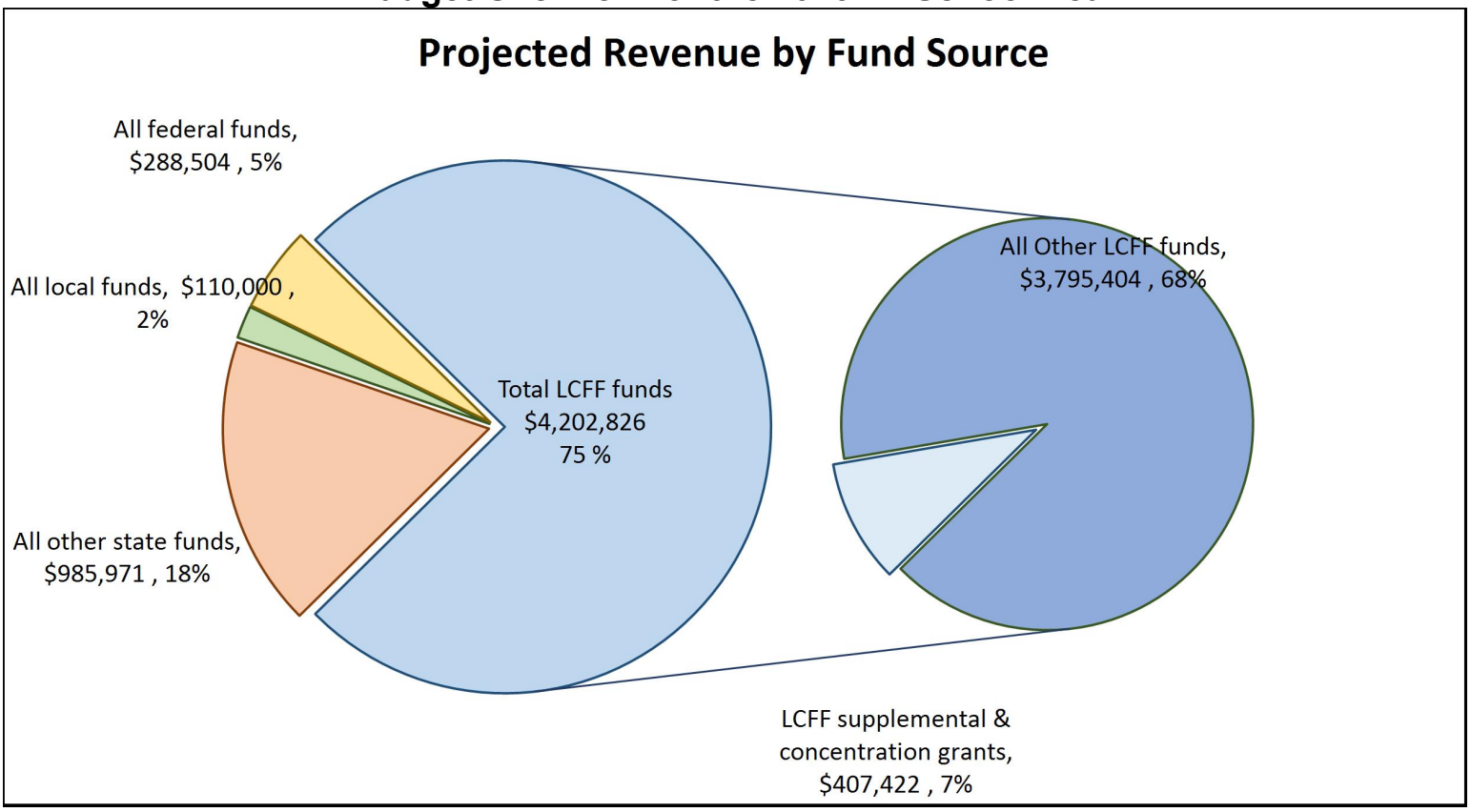
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Springville Union Elementary School District
CDS Code: 54-721320000000
School Year: 2026-27
LEA contact information:
Matthew Baxter
Superintendent/Principal
mbaxter@springvilleschool.org
559-539-2605

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

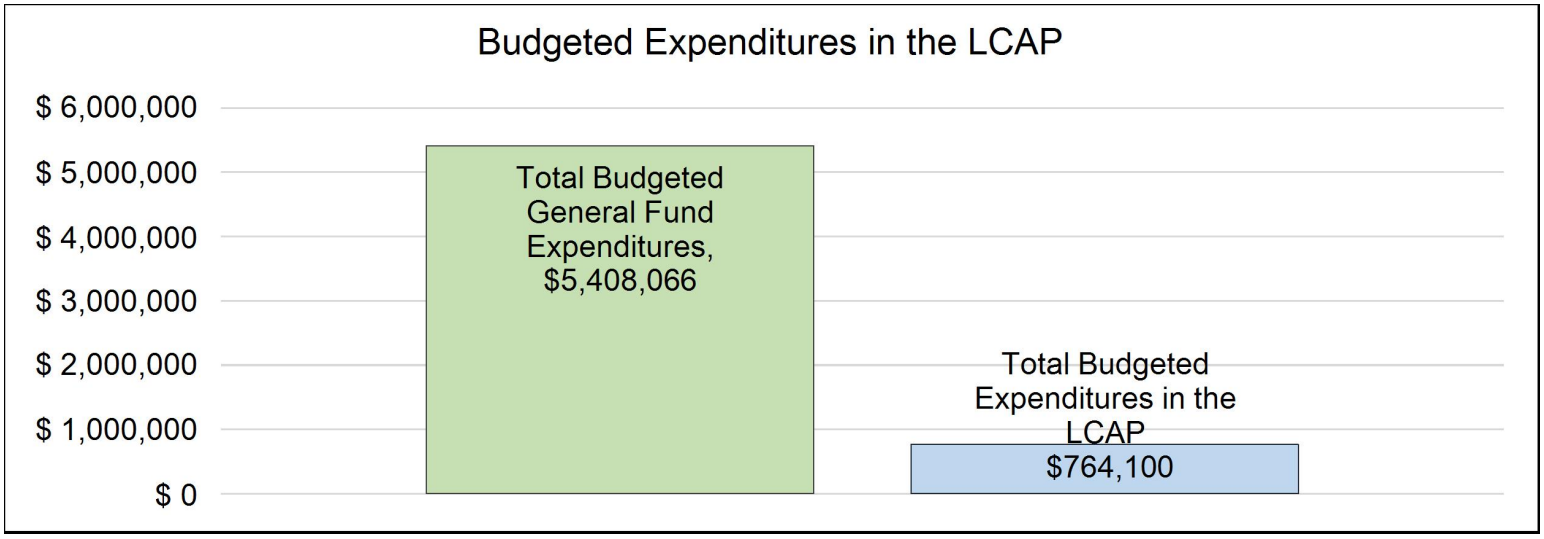


This chart shows the total general purpose revenue Springville Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Springville Union Elementary School District is $5,587,301, of which $4,202,826 is Local Control Funding Formula (LCFF), $985,971 is other state funds, $110,000 is local funds, and $288,504 is federal funds. Of the $4,202,826 in LCFF Funds, $407,422 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 Springville 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: Springville Union Elementary School District plans to spend $5,408,066 for the 2026-27 school year. Of that amount, $764,100 is tied to actions/services in the LCAP and $4,643,966 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

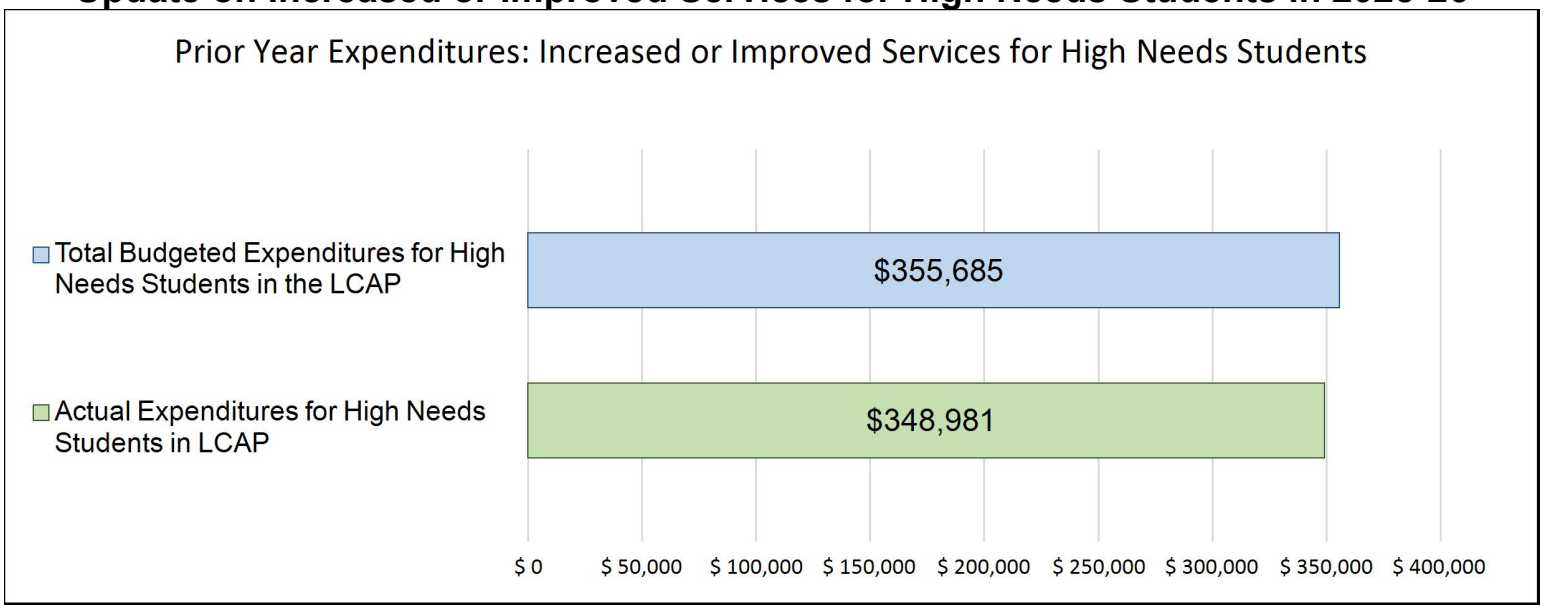
The budget expenditures not included in the LCAP will be utilized for employee salaries and benefits, district maintenance of facilities, and general overall costs related to the operations of the school district.

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

In 2026-27, Springville Union Elementary School District is projecting it will receive $407,422 based on the enrollment of Foster Youth, English learner, and low-income students. Springville Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Springville Union Elementary School District plans to spend $423,600 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Springville 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 Springville 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, Springville Union Elementary School District's LCAP budgeted $355,685 for planned actions to increase or improve services for high needs students. Springville Union Elementary School District actually spent $348,981 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $6,704 had the following impact on Springville Union Elementary School District's ability to increase or improve services for high needs students:

The difference between planned and actual expenditures for high needs students had minimal impact on increase and improved services delivered to these students. The difference was due to other funding resources being utilized to contributed LCAP actions.

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
Springville Union Elementary School District	Matthew Baxter Superintendent/Principal	mbaxter@springvilleschool.org 559-539-2605

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.

Springville Union Elementary School is a K-8 single school district, nestled in a serene rural landscape, catering to 320 Transitional Kindergarten through Eighth-grade students. Our charming foothill community is dedicated to fostering an environment where students thrive and excel. The heartbeat of our school emanates from the unwavering support and collaboration of our community partners, including the Springville Mountain Lions, Springville Women's Club, Springville Veterans of Foreign Wars, Springville Community Club, Tulare County Law Enforcement, CAL-Fire/Mountain Home, and Springville Boosters. Their continued support enriches the educational experiences of our students and empowers our staff.

At Springville Elementary, we prioritize the holistic development of our students. Our Highly Qualified Instructional & Support Staff deliver research-based instruction, supplemented by an array of expanded learning opportunities. From Project-Based Learning to Intervention and Enrichment activities, we strive to ignite a passion for learning in every student. Our commitment to academic excellence is underscored by the integration of State Adopted Standards across all grade levels. With a focus on individualized instruction, we ensure that each student's unique needs are met, paving the way for their academic success.

Technology plays a pivotal role in our educational landscape, with the installation and implementation of View Boards in every classroom. This advancement has revolutionized teaching and learning, equipping our students with 21st-century skills. Beyond academics, Springville students are encouraged to explore their passions and interests through a myriad of extracurricular activities. From sports to arts, music, and community service initiatives, there's something for every student to engage in and excel at. Our campus is not just a place of learning, but

also a safe and nurturing environment where character development takes center stage. Through initiatives like Character Counts Assemblies, we instill values of integrity, compassion, and responsibility in our students.

Parental involvement is the cornerstone of our success, with numerous opportunities for parents to actively participate in their child's education journey. Together, we form a strong partnership dedicated to the growth and success of every student. As we continue to evolve and innovate, the implementation of ActVnet serves as a 21st-century safety net, ensuring the well-being of our students, staff, and community. Springville Elementary is not just a school; it's a beacon of hope and opportunity, where every student is empowered to dream, discover, and succeed. Welcome to our vibrant learning community!

Reflections: Annual Performance

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

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

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

All Students: 21.3 points below Standard

White: 23.4 points below Standard

Hispanic: 22.9 points below Standard

Socioeconomically Disadvantaged: 38.5 points below Standard

Math - 2025 Dashboard Student Group Performance:

All Students: 41.5 points below Standard

White: 41 points below Standard

Hispanic: 58.1 points below Standard

Socioeconomically Disadvantaged: 52.9 points below Standard

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

All Students (District): 23.3%

White: 23.4%

Hispanic: 25%

Socioeconomically Disadvantaged: 29.5%

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

All Students (District): 1.1%

White: 0.5%

Hispanic: 2.8%

Socioeconomically Disadvantaged: 1.0%

The suspension rate continues to remain at low percentages, in part due to the impact the site social worker has had on student well-being.

2025-26 Local Data:

Percentage of Students Achieving Grade Level (3rd Trimester) on Renaissance STAR

ELA:
TK - 75%
K - 90%
1st Grade - 68%
2nd Grade - 70%
3rd Grade - 54%
4th Grade - 51%

5th Grade - 69%
6th Grade - 65%
7th Grade - 51%
8th Grade - 69%

Math:
TK - N/A
K - N/A
1st Grade - 54%
2nd Grade - 57%
3rd Grade - 46%
4th Grade - 40%
5th Grade - 64%
6th Grade - 47%
7th Grade - 67%
8th Grade - 73%

2024 Dashboard and Local Data for 2023-24:

The district's socioeconomically disadvantaged (low-income) students performed at 28.8 points below standard in ELA per the results of the 2024 Dashboard. Even though the performance in points below standard level was better than the state average of 40.9 points below, the district maintained its performance at the same level as the prior year. This resulted in a performance color of orange for the low-income group on the 2024 Dashboard, matching the same color performance as the 2023 Dashboard. Other significant student groups also maintained the same performance level over the last two dashboard periods. Based on teacher input and local diagnostic ELA results, students are in need of increased literacy support. This is especially the case for our low-income students, as input from these students and their parents indicate a lack of literacy resources in the home and decreased access to individuals able to assist the students at home.

Chronic absenteeism among low-income students remains a pressing concern, with 26.4% of all these students falling into this category. This marks a 2% increase from the previous year and warrants a red performance designation on the California Dashboard. The state performance indicator color was yellow with a corresponding 6.6% decline in the level of Chronic Absenteeism by the low-income student group. The district's Hispanic group also exhibited high levels of Chronic Absenteeism during the 2023-24 school year (2024 Dashboard). The White student group's Chronic Absenteeism rate was 23% indicating a improvement of 1.4% over the prior year, resulting an orange Dashboard indicator color. The Hispanic rate was 22.2%, resulting in a red performance color on the 2024 Dashboard and the All Students group had a 22.3% rate, which was an improvement of 1.3% and resulted in an orange performance indicator. Per data collected, transportation barriers are contributing to the issue. Parent input has also provided the district information that many absences by their children are due to lack of reliable transportation. Providing additional transportation options will help mitigate chronic absenteeism by

ensuring that students have reliable and accessible means of getting to school. The district will implement strategies that foster greater student engagement and awareness related to attendance and elements that impact school-going rates.

Even though the All Students, Hispanic, and Socioeconomically Disadvantaged (SED) student groups achieved at higher rates than like student groups versus the state average in math, the low-income and White students groups experienced a decline in points form standard on the 2024 Dashboard compared to the 2023 Dashboard results. The All Students group performance was 34.7 points below standard, the Hispanic group achieved at 52.2 points below standard, and the White student group performance was 28.7 points below standard. The SED student group performance was 48.4 points below standard. Math continues to be a challenge area statewide and so for the district as well. The district will continue to take advantage of opportunities to strengthen instructional practices to accelerate achievement in this area.

The suspension rate among low-income students was 3.5% during the 2022-23 school year. Even though this is below the state average, the district did not reduce the rate from the prior year. This resulted in an orange Dashboard performance color. The district suspension rate among White students was 3.5 percent per the 2023 Dashboard, marking a 1.7% increase from the previous year. Additionally, the suspension rate for the entire student population was 3.9 percent, representing a 1.6% increase from the previous year and higher than the state average. The Hispanic student suspension rate was 5.2% and slightly increased from the previous year. These figures highlight a concerning upward trend in suspension rates across the board. There is a pressing need for intervention to address this rising trend among all students. Parents and staff shared that providing support services for students centered around well-being, character education, and relationships is instrumental in improving student decision-making related to school behavior. The district will implement actions, such as Capturing Kids Hearts to address the underlying issues contributing to increased suspension rates.

2023 Dashboard and Local Data for 2022-23
:
Over the past year, parent involvement and school/parent communication has increased even more over last year which continues to result in more effective outcomes. School spirit and culture is maintaining on a very positive level. Our music program continues its excellence. Classroom music, band, choir, and guitar have all shown increases in student participation. Drama continues to be offered as one of the after school opportunities for students, resulting in the performance of a school play. These opportunities continue to increase student engagement, attendance, and student feelings of connectedness to school and peers.

Chronic Absenteeism in the 2023 Dashboard:
Chronic absenteeism among low-income students remains a pressing concern, with 23.6% of all students falling into this category. This marks a 1% increase from the previous year and warrants a red performance designation on the California Dashboard. The state performance indicator color was yellow with a corresponding 7.5% decline in the level of Chronic Absenteeism by the low-income student group. The district's White, Hispanic, and the All Students groups also exhibited high levels of Chronic Absenteeism during the 2022-23 school year (2023 Dashboard). The White student group's Chronic Absenteeism rate was 24.4% with an increase of 5.2% over the prior year, resulting a red Dashboard indicator color. The Hispanic rate was 21.3 points, resulting in an orange performance color on the 2023 Dashboard and the All Students group had a 23.6% rate, which was an increase of 3.6% and resulted in a red performance indicator. Per data collected, transportation barriers are contributing to the issue. Parent input has also provided the district information that many absences by their children are due to lack of reliable transportation. Providing additional transportation options will help mitigate chronic

absenteeism by ensuring that students have reliable and accessible means of getting to school. The district will implement strategies that foster greater student engagement and awareness related to attendance and elements that impact school-going rates.

Learning Recovery Emergency Block Grant
SUESD has unexpended LREBG funds for the 2026 -2027 school year and this funding will support Action 1.7 under Goal 1. Students at Springville are impacted by various family dynamics, which influence their learning experiences and overall well-being. The additional LREBG funding received for 2025-26 was included in the same action to address rising cost of the personnel position. Area of need will be addressed by the employment of a social worker to promote all-around student well-being to impact student academic and social success. Research studies have shown that addressing the mental health and well-being needs of students allows these pupils to focus on engagement in academic learning and increases feelings of connectedness to school and other individuals. By providing this service support to students, SUESD expects to see fundamental increases in student success rates in academics, engagement levels, and peer-to-peer relationships. This Action is aligned with allowable expenditure of LREBG funding (C. Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.)

Even though the district has an Unduplicated Pupil percentage under 55%, through 2024-2025 analysis of the needs, conditions, and circumstances of Unduplicated students, it was evidenced that many others are in need and would greatly benefit from services targeted at Unduplicated Pupils. The district and its educational partners analyzed how best to meet the needs of Unduplicated Pupils and best effectively and efficiently deliver services to maximize the impact for these students. It was decided that all Actions within this LCAP that are Contributing to increasing or improving services for Unduplicated Pupils can be most effective and most efficiently delivered if implemented school wide.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teacher participation in the LCAP development process was ongoing throughout the school year. Gaining input and feedback was pivotal to identifying areas of need and success. Teachers were engaged in LCAP development at monthly staff meetings and through an annual survey administered in April. Possible LCAP goals and actions for 26/27 were shared for input and feedback.
School Site Council (SSC)	The process of involvement of the SSC in development of the LCAP was much like the process involving teachers. LCAP related development was discussed at all meetings. The SSC worked in reviewing current LCAP Actions to better inform on the development of the 2026-27 LCAP. Federal Title funding and their inclusion in the 2026-27 LCAP was discussed and the council approved all Title funding uses and Actions within the new LCAP document. The district held four SSC meetings (12/2/25, 1/22/26, 4/7/26, & 5/14/26).
Teacher Bargaining Unit (SITA)	The district consulted on development of the new 2026-27 LCAP including reviewing of current year LCAP Actions and possible changes for the new year. This engagement occurred over two meetings (12/3/25 & 4/1/26). Individuals on this bargaining unit leadership team also participated in the LCAP survey (April 2026).
Parents	Parents were engaged in LCAP development through the opportunity to provide input via a survey administered in April 2026. Through the survey, parents were able to give feedback related to the educational program of the school, school safety and connectedness, areas of need, their perceptions of engagement in school direction-setting and where the district and its students are encountering success.

Educational Partner(s)	Process for Engagement
Students	Engagement of students in providing input into LCAP development occurred via a student survey (April 2026) and through many informal input opportunities. Students freely shared what they felt were positives in school and areas where they felt could be improved. Their input provided a unique perspective which aided in identifying areas of opportunity.
Other School Staff	Classified Staff Meetings were held at least once a quarter during the school year. In April 2026 the meeting focused primarily on LCAP related topics. Current LCAP information was shared and input was collected related to on-going needs from the perspective of this group. This group also participated in the staff LCAP survey (April) and provided valuable feedback to support LCAP development for 2026-27.
Administrator	The district has one site Superintendent/Principal that led all educational partner LCAP consultation processes.
Springville Governing Board	Throughout the school year, the Superintendent updated the governing board on LCAP development progress and at the April 13, 2026 governing board meeting shared the possible 2026-27 LCAP Goals and Actions. This included updating the Board on educational partner engagement opportunities/meetings concluded and those planned. The Board was provided with opportunity for input on the LCAP at this meeting.
Parent Advisory Committee (PAC)	The PAC for purposes of LCAP developed was formed by the district governing board. The Superintendent/Principal shared the 2026-27 LCAP with PAC for review and input on April 7, 2026. The group appreciated the information shared and had no particular questions for the Superintendent. The PAC also participated in the LCAP survey (April 2026). The PAC included two student representatives and a parent of a student with disabilities.

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

As per the engagement of educational described above, there is not much difference in the focus areas shared by partner groups. The district will there continue with current actions for the third year of the LCAP cycle. Therefore the information below remains unchanged.

Educational partners, particularly parents and guardians, are enthusiastic about participating in the school activities and events that are part of our district's traditions. In alignment with the Eight State Priorities, feedback from educational partners, including parents, school staff, and community members, has highlighted the following as the most critical priorities for our district:

1. Ensuring that instructors are highly qualified (parents/guardians, staff)
2. Maintaining and/or creating a positive school climate (parents/guardians, staff, and students)
3. Increasing student achievement in all student subgroups (parents/guardians and staff)
4. Continued implementation of state-adopted standards (parents/guardians and staff)
5. Addressing chronic absenteeism (parents/guardians and staff)

Data collected from surveys, meetings, and informal conversations, including input from the School Site Council, Parent Advisory Committee (PAC), Springville Independent Teachers Association (Local Bargaining Unit), classified school personnel, parents/guardians, students, consistently supports the district and the progress made in these priority areas, as well as supporting a focus on challenges and areas of need.

Both written and verbal communication from educational partners have praised the district for its proactive approach to student achievement and intervention, campus activities, events that are open to parents and community members, opportunities for parental involvement, quality teaching/instruction, experienced staff, and the importance of additional instructional opportunities to foster growth and achievement for all students in all subgroups.

Furthermore, both parents/guardians and staff have expressed the need to upgrade some of the school facilities and playground areas. Educational Partners have also expressed appreciation for the strong connections between the school and the community, eagerly anticipating both school and community-based activities and events.

The 2026-27 LCAP continues to address the five educational partner priorities listed above. Chronic Absenteeism concerns will be addressed in part through the services provided by the district Social Worker (Goal 1, Action 7). Action 1 under Goal 1 ensures that highly-qualified effective staff are maintained and that content standards are delivered through best practices and strategies, thus enabling maximization of learning opportunities for students. The Paideia program (Goal 1, Action 4) will address the building of student voice and engagement, thus leading to improved behavioral outcomes and increase in a positive school climate. To support increased learning opportunities to increase student achievement , the district will implement Action 3 under Goal 1.

The district anticipates increased success for students through implementation of these Actions and looks forward to measuring progress and impact again in 2026-27.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will receive rigorous research-based instruction by Highly Qualified staff, using state adopted curriculum, state standard related materials and other resources, to ensure that daily instruction of core curricular areas leads to increased student achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district's low-income families struggle to afford home wireless services (per parent input) and wireless service to the community is not always reliable nor consistent. Many low-income students do not own a computer or laptop (per student survey) and rely on the district being able to provide a device for school and home use. Many students, not just Unduplicated, exhibit the same needs per data collected. The district student performance in ELA is nearly ten points lower than the state average. Students need increased learning scaffolding to support acceleration of skills acquisition to close the achievement gap between the district and state.

The district's socioeconomically disadvantaged (low-income) students performed at 29.0 points below standard in ELA per the results of the 2023 Dashboard. Even though the performance in points below standard level was better than the state average of 42.6 points below, the district had a decrease in performance of 6.3 points compared to the prior year while the state performance maintained when compared to the 2022 Dashboard. The districts decline in distance from standard resulted in a performance color of orange for the low-income group on the 2023 Dashboard. Other significant student groups also experienced declines in distance from standard in ELA. The White, Hispanic and All students groups' all had a decrease in performance of 9.7, 10.2. and 10.9 points respectively, from the prior year.

Based on teacher input and local diagnostic ELA results, students are in need of increased literacy support. This is especially the case for our low-income students, as input from these students and their parents indicate a lack of literacy resources in the home and decreased access to individuals able to assist the students at home.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation of Academic Content Standards including English Learner Access to CCSS and ELD Standards (Source: Classroom Lesson Plans and Instruction Observations)	Percentage of Teachers Implementing all Grade Level Standards All Content Standards: ____% ELD Standards: ____% Baseline will be established in the 2024-25 school year.	Percentage of Teachers Implementing all Grade Level Standards All Content Standards: 100% ELD Standards: 100% (Data Year: 2024-25)	Percentage of Teachers Implementing all Grade Level Standards All Content Standards: 100% ELD Standards: 100% (Data Year: 2025-26)	All Content Standards: 100% ELD Standards: 100%	No difference to calculate.
1.2	Professional Development for Staff in ELA/ELD (Source: Local PD Records)	Percentage of Teachers Participating in ELA/ELD Professional Development 35% (Data Year: 2023-24)	Percentage of Teachers Participating in ELA/ELD Professional Development 74% (Data Year: 2024-25)	Percentage of Teachers Participating in ELA/ELD Professional Development 74% (Data Year: 2025-26)	100%	39% Increase
1.3	Access to Technology (Source: Local Technology Logs)	Percentage of Students with 1:1 Access to Learning Devices 100% (Data Year: 2023-24)	Percentage of Students with 1:1 Access to Learning Devices 100% (Data Year: 2024-25)	Percentage of Students with 1:1 Access to Learning Devices 100% (Data Year: 2025-26)	100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Student Access to a Broad Course of Study Including Unduplicated Pupils and those with Exceptional Needs (Source: Student Master Schedule)	Percentage of Students Enrolled in or Access to a Broad Course of Study 100% (Data Year: 2023-24)	Percentage of Students Enrolled in or Access to a Broad Course of Study 100% (Data Year: 2024-25)	Percentage of Students Enrolled in or Access to a Broad Course of Study 100% (Data Year: 2025-26)	100%	No Difference
1.5	Fully Credentialed Teachers (Source: 2022-23 TAMO Report.)	Percentage of Teachers Possessing a Preliminary or Clear Credential 93.7% (Data Year: 2022-23)	Percentage of Teachers Possessing a Preliminary or Clear Credential 100% (Data Year: 2023-24)	Percentage of Teachers Possessing a Preliminary or Clear Credential 100% (Data Year: 2024-25)	100%	6.3% Increase
1.6	Access to Educational Software Programs (Source: Local Technology Logs)	Percentage of Students with Access to Needed Educational Software 100% (Data Year: 2023-24)	Percentage of Students with Access to Needed Educational Software 100% (Data Year: 2024-25)	Percentage of Students with Access to Needed Educational Software 100% (Data Year: 2025-26)	100%	No difference
1.7	Teacher Mis-assignments	Percentage of Teacher Mis-assignments 0%	Percentage of Teacher Mis-assignments	Percentage of Teacher Mis-assignments	0%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Use 2023-24 TAMO Report.)	(Data Year: 2022-23)	0% (Data Year: 2023-24)	0% (Data Year: 2024-25)		
1.8	SBAC - ELA (Source: Dashboard)	Distance from Standard (points below or above Standard) All Students - 22.4 below Hispanic - 40.2 below Socioeconomically Disadvantaged - 29 below White - 19.1 below (Data Year - 2022-23)	Distance from Standard (points below or above Standard) All Students - 17.4 below Hispanic - 21.3 below Socioeconomically Disadvantaged - 28.8 below White - 18.0 below (Data Year - 2023-24)	Distance from Standard (points below or above Standard) All Students - 21.3 below Hispanic - 22.9 below Socioeconomically Disadvantaged - 38.5 below White - 23.4 below (Data Year - 2024-25)	Distance from Standard (points below or above Standard) All Students - 2.4 below Hispanic - 18.2 below Socioeconomically Disadvantaged - 9 below White - 1 above	All Students - 1.1 point increase toward Standard Hispanic - 17.3 point increase toward Standard Socioeconomically Disadvantaged - 9.5 decrease from Standard White - 4.3 decrease from Standard
1.9	SBAC - Math (Source: Dashboard)	Distance from Standard (points below or above Standard) All Students - 28.3 below Hispanic - 54 below Socioeconomically Disadvantaged - 34.6 below	Distance from Standard (points below or above Standard) All Students - 34.7 below Hispanic - 52.2 below	Distance from Standard (points below or above Standard) All Students - 41.5 below Hispanic - 58.1 below	Distance from Standard (points below or above Standard) All Students - 10.3 below Hispanic - 24 below	All Students - 13.2 decrease from Standard Hispanic - 4.1 decrease from Standard Socioeconomically Disadvantaged - 18.3 decrease from Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White - 20.8 below (Data Year - 2022-23)	Socioeconomically Disadvantaged - 48.4 below White - 28.7 below (Data Year - 2023-24)	Socioeconomically Disadvantaged - 52.9 below White - 41.0 below (Data Year - 2024-25)	Socioeconomically Disadvantaged - 12.6 below White - 5.8 below	White - 20.2 decrease from Standard
1.10	SBAC - Science (Source: Dashboard)	TBD No definitive measure established at the state level at this time.	Distance from Standard (points below or above Standard) All Students - 6.4 below Hispanic - 7.9 below Socioeconomically Disadvantaged - 9.2 below White - 6.7 below (Data Year - 2023-24)	Distance from Standard (points below or above Standard) All Students - 9.5 below Hispanic - 14.7 below Socioeconomically Disadvantaged - 9.8 below White - 6.8 below (Data Year - 2024-25)	All Students - At Standard Hispanic - At Standard Socioeconomically Disadvantaged - At Standard White - At Standard	All Students - 3.1 decrease from Standard Hispanic - 6.8 decrease from Standard Socioeconomically Disadvantaged - 0.6 decrease from Standard White - 0.1 decrease from Standard
1.11	Progress Towards English Language Proficiency (Source: ELPAC)	Percentage of Students Making Progress Toward English Language Proficiency Less than 11 students – Data not public to preserve privacy.	Percentage of Students Making Progress Toward English Language Proficiency Less than 11 students – Data	Percentage of Students Making Progress Toward English Language Proficiency Less than 11 students – Data	Percentage of Students Making Progress Toward English Language Proficiency 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Progress monitored individually. (Data Year - 2022-23)	not public to preserve privacy. Progress monitored individually. 100% (Data Year - 2023-24)	not public to preserve privacy. Progress monitored individually. 100% (Data Year - 2024-25)		
1.12	EL Reclassification Rate (Source: CALPADS)	Percentage of English Learner Students Reclassified to Fluent English Proficient 25% (Data Year: 2023-24)	Percentage of English Learner Students Reclassified to Fluent English Proficient 20% (Data Year: 2024-25)	Percentage of English Learner Students Reclassified to Fluent English Proficient 14.9% (Data Year: 2025-26)	Percentage of English Learner Students Reclassified to Fluent English Proficient 25%	10.1% decrease
1.13	Local Diagnostic Assessment (Source: STAR 360 ELA/Math)	Percentage of Students Achieving Grade Level (3rd Trimester) ELA: TK - 86% K - 59% 1st Grade - 52% 2nd Grade - 71% 3rd Grade - 61% 4th Grade - 47% 5th Grade - 41% 6th Grade - 46% 7th Grade - 36%	Percentage of Students Achieving Grade Level (3rd Trimester) ELA: TK - 90% K - 72% 1st Grade - 61% 2nd Grade - 57% 3rd Grade - 71% 4th Grade - 58% 5th Grade - 66%	Percentage of Students Achieving Grade Level (3rd Trimester) ELA: TK - 75% K - 90% 1st Grade - 68% 2nd Grade - 70% 3rd Grade - 54% 4th Grade - 51% 5th Grade - 69%	Percentage of Students Achieving Grade Level (3rd Trimester) ELA: TK - <85% K - <70% 1st Grade - <70% 2nd Grade - <70% 3rd Grade - <70% 4th Grade - <60% 5th Grade - <60%	ELA: TK - Decrease of 11% K - Increase of 31% 1st Grade - Increase of 16% 2nd Grade - Decrease of 1% 3rd Grade - Decrease of 7% 4th Grade - Increase of 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th Grade - 46% Math: TK - N/A K - N/A 1st Grade - 41% 2nd Grade - 69% 3rd Grade - 67% 4th Grade - 53% 5th Grade - 76% 6th Grade - 61% 7th Grade - 68% 8th Grade - 74% (Data Year: 2023-24)	6th Grade - 38% 7th Grade - 57% 8th Grade - 57% Math: TK - N/A K - N/A 1st Grade - 82% 2nd Grade - 57% 3rd Grade - 59% 4th Grade - 57% 5th Grade - 69% 6th Grade - 74% 7th Grade - 83% 8th Grade - 90% (Data Year: 2024-25)	6th Grade - 65% 7th Grade - 51% 8th Grade - 69% Math: TK - N/A K - N/A 1st Grade - 54% 2nd Grade - 57% 3rd Grade - 46% 4th Grade - 40% 5th Grade - 64% 6th Grade - 47% 7th Grade - 67% 8th Grade - 73% (Data Year: 2025-26)	6th Grade - <60% 7th Grade - <60% 8th Grade - <60% Math: TK - N/A K - N/A 1st Grade - <70% 2nd Grade - <70% 3rd Grade - <70% 4th Grade - <70% 5th Grade - <70% 6th Grade - <70% 7th Grade - <70% 8th Grade -<70%	5th Grade - Increase of 28% 6th Grade - Increase of 19% 7th Grade - Increase of 15% 8th Grade - Increase of 23% Math: TK - N/A K - N/A 1st Grade - Increase of 13% 2nd Grade - Decrease of 12% 3rd Grade - Decrease of 21% 4th Grade - Increase of 13% 5th Grade - Decrease of 12% 6th Grade - Decrease of 14% 7th Grade - Decrease of 1% 8th Grade - Decrease of 1%
1.14	Student Access to Standards Aligned Instructional Materials (Data Source: Williams Report)	Percentage of All Students with Access to Standards Aligned Instructional Materials 100%	Percentage of All Students with Access to Standards Aligned Instructional Materials	Percentage of All Students with Access to Standards Aligned Instructional Materials	Percentage of All Students with Access to Standards Aligned Instructional Materials	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Data Year: 2023-24)	100% (Data Year: 2024-25)	100% (Data Year: 2025-26)	100%	
1.15	Social Worker - LREBG	This is a new Metric. Baseline will be established in the 2024-25 school year. # of referrals to site social worker	# of referrals to site social worker 55 (Data Year: 2024-25)	# of referrals to site social worker 85 (Data Year: 2025-26)	# of referrals to site social worker 35	Increase of 30 referrals

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.

1.1 - Professional Development related to ELA/ELD will be provided to support the implementation and continuance of effective strategies and practices within instruction to increase student access to instructional content in all curricular areas, particularly in writing.
This Action was fully implemented as planned.

1.2 - Continue contract with technology coordinator for technology support to maintain reliable and accessible connectivity services to unduplicated students. Technology services will also include educational program licensing/contracts, student device replacement/repair and maintenance of technology infrastructure.
This Action was fully implemented as planned.

1.3 - Maintain class sizes at lower levels to maximize staff-to-student learning opportunities to accelerate acquisition of grade level content and provide for needed scaffolding and additional supports.
This Action was fully implemented as planned.

1.4 - Implement supplemental reading program to support teacher literacy instruction. Provide opportunities to increase student voice and engagement through the Paideia program. Teachers will receive professional learning in effective use and implementation of this learning resource.
This Action was fully implemented as planned.

1.5 - Maintain intervention teacher and aide to provide additional student academic support. Teacher also oversees student assessments and provides behavior support. EL intervention provided through additional aide.
This Action was fully implemented as planned.

1.6 - Availability of an Intervention Resource Classroom (IRC) and Community Day School will provide services to students to ensure that they all have the support they need to succeed academically, socially, and emotionally regardless of their individual challenges or learning styles.
This Action was fully implemented as planned.

1.7 - A Social worker will provide additional support to students to promote all around student well-being to impact student academics and social success. This Action was fully implemented as planned.

Relevant Challenges and Successes experienced with the implementation process of Actions: There were no particular challenges with the implementation process for any of the Actions under the Goal. The strong implementation of ELA/ELD professional development has led to increased student success in the area of writing. There has been an effective streamlining of service delivery.

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.

1.1 - Lack of substitute availability lead to decreased costs.

1.2 - The district purchased less technology with the planned funding for this Action.

1.3 - Cost of salaries were higher than anticipated.

1.6 - There was a cost savings due to program dynamics relative to enrollment.

1.7 - Lower costs was due to actual final salary costs for the position.

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

1.1 - Staff Professional Development - Effective: Per administrator observation, teachers continue to consistently implement of proven practices and strategies in the classroom and during English Learner (EL) intervention opportunities. Teachers shared the increased confidence they feel due to the continued professional learning in this area. The district continues to Reclassify EL upon meeting Reclassification criteria.

1.2 - Technology and Educational Program Services (Contributing - Metrics 1.3, 1.6, 1.8, 1.9, 1.10) - Effective: All students had access to technology and educational software programs which enable students to access core curriculum and supplemental supports. State assessment results are not a true reflection of student progress as local assessment data indicates student progress is occurring.

1.3 - Support Increased Learning Opportunities (Contributing - Metrics 1.4, 1.8, 1.9, 1.10, 1.12) - Effective: Class sizes remained at lower levels enabling students to receive small group or individual format support and allow the teacher to be more effective in checking for understanding. 100% of students had access to a broad coarse of study. Even though Dashboard results due not reflect gains, local data and teacher input supports the effectiveness of this action

1.4 - Literacy and Student Voice (Contributing - Metrics 1.2, 1.8, 1.9, 1.10) - Effective: Again this year, three-fourths of all teaching staff participated in ELA/ELD professional development resulting in a noticeable increase in effective practices and strategies being utilized during instruction (per administrator observation and evaluation of classroom instruction). Local data and teacher feedback indicated an increase in effectiveness of learned strategies and practices.

1.5 - Student Support Services - Effective: Administrator observation and teacher input indicate the effectiveness of the instructional intervention aides supporting students needs. Local diagnostic assessment results indicate an increase in a majority of grade levels in ELA and Math. There was also a decrease in the number of students suspended during the 25/26 school year.

1.6 - Intervention Resource Services - Effective: There was a significant decrease in the number of students suspended during the 25/26 school year.

1.7 - Social Worker (Contributing - Metrics 1.15, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7) - Effective: Students suspensions continued to decrease during the 2025-26 school year. The social worker also to diligently work to engage students in school to impact attendance rates. The services of the social worker continue to positively impact overall student well-being and feelings of connectedness to school.

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

Action 1.1 - The focus of professional development for 2026-27 will be in the area of Math. This change of focus is due to results of SBAC results in the area of Math. An increase in providing effective strategies and practices to teaching staff to utilize with all students during whole classroom instruction and intervention will benefit student academic outcomes. This change was made in consultation with educational partners. The purchase of Math material has been added to support this action.

Metric 1.13 has been added as a measure of progress for Actions 1.2, 1.3, and 1.4 as local data is also a progress component to analyze student academic sucess.

Action 1.5 - The intervention teacher has been removed as a component of this action. This change is a result of fiscal budgeting.

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	Staff Professional Development	Professional Development related to Math will be provided to support the implementation and continuance of effective strategies and practices within instruction to increase student access to instructional content in all curricular areas, particularly in Math. Instructional Math material will also be purchased to support successful implementation of this action.	$40,529.61	No
1.2	Technology and Educational Program Services	Continue contract with technology coordinator for technology support to maintain reliable and accessible connectivity services to unduplicated students. Technology services will also include educational program licensing/contracts, student device replacement/repair and maintenance of technology infrastructure.	$206,268.34	Yes
1.3	Support Increased Learning Opportunities	Maintain class sizes at lower levels to maximize staff-to-student learning opportunities to accelerate acquisition of grade level content and provide for needed scaffolding and additional supports.	$208,500.00	Yes
1.4	Literacy and Student Voice	Provide opportunities to increase student voice and engagement through the Paideia program. Teachers will receive professional learning in effective use and implementation of this learning resource.	$14,600.00	Yes
1.5	Student Support Services	Maintain intervention aides to provide additional student academic support. Teacher also oversees student assessments and provides behavior support. EL intervention provided through additional aide.	$114,202.05	No
1.6	Intervention Resource Services	Availability of an Intervention Resource Classroom (IRC) and Community Day School will provide services to students to ensure that they all have the support they need to succeed academically, socially, and emotionally regardless of their individual challenges or learning styles.	$65,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Social Worker	Social worker will provide additional support to students to promote all around student well-being to impact student academics and social success. LREBG Action: Approximately $100,000 for three years. Metrics to measure progress: 1.15, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.7	$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a safe, supportive, and inclusive learning environment, where students feel connected, parents are actively engaged, and school facilities are adequately maintained to foster a school environment where every student can thrive academically, socially, and emotionally.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Chronic absenteeism among low-income students remains a pressing concern, with 24.7% of students falling into this category. This marks a 1% increase from the previous year and warrants a red performance designation on the California Dashboard. The state performance indicator color was yellow with a corresponding 7.5% decline in the level of Chronic Absenteeism by the low-income student group. Per data collected, transportation barriers are contributing to the issue. Parent input has also provided the district information that many absences by their children are due to lack of reliable transportation.

Parent input emphasized the significance of providing an inclusive environment that supports and encourages excellent attendance and also the importance of recognizing with their is an improvement and continued excellence.

The suspension rate among low-income students was 3.5% during the 2022-23 school year. Even though this is below the state average, the district did not reduce the rate from the prior year. This resulted in an orange Dashboard performance color. Students, parents, and staff shared that providing support services for students centered around well-being, character education, and relationships is instrumental in improving student decision-making related to school actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Repair Status	Facility Repair Status of "Good" or better Good Repair Status	Facility Repair Status of "Good" or better	Facility Repair Status of "Good" or better	Facility Repair Status of "Good" or better	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Facility Inspection Tool (FIT) Report)	(Data Year: 2023-24)	Good Repair Status (Data Year: 2024-25)	Good Repair Status (Data Year: 2025-26)	Good Repair Status	
2.2	Average Daily Attendance Rate (Source: AERIES)	Yearly Student Attendance Percentage 94% (Data Year: 2023-24)	Yearly Student Attendance Percentage 94% (Data Year: 2024-25)	Yearly Student Attendance Percentage 94% (Data Year: 2025-26)	Yearly Student Attendance Percentage 96%	No difference
2.3	Chronic Absenteeism Rate (Source: Dashboard)	Percentage of Students Absent 10% or more of the School Year All Students - 23.6% Hispanic - 21.3% Socioeconomically Disadvantaged - 24.4% White - 24.4% (Data Year - 2022-23)	Percentage of Students Absent 10% or more of the School Year All Students - 22.3% Hispanic - 22.2% Socioeconomically Disadvantaged - 26.4% White - 23% (Data Year - 2023-24)	Percentage of Students Absent 10% or more of the School Year All Students - 23.3% Hispanic - 25.0% Socioeconomically Disadvantaged - 29.5% White - 23.4% (Data Year - 2024-25)	Percentage of Students Absent 10% or more of the School Year All Students - < 6% Hispanic - < 6% Socioeconomically Disadvantaged - < 6% White - < 6%	All Students - Decrease of 0.3% Hispanic - Increased of 3.7% Socioeconomically Disadvantaged - Increased by 5.1% White - Decreased by 1.0%
2.4	Suspension Rate	Percentage of Students Suspended at Least	Percentage of Students Suspended at	Percentage of Students Suspended at	Percentage of Students Suspended at	All Students - Decrease of 2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Dashboard)	Once During the School Year All Students - 3.9% Hispanic - 5.2% Socioeconomically Disadvantaged - 3.5% White - 3.5% (Data Year: 2022-23)	Least Once During the School Year All Students - 2.5% Hispanic - 5.9% Socioeconomically Disadvantaged - 2.9% White - 0.9% (Data Year: 2023-24)	Least Once During the School Year All Students - 1.1% Hispanic - 2.8% Socioeconomically Disadvantaged - 1.0% White - 0.5% (Data Year: 2024-25)	Least Once During the School Year All Students - < 1% Hispanic - < 1% Socioeconomically Disadvantaged - < 1% White - < 1%	Hispanic - Decrease of 2.4% Socioeconomically Disadvantaged - Decrease of 2.5% White - Decrease of 3.0%
2.5	Expulsion Rate (Source: Local Data)	Percentage of All Students Expelled from School All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% White - 0% (Data Year: 2023-24)	Percentage of All Students Expelled from School All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% White - 0% (Data Year: 2024-25)	Percentage of All Students Expelled from School All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% White - 0% (Data Year: 2024-25)	Percentage of All Students Expelled from School All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% White - 0%	No difference
2.6	Middle School Dropout Rate	Percentage of All Middle School Students Reported as Dropout from School	Percentage of All Middle School Students Reported	Percentage of All Middle School Students Reported	Percentage of All Middle School Students Reported	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: Local Data)	All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% White - 0% (Data Year: 2023-24)	as Dropout from School All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% White - 0% (Data Year: 2024-25)	as Dropout from School All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% White - 0% (Data Year: 2024-25)	as Dropout from School All Students - 0% Hispanic - 0% Socioeconomically Disadvantaged - 0% White - 0%	
2.7	Sense of School Safety and Connectedness (Source: Local Survey)	Percentage of Respondents Reporting the School Provides a Safe Environment where Students also Feel Connected Sense of School Safety: Parents - 83% Staff - 90% Students - 90% Sense of Connectedness: Parents - 82% Staff - 93% Students - 82% (Data Year: 2023-24)	Percentage of Respondents Reporting the School Provides a Safe Environment where Students also Feel Connected Sense of School Safety: Parents - 82.8% Staff - 94.3% Students - 89.5% Sense of Connectedness: Parents - 85.8% Staff - 88.6% Students - 83%	Percentage of Respondents Reporting the School Provides a Safe Environment where Students also Feel Connected Sense of School Safety: Parents - 85.1% Staff - 92.3% Students - 90.3% Sense of Connectedness: Parents - 85.1% Staff - 96.2% Students - 84.9%	Percentage of Respondents Reporting the School Provides a Safe Environment where Students also Feel Connected Sense of School Safety: Parents - > 90% Staff - > 90% Students - > 90% Sense of Connectedness: Parents - > 90% Staff - > 90% Students - > 90%	Sense of School Safety: Parents - Increase of 2.1% Staff - Increase of 2.3% Students - Increase of 0.3% Sense of Connectedness: Parents - Increase of 3.1% Staff - Increase of 3.2% Students - Increase of 2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data Year: 2024-25)	(Data Year: 2025-26)		
2.8	Capturing Kids Hearts (CKH) (Source: Local Data)	Percentage of site teachers consistently implementing CKH strategies and practices. 75% (Data Year: 2023-24)	Percentage of site teachers consistently implementing CKH strategies and practices. 88% (Data Year: 2024-25)	Percentage of site teachers consistently implementing CKH strategies and practices. 88% (Data Year: 2025-26)	100%	13% increase

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.

2.1 - Student transportation is provided to assist with on time daily attendance and reduce student absenteeism.
This Action was fully implemented as planned.

2.2 - Encourage increased student attendance through awards recognition. Foster greater connectedness and peer relations through Character Counts education. Educate students on the importance and impact of attendance as it relates to student academic and social-emotional success.
This Action was fully implemented as planned.

2.3 - Through experiential training, expert coaching, a character-based curriculum for students, and personalized support, Capturing Kids' Hearts equips our staff with transformational process focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.
This Action was fully implemented as planned.

Relevant Challenges and Successes experienced with the implementation process of Actions: There were no particular challenges nor successes with the implementation process for any of the Actions under the Goal. During the 2025-26 school year, the district refocused efforts to address student absenteeism.

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.

2.1 - Actual transportation needs were less that anticipated.

2.2 - Actual costs to implement the action were less than anticipated.

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

2.1 - Transportation (Contributing - Metrics 2.2, 2.3) - Effective: As was the result last year, the continued providing of student transportation to and from school has led to the maintenance of a high student attendance rate and contributed to maintaining chronic absenteeism levels.

2.2 - Student Engagement (Contributing - Metrics 2.2, 2.7) - Effective: This action continues to contribute to the maintenance of high student attendance and a slight increase in student sense of school connectedness. Also, nearly 93% of students feel safe at school. Efforts to engage students in school and provide a welcoming and caring environment is whole staff effort, resulting in positive progress.

2.3 - Capturing Kids Hearts (Contributing - Metrics 2.2, 2.3, 2.4, 2.5, 2.7, 2.8) - Effective: This action continues to contribute to the maintenance of high student attendance and a slight increase in student sense of school consecutiveness. Also, nearly 93% of students feel safe at school. The student suspension rate remains very low and no students were expelled during the 25/26 school year. The percentage of teachers implementing Capturing Kids Hearts strategies and practices continues to remain at a very high level indicating that staff see that this program greatly benefits student outcomes.

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.

There are no changes under this Goal for the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Transportation	Student transportation is provided to assist with on time daily attendance and reduce student absenteeism.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Student Engagement	Encourage increased student attendance through awards recognition. Foster greater connectedness and peer relations through Character Counts education. Educate students on the importance and impact of attendance as it relates to student academic and social-emotional success. (This action also addresses the Dashboard red color results related to Chronic Absenteeism for the All Students, Socio-economically Disadvantaged and White student groups)	$2,000.00	Yes
2.3	Capturing Kids Hearts	Through experiential training, expert coaching, a character-based curriculum for students, and personalized support, Capturing Kids' Hearts equips our staff with transformational process focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.	$3,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district will enhance avenues for all students and families to actively engage in educational decision-making, learning opportunities, and school activities/events.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

With the challenges of increased student chronic absenteeism, a slight decline in ELA and math performance, increases in student well-being needs, it is critical that parent-school communication is a priority. Educational partner input data shows a want and need for continued and increased methods of communication to support best outcomes in all areas of school for students. The district has identified the need to increase efforts in garnering parent participation in school level committees and groups. Even though these committees and groups are fully functioning, the district sees a need for increased engagement in decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Survey Response Rate (Input into decision-making) (Source: Local Survey)	Percentage of Survey Respondents Reporting "Well" or "Very Well" Relative to Parent Involvement in Decision-Making Process That Affect the Educational Program 47% (Data Year: 2023-24)	Percentage of Survey Respondents Reporting "Well" or "Very Well" Relative to Parent Involvement in Decision-Making Process That Affect the Educational Program 51.5%	Percentage of Survey Respondents Reporting "Well" or "Very Well" Relative to Parent Involvement in Decision-Making Process That Affect the Educational Program 63.8%	Percentage of Survey Respondents Reporting "Well" or "Very Well" Relative to Parent Involvement in Decision-Making Process That Affect the Educational Program 65%	Increase of 16.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data Year: 2024-25)	(Data Year: 2025-26)		
3.2	Parental Participation in Programs for Unduplicated Pupils and Individuals with Exceptional Needs (Source: Conference Sign-in Sheets)	Percentage of Parents Attending Fall Parent/Teacher Conference 85% (Data Year: 2023-24)	Percentage of Parents Attending Fall Parent/Teacher Conference 89% (Data Year: 2024-25)	Percentage of Parents Attending Fall Parent/Teacher Conference 88% (Data Year: 2025-26)	Percentage of Parents Attending Fall Parent/Teacher Conference 100%	Increase of 3%
3.4						

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.

3.1 - Improve communications to all families through a variety of communication options. Parent Square will be utilized to inform users of school events, safety related topics, student's attendance, and general information. Improving and increasing communication via other means (email, phone, flyers) will also be a focus.
This Action was fully implemented as planned.

3.2 - Enhance parental involvement in both school events and decision making/opportunities such as, School Site Council, Back-to Schoo Night, Booster Club, Awards Ceremonies and Parent Teacher Conferences.
This Action was fully implemented as planned.

Relevant Challenges and Successes experienced with the implementation process of Actions: There were no particular challenges with the implementation process for any of the Actions under the Goal. Implementation of Parent Square has been a huge success. Communication with parents has been greatly enhanced and facilitated.

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 are no material differences between planned expenditures and actual estimated expenditures for any Actions under this Goal.

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

3.1 - Parent Communication - Effective: Parent feedback continues to indicate the appreciation for school communication with parents. Parent are enjoying the Parent Square communication system as it provides for timely and important school updates and news related their children and school happening. The percentage of parents indicating that the school provides opportunities for their input in school decision-making continues to increase.

3.2 - Family Events - Effective: Parent participation in parent/ teacher conferences remained high in the 2025-26 school year. School staff efforts to connect with parents is increasingly effective and the message of the importance of the parent/teach opportunities is understood by many more parents.

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.

There are no changes under this Goal for the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication	Improve communications to all families through a variety of communication options. Parent Square will be utilized to inform users of school events, safety related topics, student's attendance, and general information. Improving and increasing communication via other means (email, phone, flyers) will also be a focus.	$4,000.00	No
3.2	Family Events	Enhance parental involvement in both school events and decision making/opportunities such as, School Site Council, Back-to School Night, Booster Club, Awards Ceremonies and Parent Teacher Conferences.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
3.4				

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
$407,422	$4,037

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
11.281%	0.439%	$15,383.95	11.720%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Technology and Educational Program Services **Need:** The district's low-income families struggle to afford home wireless services (per parent input) and wireless service to the community is not always reliable nor consistent. Many low-income students do not own a computer or laptop (per student survey) and rely on the	Providing easily accessible technology devices and wireless access will ensure students' learning is not impeded due to technology issues and learning can continue at school and home. District personnel charged with the maintenance of technology systems will provide for seamless and always available learning systems to support instruction. The student and staff utilization of educational software platforms will support, strengthen, and accelerate student learning to	Metrics 1.3, 1.6. 1.8, 1.9,1.10 and 1.13

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
	district being able to provide a device for school and home use. This means that the school must ensure that wireless technology and its infrastructure is provided. District low-income students are also performing below the district's All-Students and the White student groups in ELA and Math. **Scope:** LEA-wide	close achievement gaps and challenge students no matter their level of performance. Many students, not just Unduplicated, exhibit the same needs per data collected. The district student performance in ELA is nearly ten points lower than the state average. Students need increased learning scaffolding to support acceleration of skills acquisition to close the achievement gap between the district and state. Implementation of this Action on an LEA-wide basis ensures that these needs are met and no student is excluded from accessing these beneficial services.	
1.3	**Action:** Support Increased Learning Opportunities **Need:** The district's socioeconomically disadvantaged (low-income) students performed at 29.0 points below standard in ELA per the results of the 2023 Dashboard. Even though the performance in points below standard level was better than the state average of 42.6 points below, the district had a decrease in performance of 6.3 points compared to the prior year while the state performance maintained when compared to the 2022 Dashboard. The districts decline in distance from standard resulted in a performance color of orange for the low-income group on the 2023 Dashboard. **Scope:** LEA-wide	Lower class sizes will result in providing teachers with the ability to apportion more learning opportunities per student. This increased level of support and scaffolding will result in higher numbers of low-income students receiving more instances of one-to-one and/or small group instruction. This will also increase the intervention opportunities for these students to accelerate their learning rate toward meeting grade level standard, and thus increase the overall achievement levels for these students in not only ELA but other content areas, as well. Other significant student groups also experienced declines in distance from standard in ELA. The White, Hispanic and All students groups' all had a decrease in performance of 9.7, 10.2. and 10.9 points respectively, from the prior year. Implementing this Action on a district-wide basis ensures all students benefit from these services.	Metrics 1.4, 1.8, 1.9, 1.10, 1.12, and 1.13

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
1.4	**Action:** Literacy and Student Voice **Need:** Based on teacher input and local diagnostic ELA results, students are in need of increased literacy support. This is especially the case for our low-income students, as input from these students and their parents indicate a lack of literacy resources in the home and decreased access to individuals able to assist the students at home. The district's socioeconomically disadvantaged (low-income) students performed at 29.0 points below standard in ELA per the results of the 2023 Dashboard. Even though the performance in points below standard level was better than the state average of 42.6 points below, the district had a decrease in performance of 6.3 points compared to the prior year while the state performance maintained when compared to the 2022 Dashboard. The districts decline in distance from standard resulted in a performance color of orange for the low-income group on the 2023 Dashboard. **Scope:** LEA-wide	This Action will address student needs by providing teachers with the necessary materials and training to successfully support the learning needs of low-income students, as it relates to literacy success. Successful implementation of the Paideia program will provide students with the ability to develop critical-thinking skills, engage in meaningful discussion opportunities where multiple viewpoints are explored. This will support increased engagement and success in the literacy programs of the district and foster critical and creative thinking skills. Other significant student groups also experienced declines in distance from standard in ELA. The White, Hispanic and All students groups' all had a decrease in performance of 9.7, 10.2. and 10.9 points respectively, from the prior year. Implementing this Action on a district-wide basis ensures all students benefit from these services, and provides the most efficient and effective delivery of Action service to Unduplicated Pupils.	Metrics 1.2, 1.8, 1.9, 1.10, and 1.13
2.1	**Action:** Transportation **Need:**	Providing additional transportation options will help mitigate chronic absenteeism by ensuring that students have reliable and accessible means of getting to school.	Metrics 2.2 and 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronic absenteeism among low-income students remains a pressing concern, with 24.7% of students falling into this category. This marks a 1% increase from the previous year and warrants a red performance designation on the California Dashboard. The state performance indicator color was yellow with a corresponding 7.5% decline in the level of Chronic Absenteeism by the low-income student group. Per data collected, transportation barriers are contributing to the issue. Parent input has also provided the district information that many absences by their children are due to lack of reliable transportation. **Scope:** LEA-wide	The district's White, Hispanic, and the All Students groups also exhibited high levels of Chronic Absenteeism during the 2022-23 school year (2023 Dashboard). The White student group's Chronic Absenteeism rate was 24.4% with an increase of 5.2% over the prior year, resulting a red Dashboard indicator color. The Hispanic rate was 21.3 points, resulting in an orange performance color on the 2023 Dashboard and the All Students group had a 23.6% rate, which was an increase of 3.6% and resulted in a red performance indicator. For these other significant student groups, transportation issues is also a main reason for the high rates of school absenteeism. Providing this Action service on a LEA-wide basis will positively impact the school attendance rates for all students.	
2.2	**Action:** Student Engagement **Need:** Connected to Action 2.1 in addressing the Chronic Absenteeism rates of low-income students, it is essential to implement strategies that foster greater student engagement and awareness related to attendance and elements that impact school-going rates. Parent input emphasized the significance of providing an inclusive environment that supports and encourages excellent attendance and also the importance of recognizing when	By emphasizing how attendance directly correlates with academic success and social-emotional well-being, the district will empower students to take ownership of their attendance habits and strive for improved outcomes. Additionally, implementing Character Counts education will foster greater connectedness and peer relations among students, creating a supportive and inclusive school environment. Providing this Action service on a district-wide basis will positively impact the school attendance rates for all students, as all significant student groups are in need of this Action service as absenteeism data shows.	Metrics 2.2 and 2.7

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
	there is an improvement and continued excellence. The district proposes encouraging increased student attendance through awards recognition, which serves as positive reinforcement for consistent attendance habits and focusing efforts on character counts education to foster increased school connectedness and increased positive student peer relationships. **Scope:** LEA-wide		
2.3	**Action:** Capturing Kids Hearts **Need:** The suspension rate among low-income students was 3.5% during the 2022-23 school year. Even though this is below the state average, the district did not reduce the rate from the prior year. This resulted in an orange Dashboard performance color. Students, parents, and staff shared that providing support services for students centered around well-being, character education, and relationships is instrumental in improving student decision-making related to school actions.	Capturing Kids Hearts offers a researched-based and proven transformative approach aimed at enhancing social-emotional wellbeing, fostering a relationship-driven campus culture, and strengthening student connectedness. Implementing this program equips our staff with the necessary tools to address the root causes of behavioral issues and reduce suspension rates among low-income students and all other students as well. By focusing on social-emotional wellbeing, fostering positive relationships, and promoting student connectedness, Capturing Kids Hearts will help mitigate the factors leading to disciplinary actions and create a supportive environment conducive to learning.	Metrics 2.2, 2.3, 2.4, 2.5, 2.7 and 2.8

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
	These figures highlight a concerning upward trend in suspension rates across the board. There is a pressing need for intervention to address this rising trend among all students. Implementing programs like Capturing Kids Hearts can play a crucial role in addressing the underlying issues contributing to increased suspension rates. By focusing on social-emotional wellbeing, fostering positive relationships, and promoting student connectedness, Capturing Kids Hearts can help mitigate the factors leading to disciplinary actions and create a supportive environment conducive to learning." **Scope:** LEA-wide	The district suspension rate among White students was 3.5 percent per the 2023 Dashboard, marking a 1.7% increase from the previous year. Additionally, the suspension rate for the entire student population was 3.9 percent, representing a 1.6% increase from the previous year and higher than the state average. The Hispanic student suspension rate was 5.2% and slightly increased from the previous year. Therefore, this Action is being implemented district-wide, as all significant student groups demonstrate a need for this service.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

Springville Union School District will receive and estimated $4,037 in Concentration Add-on (additional 15%) funding. In order to maintain class enrollment sizes at lower levels, his funding will be utilized to maximize staff to support student learning opportunities (Goal 1, Action 1.3).

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,611,525	407,422	11.281%	0.439%	11.720%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$489,100.00	$100,000.00	$0.00	$175,000.00	$764,100.00	$593,231.66	$170,868.34

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	Staff Professional Development	All	No			All Schools	On Going	$40,529.61	$0.00				$40,529.61	$40,529.61	
1	1.2	Technology and Educational Program Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$65,000.00	$141,268.34	$190,000.00			$16,268.34	$206,268.34	
1	1.3	Support Increased Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$208,500.00	$0.00	$208,500.00				$208,500.00	
1	1.4	Literacy and Student Voice	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$14,600.00	$14,600.00				$14,600.00	
1	1.5	Student Support Services	All	No			All Schools	On Going	$114,202.05	$0.00				$114,202.05	$114,202.05	
1	1.6	Intervention Resource Services	All Students with Disabilities	No			All Schools	On Going	$65,000.00	$0.00	$65,000.00				$65,000.00	
1	1.7	Social Worker	All	No			All Schools	3 years	$100,000.00	$0.00		$100,000.00			$100,000.00	
2	2.1	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.2	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.3	Capturing Kids Hearts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On Going	$0.00	$3,500.00	$3,500.00				$3,500.00	

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
3	3.1	Parent Communication	All	No			All Schools	On Going	$0.00	$4,000.00				$4,000.00	$4,000.00	
3	3.2	Family Events	All	No			All Schools	On Going	$0.00	$500.00	$500.00				$500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,611,525	407,422	11.281%	0.439%	11.720%	$423,600.00	0.000%	11.729 %	**Total:**	$423,600.00
								LEA-wide Total:	$423,600.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Technology and Educational Program Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	
1	1.3	Support Increased Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,500.00	
1	1.4	Literacy and Student Voice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,600.00	
2	2.1	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.2	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.3	Capturing Kids Hearts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$761,130.16	$815,038.37

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**	Staff Professional Development	No	$26,000.00	19,400
1	**1.2**	Technology and Educational Program Services	Yes	$200,165.16	190,000
1	**1.3**	Support Increased Learning Opportunities	Yes	$126,035.00	217,814.45
1	**1.4**	Literacy and Student Voice	Yes	$13,800.00	13,800
1	**1.5**	Student Support Services	No	$200,000.00	214,339.27
1	**1.6**	Intervention Resource Services	No	$65,000.00	54,000
1	**1.7**	Social Worker	No	$100,000.00	82,258.60
2	**2.1**	Transportation	Yes	$10,000.00	4,665
2	**2.2**	Student Engagement	Yes	$2,000.00	631.05
2	**2.3**	Capturing Kids Hearts	Yes	$13,850.00	13,850
3	**3.1**	Parent Communication	No	$3,780.00	3,780

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)
3	**3.2**	Family Events	No	$500.00	500

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)
364,365	$355,685.00	$348,981.05	$6,703.95	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Technology and Educational Program Services	Yes	$190,000.00	190,000		
1	1.3	Support Increased Learning Opportunities	Yes	$126,035.00	126,035		
1	1.4	Literacy and Student Voice	Yes	$13,800.00	13,800		
2	2.1	Transportation	Yes	$10,000.00	4,665		
2	2.2	Student Engagement	Yes	$2,000.00	631.05		
2	2.3	Capturing Kids Hearts	Yes	$13,850.00	13,850		

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)
3,504,311	364,365	0.00	10.398%	$348,981.05	0.000%	9.959%	$15,383.95	0.439%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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