.00				$3,000.00	$3,000.00	
2	2.6	Partially Fund Director of Special Education	Students with Disabilities Students with disabilities	No			All Schools Specific Schools: McSwain Elementary TK-8th	On-going	$174,816.50	$0.00		$134,816.50	$40,000.00		$174,816.50	
2	2.7						Specific Schools:									
3	3.1	Provide Administrator Support for Struggling Students	All All students	No			All Schools Specific Schools: McSwain Elementary 7th and 8th	On-going	$30,880.87	$0.00	$30,880.87				$30,880.87	
3	3.2	Library Clerk Position	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McSwain Elementary	On-going	$26,902.58	$0.00	$26,902.58				$26,902.58	

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
							TK-8th									
3	3.3	Fully Implement District-Wide Response to Intervention (RTI) Program	All	No			All Schools	On-going	$0.00	$0.00	$0.00				$0.00	
3	3.4	Provide up to 2.0 FTE Support Teachers to support EL, Foster Youth, Low Income Students master the Common Core Curriculum and Grade Level Content.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$246,442.00	$0.00	$246,442.00				$246,442.00	
4	4.1	Partially Fund Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McSwain Elementary TK-8th	On-going	$189,224.42	$0.00	$189,224.42				$189,224.42	

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
10,219,716	781,839	7.650%	0.000%	7.650%	$853,577.00	0.000%	8.352 %	**Total:**	$853,577.00
								LEA-wide Total:	$677,158.15
								Limited Total:	$176,418.85
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Maintain increased staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McSwain Elementary TK-8th	$53,042.89	
1	1.4	Advance Blended Learning Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McSwain Elementary TK-8th	$3,000.00	
1	1.5	Partially Fund Director of Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McSwain Elementary TK-8th	$60,006.00	
2	2.1	Implement Partial Funding for Administrative Bilingual Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: McSwain Elementary TK-8th	$76,288.42	

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	2.2	Establish an English Language Institute	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,000.00	
2	2.3	Retain Bilingual Instructional Aide	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$97,130.43	
2	2.4	Employ Full-Time Bilingual Office Clerks	Yes	LEA-wide	English Learners	All Schools	$98,540.26	
3	3.2	Library Clerk Position	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McSwain Elementary TK-8th	$26,902.58	
3	3.4	Provide up to 2.0 FTE Support Teachers to support EL, Foster Youth, Low Income Students master the Common Core Curriculum and Grade Level Content.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$246,442.00	
4	4.1	Partially Fund Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McSwain Elementary TK-8th	$189,224.42	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,064,450.50	$1,054,519.93

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**	Maintain increased staffing	Yes	$52,259.00	$52,259.00
1	**1.2**	Implement Weekly Minimum Days for Professional Development and Data Analysis	No	$0.00	$0.00
1	**1.3**	Strengthen Teacher Induction Program and Mentorship	No	$16,855.00	$16,855.00
1	**1.4**	Advance Blended Learning Initiative	Yes	$3,000.00	0
1	**1.5**	Partially Fund Director of Technology	Yes	$60,006.00	$59,709.10
2	**2.1**	Implement Partial Funding for Administrative Bilingual Support	Yes	$75,161.00	$73,532.89
2	**2.2**	Establish an English Language Institute	Yes	$3,000.00	0
2	**2.3**	Retain Bilingual Instructional Aide	Yes	$95,695.00	$91,608.00
2	**2.4**	Employ Full-Time Bilingual Office Clerks	Yes	$97,084.00	$97,575.30
2	**2.5**	Support for Foster Youth	No	$3,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Partially Fund Director of Student Services	No	$172,233.00	$172,233.00
2	**2.7**				
3	**3.1**	Provide Administrator Support for Struggling Students	No	$30,424.50	$30,424.50
3	**3.2**	Library Clerk Position	Yes	$26,505.00	$31,095.14
3	**3.3**	Fully Implement District-Wide Response to Intervention (RTI) Program	No	$0.00	0.00
3	**3.4**	Provide up to 2.0 FTE Support Teachers to support EL, Foster Youth, Low Income Students master the Common Core Curriculum and Grade Level Content.	Yes	$242,800.00	$242,800.00
4	**4.1**	Partially Fund Counseling Services	Yes	$186,428.00	$186,428.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
758,029.00	$841,938.00	$835,006.34	$6,931.66	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	Maintain increased staffing	Yes	$52,259.00	$52,259.00		
1	1.4	Advance Blended Learning Initiative	Yes	$3,000.00	$0.00		
1	1.5	Partially Fund Director of Technology	Yes	$60,006.00	$59,709.10		
2	2.1	Implement Partial Funding for Administrative Bilingual Support	Yes	$75,161.00	$73,532.89		
2	2.2	Establish an English Language Institute	Yes	$3,000.00	$0.00		
2	2.3	Retain Bilingual Instructional Aide	Yes	$95,695.00	$91,606.91		
2	2.4	Employ Full-Time Bilingual Office Clerks	Yes	$97,084.00	$97,575.30		
3	3.2	Library Clerk Position	Yes	$26,505.00	$31,095.14		
3	3.4	Provide up to 2.0 FTE Support Teachers to support EL, Foster Youth, Low Income Students master the Common Core Curriculum and Grade Level Content.	Yes	$242,800.00	$242,800.00		
4	4.1	Partially Fund Counseling Services	Yes	$186,428.00	$186,428.00		

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)
9829341	758,029.00	0	7.712%	$835,006.34	0.000%	8.495%	$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).

California Department of Education
November 2024