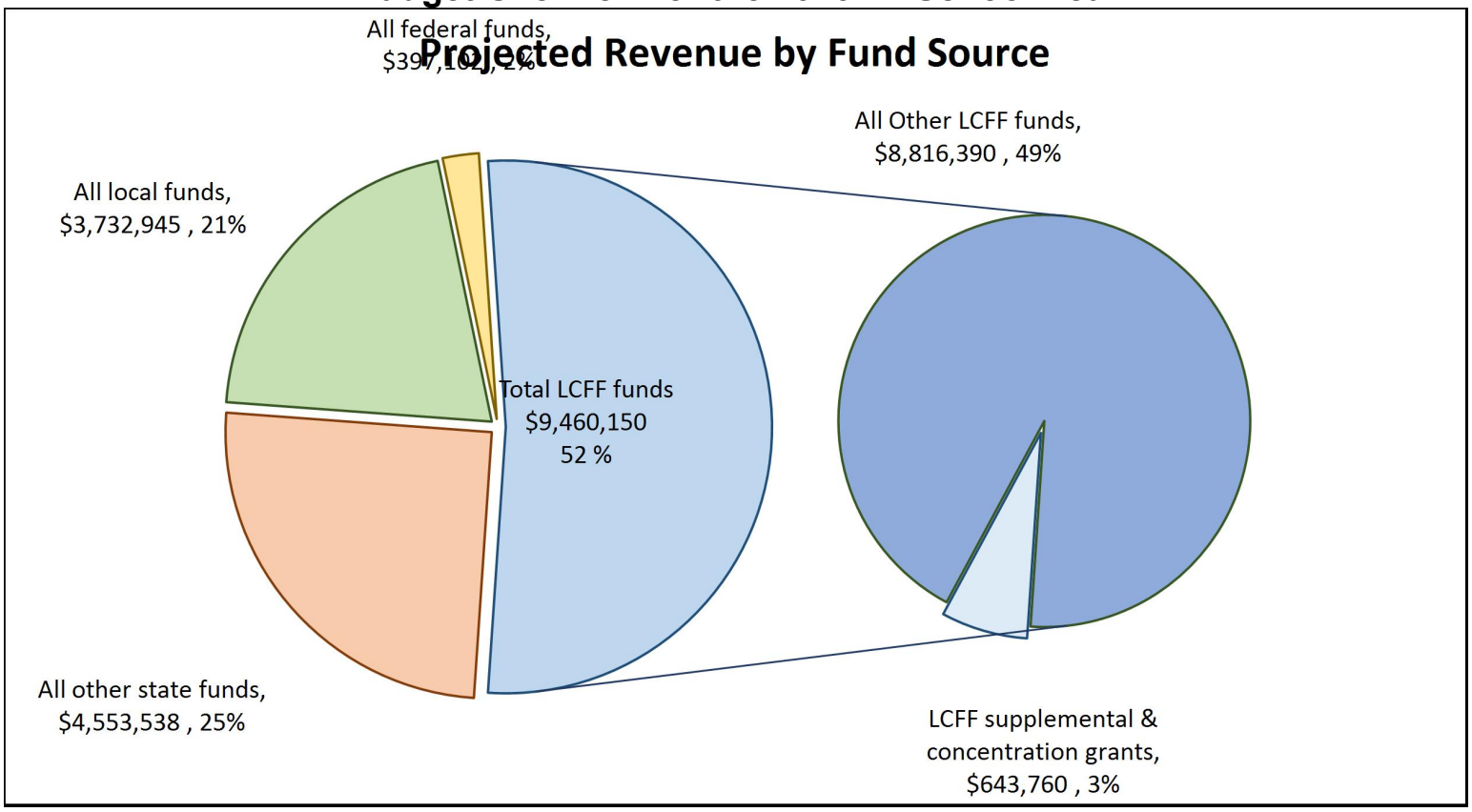
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Columbia Elementary School District
CDS Code: 45699480000000
School Year: 2026-27
LEA contact information:
Mr. Clay Ross
Superintendent
cross@columbiasd.com
530-223-1915

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

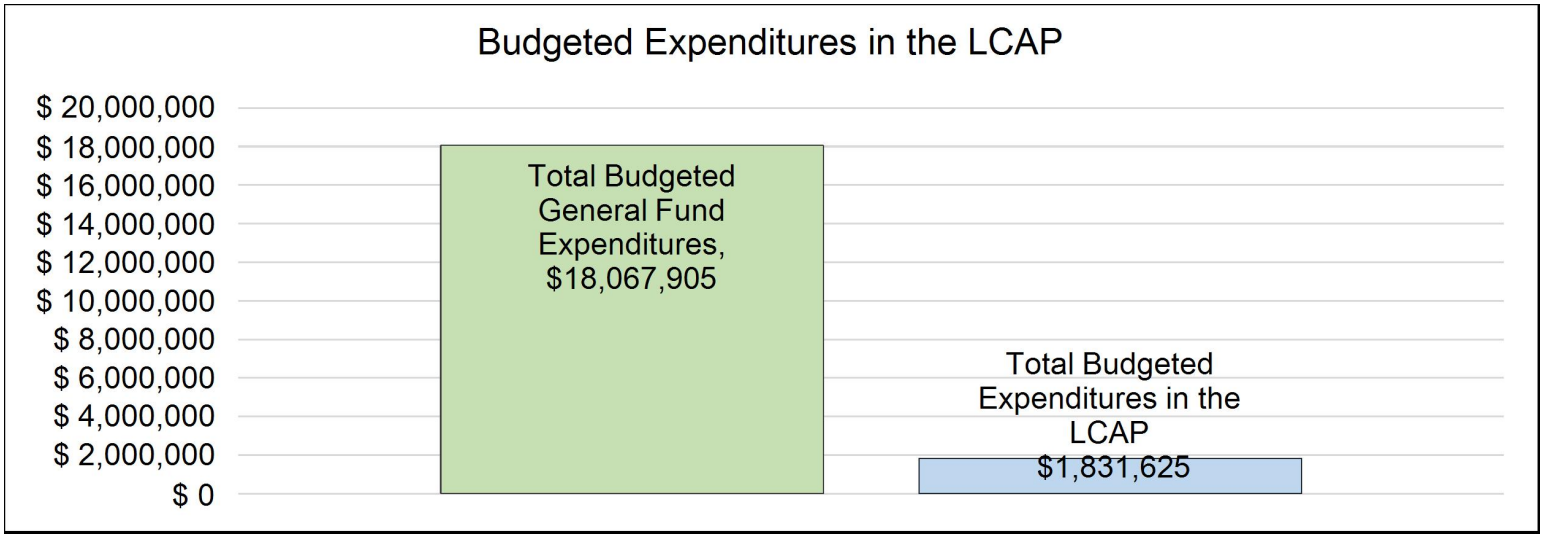


This chart shows the total general purpose revenue Columbia Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Columbia Elementary School District is $18,143,735, of which $9,460,150.00 is Local Control Funding Formula (LCFF), $4,553,538.00 is other state funds, $3,732,945.00 is local funds, and $397,102.00 is federal funds. Of the $9,460,150.00 in LCFF Funds, $643,760.00 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 Columbia 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: Columbia Elementary School District plans to spend $18,067,905.00 for the 2026-27 school year. Of that amount, $1,831,625.00 is tied to actions/services in the LCAP and $16,236,280 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

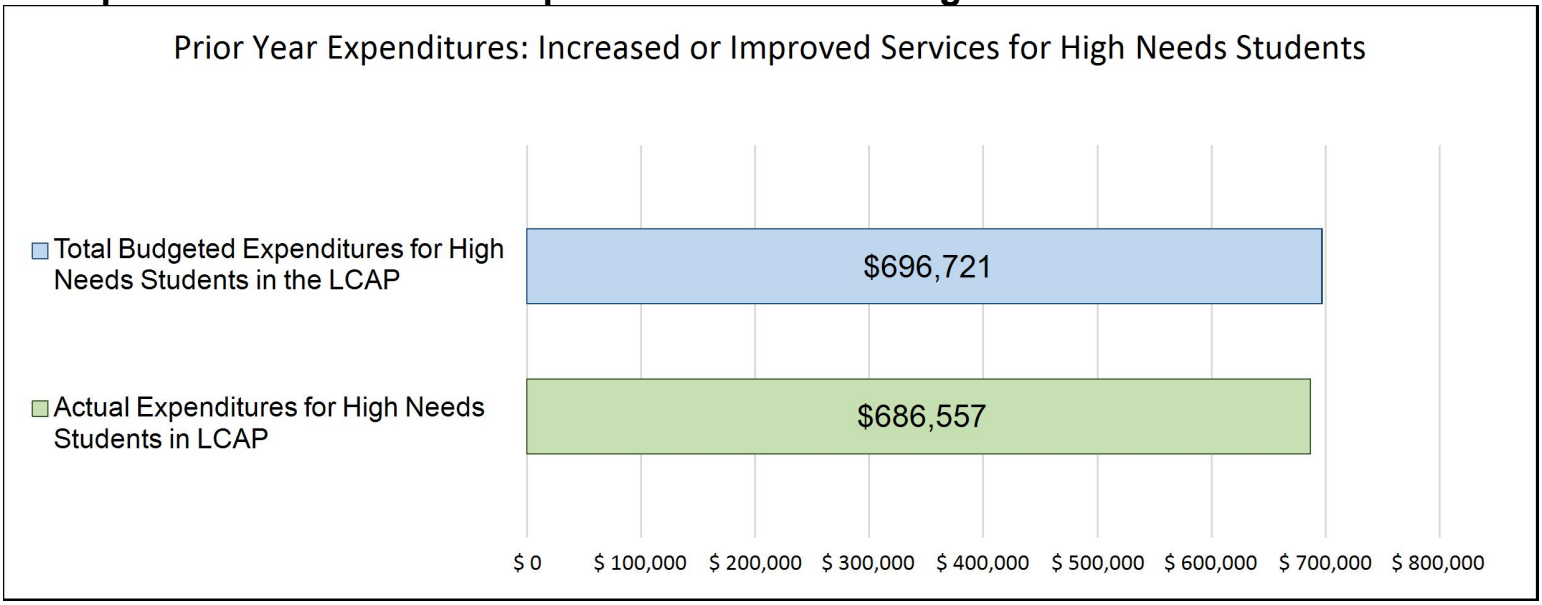
1. Administrative staff salaries;
2. Classified support staff salaries;
3. Benefit costs such as PERS, STRS, Medical, Dental, & Vision Insurance;
4. Instructional and general supplies such as paper, pencils, toner, mechanical parts, and other miscellaneous items;
5. Contracted services such as liability insurance, travel and conference, communications and utiltiy costs.

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

In 2026-27, Columbia Elementary School District is projecting it will receive $643,760.00 based on the enrollment of Foster Youth, English learner, and low-income students. Columbia Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Columbia Elementary School District plans to spend $643,760.00 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 Columbia 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 Columbia 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, Columbia Elementary School District's LCAP budgeted $696,721.00 for planned actions to increase or improve services for high needs students. Columbia Elementary School District actually spent $686,556.93 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $10,164.069,999,999,949 had the following impact on Columbia Elementary School District’s ability to increase or improve services for high needs students:

Though we had vacancies in our Aide positions that went unfilled, there was no impact to our programs or improved services for students. (1.12)

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
Columbia Elementary School District	Mr. Clay Ross Superintendent	cross@columbiasd.com 530-223-1915

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.

Our Vision
Columbia School District schools are safe, well maintained, engaging, stimulating and success oriented. The level of pride and accomplishment is quite evident. Staff have a high sense of responsibility, great values, positive behavior, and moral conscience. They hold themselves accountable for their actions and the choices they make. Adults are visible and accessible to students. Communication is open, friendly, and caring. Students come prepared, eager to participate, and devoted to learning because they believe in themselves. Parents take an active role in their children's education by teaching their children values, good work ethics at home, and by collaboratively working with the school staff.

Mission Statement
The mission of our school district is to ensure learning for all children – no limits, no excuses.

District Profile
Columbia Elementary School District consists of a transitional kindergarten through fourth grade elementary school and a fifth through eighth grade middle school located on the east side of Redding, California. Columbia School District prides itself on providing a rich learning environment through direct teacher/student instruction and strong supportive services. Our teachers maintain high professional standards and are always on the cutting edge of new learning models and methods. Our test scores are on the rise and we are continuing to strive for improvement each year by implementing a consistent and articulated curriculum from preschool through 4th grade with transitions to our 5-8 middle school. We operate an outstanding private preschool that coordinates a seamless transition into our transitional kindergarten &

kindergarten classes. At Columbia, we work hard to provide a safe and positive learning environment for our students. We have an active parent group that contributes in a myriad of ways to the success of our students. The community at large is encouraged to participate in all school activities.

Attendance at our school plays and special events is overwhelming. Our Parent Activities Committee supports projects throughout the school and allows students to participate in extracurricular activities not funded by the school. Columbia strives to maintain class size at 24:1 in grades TK-3 as a result of the Local Control Formula Funding (LCFF) and bargaining agreement. We attempt to keep classes in 4th grade at 28:1. Our students are exceptionally well behaved and are taught safety, respect, and responsibility as a part of everything they do. We believe in positive relationships and communication, award our children with PAWS Awards for being safe, responsible, respectful, as well as doing their best, being cooperative, and always thinking. Music education at Columbia is a valuable resource for students and families that are interested in their child learning an instrument at school. Classroom music instruction begins at Columbia in the 1st grade with singing, movement and rhythm activities. Students in the 4th grade learn to read music, play instruments, and learn the recorder in class. TK - 4th grade students perform at least one visual and performing arts event per year and many do two. Additionally, our middle school boasts engaging electives, an athletic program and successful band program.

Our Community Day School is receiving equity multiplier funding due to a high poverty rate and a high instability rate.

We qualify for Differentiated Assistance as a result of our students with disabilities underperforming in mathematics and English language arts.

NOTE: In November 2025, we completed a needs assessment for the Learning Recovery Emergency Block Grant and have placed an action in the LCAP based on the results of the identified needs of our student groups.

Reflections: Annual Performance

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

After reviewing the CA School Dashboard Data, we have declined progress in English Language Arts (3.9 points) and mathematics (15.3points). Students with disabilities are in the red performance level for mathematics and English language arts. We will concentrate our efforts in best first instruction and supplement instruction through targeted interventions with our students with disabilities. We will identify and target supports to students using data to drive instruction and believe this will result in overall growth for our students

Our chronic absenteeism rate is in the green performance level. We have made a concerted effort to provide targeted supports for students who are chronically absent. Our Chronic Absenteeism Coordinator works daily with students and their families to set attendance goals. While we have seen a decline of 1.1%, it is our goal to decrease the chronically absent students to less than 1% next year. Educating students and families on the importance of attending school will continue to be a specific goal in our LCAP.

Suspension data indicates that 2% students were suspended at least one day. We are in the green performance indicator on the CA School Dashboard. We have a robust Positive Behavior Intervention and Supports program in place at Mountain View Middle School and will continue to refine it in order to reduce suspensions.

Learning Recovery Block Grant Funds were provided through the Governor's 2025-2026 Budget. We completed a needs analysis and placed an action in Goal 1 to support the student groups identified in the needs analysis.

We received additional funding to support our schools that have at least a 25% instability rate and 70% low-income demographics. Using the Equity Multiplier Funding, we will focus on student achievement, attendance, and alternatives to suspension in goal 2 for the students at our Community Day School.

2022-2023 Red Performance Level Student Group(s): We will have a specific action in goal one for students with disabilities in English language arts (91.5 points below standard, declined 8 points) and math (110.7 points below standard, declined 22.6 points). We will also have specific actions to support the alternatives to suspension especially with the white (4.5% suspended at least one day), Hispanic (7.6% suspended at least one day), and students with disabilities (12.2% suspended at least one day) student groups.

2022-2023 Columbia Elementary School District Red Performance Level (We are required to keep the red performance student groups in our plan for the 3 year cycle.)

Suspensions
Hispanic students 7.60% Declined to 5% in 2024
Students with disabilities 12.20% Declined to 8% in 2024
White students 4.50% declined 0.8% in 2024

English Language Arts
Students with disabilities 91.5 points below standard-Increased 12.9 points in 2024

Mathematics
Students with disabilities 110.7 points below standards-Increase 11.2 points in 2024

Schools Red Performance Groups
Columbia Elementary
Chronic Absenteeism
All students 13.6% Declined 4.8%
White students 12.70% Declined 3.6%
Low income students 19.30% Declined 7.2%

Mountain View Middle School
Suspension
All students 9.30% Declined 0.8% in 2024

Hispanic students 19.60% Declined 8.7% in 2024
Low income students 9.90% Increased by 2% in 2024
White students 8.40% Increased 0.6% in 2024
Students with disabilities 22.20% Declined 11.4% in 2024

English Language Arts
Student with disabilities 98.3 points below standard -Increased by 6.8 points in 2024

Mathematics
Student with disabilities 122.4 points below standard- Declined 15.8 points in 2024

Reflections: Technical Assistance

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

Not applicable-we exited Differentiated Assistance in December 2025

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	We received feedback through staff surveys, School Site Council, and brainstorm sessions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Monthly meetings were held with the staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Principals and Administrators	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results to staff and community.

Educational Partner(s)	Process for Engagement
	We eliminated multiple goals and streamlined the LCAP to include one broad goal. We eliminated ineffective actions and consolidated actions. We included all required metrics and moved our survey results to the local indicator report. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. Administrators met bi-weekly to discuss all 8 state priorities and the actions/strategies in the LCAP. School administrators aligned the School Plan for Student Achievement with the district goals. We moved all student, staff and parent survey data results to the Local Indicator Report that accompanies the LCAP. This has significantly streamlined our plan
Other school personnel	We received feedback through staff surveys, School Site Council, and brainstorm sessions. Additionally, we reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Annual presentation of the CA School Dashboard results and the CAASPP results. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners. We engage regularly with local organizations to connect our families to local resources.Collaborative efforts have included joint events, resource sharing, and leveraging our networks to reach a wider audience.
District bargaining units	We received feedback through staff, student and parent/community surveys. We also received feedback from School Site Council and staff meetings.

Educational Partner(s)	Process for Engagement
	We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Parents/Community	We received feedback through parent/community surveys, School Site Council, and brainstorm sessions. Sending periodic surveys and questionnaires is a simple yet effective way to gather input and feedback from our community. These surveys focus on various topics including the 8 state priorities. The results guide the board's actions and decisions. We reviewed local and state data throughout the year, and reviewed past actions and goals to refine the plan based on the 8 state priorities. Presentation of the draft LCAP- input, revisions, and a summary of any feedback from other educational partners.
Students	Using student surveys, School Site Council, and brainstorm sessions during Student Advisory we were provided feedback to refine and add actions to the plan.
Governing Board/Public	The Governing Board reviewed data from surveys, local and state data, feedback from educational partners, and the draft LCAP. and reviewed past actions and goals to refine the plan based on the 8 state priorities. Year-round: Monthly presentation to the Board on LCAP actions/services that have been implemented for the past month and will be implemented in the coming months. Annual presentation of the CA School Dashboard results and the CAASPP results. Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators and survey results.

Educational Partner(s)	Process for Engagement
	Sending periodic surveys and questionnaires has been a simple yet effective way to gather input and feedback from our community, staff and students. The surveys have focused on everything from curriculum, extra-curricular activities to staff and/or administrative decisions. Surveys on professional development effectiveness have also been administered. Acknowledged and celebrated the successes and achievement of students, teachers, and the community throughout the year. Recognizing these accomplishments has reinforced the idea that community members, staff and students are essential partners in the educational process. Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process. A public hearing was held on June 18, 2026 to review the plan, the local indicator report and the Budget Overview for Parents. The Governing Board approved the final plan on June 22, 2026.
Special Education Local Area Plan	Met monthly with the Special Ed Director, the Mountain Valley JPA Special Education & the Shasta County Special Education Local Area Plan administrator to determine specific actions for students with disabilities that are included in the LCAP. This included: reviewing job descriptions, programs offered and programs needed, transportation logistics, staff openings, policy, procedures, staff concerns and student IEPs to identify areas of challenge, root causes, and specific needs. We submitted our plan to the Special Education Local Area Plan for review and feedback.
Equity Multiplier Funding Community Day School staff	Administration worked with the School Site Council to develop actions to support students that generated the additional Equity Multiplier funds. School Site Council represents the community/parents, students, classified/certificated staff (bargaining unit members) and

Educational Partner(s)	Process for Engagement
	administration. Using the CA School Dashboard data, we reviewed the data for the students that were in red at the Community School and the district level. The team completed a needs analysis to identify actions within goal 2. Administration met with the staff from the District Community Day School to identify actions and metrics for our Equity Multiplier Goal.
Shasta High School District	The Superintendent met with the feeder high school superintendent to discuss ways to collaborate and align district initiatives with high school needs.
Shasta County Office of Education	The Superintendent met with the Assistant Superintendent of Shasta County Office of Education in the Fall of 2025. SCOE requested the meeting in order to: Learn about the great work happening in the district Hear how they could support our team and the work; and Gather feedback on how they may provide/improve upon our services & opportunities to districts

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

Other school personnel- no actions or goals were changed as a result of feedback.
Administration-no changes
Community Day School staff (equity multiplier)-Staff has identified a need to employ persons excelling with behavior. CDS students are received with extensive history of problematic behavior; getting these behavior reduced and teaching the child alternative regulation techniques is critical to their success when they are returned to the sending district.
District bargaining units-no feedback provided.
Parents/Community-no actions or goals were changed as a result of feedback. Overall parents are very pleased with the quality of their student(s) education.
Students- Students want to continue Minga. They are enjoying it.
Governing Board/Public- no actions or goals were changed as a result of feedback.
Special Education Local Plan Area (SELPA)-the plan was submitted to the SELPA but no changes were requested.

In the spring of 2024, we added actions to support our students in the red performance level as required by ED Code for the 3 year planning period.

Equity multiplier meeting feedback-staff are interested in hiring a 1/2 time behaviorist and a 1/2 time interventionist. These actions are noted in Goal 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Our mission is to ensure that every student learns; No limits and no excuses!	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our educational partners reviewed our past actions and eliminated actions that were not helping us improve student outcomes. In smaller school districts, where time and resources are already significantly limited, the current requirements of the LCAP add an undue burden. Every addition of a new table or box or check box or prompt to the LCAP makes it less and less useful as the tool to promote equity-focused, locally informed strategic resource allocation. We agreed to make the LCAP document useful for informing and engaging educational partners by streamlining the actions and reducing the goals to reduce the length and complexity. Student achievement in California has not rebounded after the precipitous declines of the pandemic, with English language arts (ELA) and math scores remaining well below pre pandemic levels. Student attendance has declined dramatically, and trauma and time away from school have led to mental health challenges, delays in social development, and behavioral issues among students and a decline in academic achievement.

Mountain View Middle School exited the federal accountability designation of Additional Target Support and Improvement (ATSI) which means our student groups are no longer in the red performance levels on the California School Dashboard. We have continued the actions to support our students in the red performance level as required by law for the 3 year plan cycle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance-CAASPP English Language Arts	2022-2023 CA School Dashboard District Results English Language Arts 42.86% students at or above standard Yellow progress indicator 13.6 points below standard Increased by 8.8 points Columbia Elementary School 42.38% students at or above standard in English language arts. 3rd- 41.86% 4th- 42.43% Mountain View Middle School 44.29% students at or above standard in English language arts. 5th- 35.44% 6th- 33.33% 7th- 51.47% 8th- 56.92% CA School Dashboard Red Performance Level Students with disabilities 91.5 points below standard, declined 8 points	2023-2024 CA School Dashboard District Results English Language Arts 44.87% students at or above standard Orange progress indicator 11.8 points below standard Maintained 1.7 Points Columbia Elementary School 43.31% students at or above standard in English language arts. 3rd- 44.45% 4th- 42.36% Mountain View Middle School 46.18% students at or above standard in English language arts. 5th- 50% 6th- 38.67% 7th- 46.83% 8th- 47.69% CA School Dashboard	2024-2025 CA School Dashboard District Results for Spring 2025 English Language Arts 43.86% students at or above standard Orange progress indicator 15.7 points below standard Declined 3.9 points Student groups in red performance indicator: Students with Disabilities 94.6 points below standard Declined 16 points Columbia Elementary School 49.69% of all students met or exceeded standards for English language arts. 3rd- 51.76% met or exceeded standards 4th- 47.44% met or exceeded standards	District Results English Language Arts 75% students at or above standard CA School Dashboard Blue progress indicator Columbia Elementary School 75% students at or above standard in English language arts. 3rd- 75% 4th- 75% Mountain View Middle School 75% students at or above standard in English language arts. 5th- 75% 6th- 75% 7th- 75% 8th- 75%	Increased 1% Moved from yellow to orange performance indicator. New in 2024–2025: Students with Disabilities are now explicitly flagged in Red This group is 94.6 points below standard and declined by 16 points Columbia Elementary School Increase of 7.31% points for all students meeting or exceeding the standards 3rd- 9.9% increase 4th- 5.01 % increase Mountain View Middle School Decrease of 2.57 percentage points for all students meeting or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			No Red Performance Indicators Student Groups Orange Performance level Students with disabilities 91.5 points below standard, increased 12.9 points	Mountain View Middle School 41.72% of all students at or above standard in English language arts. 5th- 39.24% met or exceeded standards 6th- 31.42% met or exceeded standards 7th- 51.35% met or exceeded standards 8th- 44.3% met or exceeded standards		exceeding the standards 5th- 3.80% increase 6th- 1.91% decrease 7th- 0.12% decrease 8th- 9.23% decrease
1.2	Student performance- CAASPP Mathematics	2022-2023 CA School Dashboard District Results for Spring 2023 Mathematics 41.61% students at or above standard Orange progress indicator 27.2 points below standards Maintained -2.6 points Columbia Elementary School	2023-2024 CA School Dashboard District Results for Spring 2024 Mathematics 37.94% students at or above standard Orange progress indicator 25.8 points below standards Maintained 1.9 points Columbia Elementary School	2024-2025 CA School Dashboard District Results for Spring 2025 Mathematics 33.54% of all students at or above standard Mathematics Performance Indicator- Orange 41.1 points below standard Declined 15.3 points	District Results Mathematics 75% students at or above standard CA School Dashboard Blue progress indicator Columbia Elementary School 75% students at or above standard in mathematics. 3rd- 75%	District proficiency decreased by 8.07 percentage points Maintained Orange progress indicator Declined 15.3 points Columbia Elementary School 0.20% all students increased standards in mathematics.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		51.33% students at or above standard in mathematics. 3rd- 55.29% 4th- 45.45% Mountain View Middle School 37.71% students at or above standard in mathematics. 5th- 26.58% 6th- 26.19% 7th- 48.53% 8th- 50.77% CA School Dashboard Red Performance Indicators Student Groups 110.7 points below standard, declined 22.6 points	50.95% students at or above standard in mathematics. 3rd- 56.94% 4th- 45.89% Mountain View Middle School 31.25% students at or above standard in mathematics. 5th- 20.83% 6th- 33.33% 7th- 30.37% 8th- 40% CA School Dashboard Red Performance Indicators Student Groups 138.1 points below standard, declined 15.8 points	Student groups in red performance indicator: Students with Disabilities 143.2 points below standard Declined 43.7 points Columbia Elementary School 51.53% of all students met or exceeded standards in mathematics. 3rd- 60% met or exceeded standards 4th- 42.31% met or exceeded standards Mountain View Middle School 24.58% of all students met or exceeded standards in mathematics. 5th- 29.12% met or exceeded standards 6th- 12.85% met or exceeded standards	4th- 75% Mountain View Middle School 75% students at or above standard in mathematics. 5th- 75% 6th- 75% 7th- 75% 8th- 75%	3rd- increased 4.61% 4th- decreased 3.14% Mountain View Middle School 6.7% all students decreased standards in mathematics. 5th- increased 2.58% 6th- decreased 13.34% 7th- decreased 18.8% 8th- decreased 25.13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				7th- 29.73% met or exceeded standards 8th- 25.64% met or exceeded standards		
1.3	Student performance- CAASPP Science	2022-2023 34.26% students met or exceeded standard for science	2023-2024 34.31% students met or exceeded standard for science	2024-2025 30.97% students met or exceeded standard for science 5th- 29.49% met or exceeded standards 8th- 32.47% met or exceeded standards Science Performance Indicator- Yellow 48.2 science points Declined 6.7 points No student groups in the red performance indicator.	The state moved to science points on the CA School Dashboard this year.	3.29% all students decreased standards in science
1.4	Student performance- ELPAC Reclassification Rate	2022-2023 District 1.7% Columbia Elementary 0.7% Mountain View Middle School 2.2%	2023-2024 District 1.6% Columbia Elementary 0.6% Mountain View Middle School 2.9%	2024-2025 District 49.2% Columbia Elementary 20% Mountain View Middle School 42.1%	CA School Dashboard Blue progress indicator 100% reclassified	District increased 47.5% Columbia Elementary increased 19.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Mountain View Middle School increased 39.9%
1.5	Student performance- ELPAC Proficiency Rate	2022-2023 CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy 75% making progress Increased 53.6% 2022-2023 CA School Dashboard 66.7% ELs who progressed at least one ELPI level 8.3% ELs who maintained ELPI Level 4 16.7% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 8.3% Els who decreased at least one ELPI Level	2023-2024 CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy 0% making progress Declined 75% 2023-2024 CA School Dashboard 0% ELs who progressed at least one ELPI level 0% ELs who maintained ELPI Level 4 33.3% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 66.7% Els who decreased at least one ELPI Level	2024-2025 CA School Dashboard No Performance Color Less than 11 students - data not displayed for privacy 85.7% making progress Increased 85.7% 2024-2025 CA School Dashboard 85.7% ELs who progressed at least one ELPI level 0% ELs who maintained ELPI Level 4 14.3% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 0% Els who decreased at least one ELPI Level	80% ELs who progressed at least one ELPI level 10% ELs who maintained ELPI Level 4 10% ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 0% Els who decreased at least one ELPI Level	Increased 10.7% of all students making progress Increased 32.1% 19% increase- ELs who progressed at least one ELPI level 8.3% decrease- ELs who maintained ELPI Level 4 2.4% decrease- ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H 8.3% decrease- Els who decreased at least one ELPI Level
1.6	Student Attendance Rates	2023-2024 96% attendance rate March 2024	2024-2025 94.22% attendance rate as of May 9, 2025	2025-2026 95.82% attendance rate as of April 17, 2026	98% or better attendance rate	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Student Chronic Absenteeism Rate	2022-2023 CA School Dashboard 13.6% of all students are chronically absent Yellow performance level Declined by 1.8% Schools Red Performance Groups Columbia Elementary School Chronic Absenteeism White students 12.70% Low income students 19.30%	2023-2024 CA School Dashboard 8.8% of all students are chronically absent Green performance level Declined by 4.8%	2024-2025 CA School Dashboard Chronic Absenteeism Rate Indicator-Green 7.7% of students were chronically absent Declined 1.1% No student groups in the red performance indicator.	CA School Dashboard Less than 3% of all students are chronically absent Blue performance level White students-less than 3% Low income students-less than 3%	Moved from yellow to green performance level. Declined by 5.9%
1.8	Middle School Drop Out Rate	2022-2023 0% middle school drop outs	2023-2024 0% middle school drop outs	2024-2025 0% middle school drop outs	Maintain 0% middle school drop outs	Maintained
1.9	Student Suspension Rates	2022-2023 CA School Dashboard 4.5% of all students suspended at least one day Increased 2% All students are in orange performance indicator CA School Dashboard Red performance level White (4.5% suspended at least one day), Hispanic (7.6% suspended at least one day), Students with	2023-2024 CA School Dashboard 3.4% of all students suspended at least one day Declined 1.1% All students are in yellow performance indicator CA School Dashboard Red performance level	2024-2025 CA School Dashboard Suspension Rate Indicator-Green 2% of students were suspended at least once Declined 1.4% No student groups in the red performance indicator.	CA School Dashboard Less than 3% of all students suspended at least one day Blue performance level All students-Less than 3% suspended at least one day White- Less than 3% suspended at least one day Hispanic- Less than 3%	Declined 2.5% All students moved from Orange to Green performance indicator

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		disabilities (12.2% suspended at least one day) Mountain View Middle School Suspension All students 9.30% Hispanic students 19.60% Low income students 9.90% White students 8.40% Students with disabilities 22.20%	White 9% suspended at least one day, Hispanic 10.9% suspended at least one day Students with disabilities 10.9% suspended at least one day Mountain View Middle School Suspension All students 8.4% Hispanic students 10.9% Low income students 12% White students 9% Students with disabilities 10.9%		suspended at least one day Students with disabilities- Less than 3% suspended at least one day Mountain View Middle School Suspension All students less than 3% Hispanic students less than 3% Low income students less than 3% White students less than 3% Students with disabilities less than 3%	
1.10	Student Expulsion Rates	2022-2023 0% expulsion rate	2023-2024 0% expulsion rate	2024-2025 0% expulsion rate	Maintain 0% expulsion rate	Maintained
1.11	Facilities (This metric is also reported in the Local Indicator Report and the SARCs)	100% of facilities in good repair.	100% of facilities in good repair.	100% of facilities in good repair.	Maintain 100% of facilities in good repair.	Maintained
1.12	Teacher Credentialing (This metric is also reported in the Local Indicator Report)	2023-2024 45 Clear Credentials 1 out of field 2 Interns 1 ineffective 0 Incomplete 0 Unknown 0 N/A	2024-2025 50.5 Clear Credentials 0 Out of field 0 Interns 1 Ineffective 0 Incomplete 0 Unknown	2025-2026 35 Clear Credentials 6 Out of field 1 Interns 0 Ineffective 0 Incomplete 0 Unknown	100% of credentialed teachers with clear credentials	Decreased the number of clear credential teachers by 10 Increased out of field by 5 Decreased interns by 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0 N/A	0 N/A		
1.13	State Priorities 1, 2, 3, 7, and 8 are reported in the Local Indicator Report that accompanies the LCAP. (These include the results of the student, parent and staff surveys as well as staff credentialing, facilities, standards aligned instructional materials, parent engagement, etc.)					

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.

We were able to implement all actions. Math continues to be a challenge and we understand that we have to do something differently. Midyear we added NextGen Math so teachers could identify the standards in their grade level, track student progress in real-time and provide targeted intervention support. Teachers are able to develop assessments and lessons using NextGen Math. Additionally, we piloted Waterford for Tier 2 interventions and will replace iReady with Waterford in Action 1.9. Waterford will provide more support for our students struggling with math, STEM and English language arts.

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.

Though we had vacancies in our Aide positions that went unfilled, there was no impact to our programs or improved services for students. (1.12)

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

The actions were mostly effective at making progress towards the goal. Some of our metrics have declined while others have increased. Our elementary school increased their math scores while the middle school decreased in math performance. The elementary saw a slight increase while the middle school had mixed results in English language arts. Our actions for increasing attendance and decreasing

suspension were effective as students showed a decrease in suspensions and chronic absenteeism. Moreover, we need to decrease the number of teachers that are out of field with an intent of having 100% fully credentialed. Finally, our English learners showed a significant increase in English proficiency.

Mountain View Middle School exited the federal accountability designation of Additional Target Support and Improvement (ATSI) which means our student groups are no longer in the red performance levels on the California School Dashboard. We have continued the actions to support our students in the red performance level as required for the 3 year plan cycle.
Actions 1.1, 1.2, 1.3 -These actions were effective at meeting the goal as our students with disabilities decreased in their suspension rate. We have made a concerted effort to implement Positive Behavior Intervention and Supports at our middle school and these actions are starting to show results across all student groups. Our suspension rate indicator and chronic absenteeism rate indicator have both shown a decrease.
Action 1.4 -These actions have not been effective at meeting our goal. Our English learners are not making the progress that we want to see. We have revised these actions to support our English learners.
Action 1.5 -These actions are effective at meeting the needs of our Foster Youth. They received extra academic and social emotional support through our counselors and staff.
Action 1.6 - Special Education services are meeting the needs of our students on IEPs. Our students with disabilities are meeting the goals that are set with staff, parents and each student. Parent surveys indicate that they are pleased with the services their students are receiving.
Action 1.7- Professional development has been effective as it has provided knowledge of programs and district initiatives to improve school climate and academic outcomes. Using data, we identified areas of need.
Actions 1.8, 1.9, 1.10- and 1.12- These actions have been effective at meeting student growth with English language arts. We will refine our interventions to support math as our math CAASPP scores show a slight decline in student academic growth.
Actions 1.11 and 1.14 - This action has been effective as these activities engage students in learning. Student survey data provided us with new ideas for electives. Our students overwhelmingly like the elective choices and PE.
Action 1.13 -These actions have been effective at supporting student academics by allowing them time to make up work that they missed through absences or lack of effort.
Action 1.15 - This action has been effective at engaging parents with school decisions and events. We have seen an increase in positive responses in our parent surveys regarding the events that are offered at school. Parents are also pleased with the quality of education and the communication from the school. Our parent surveys were overwhelmingly positive this past year.

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

Action 1.9 and 1.10-We are replacing iReady with Waterford Tier II Interventions.
Action 1.16-We added this action as our Learning Recovery Emergency Block Grant action. We are adding attendance incentives for each school site to reduce chronic absenteesim and adding NextGen Math to create a focus on math standards and provide targeted student support. We are also joining the RAISE Network to learn strategies for increasing student engagement and decreasing chronic absenteeism.

We completed a needs analysis for the Learning Recovery Emergency Block Grant Funds and have placed a new action within Goal 1 to address the needs of our identified student groups that need added support.

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	Red Performance Level Student Group Students with Disabilities	Targeted interventions in math and English language arts Alternatives to suspension-Structured Day, goal setting	$49,015.00	No
1.2	Red Performance Student Groups Alternatives to Suspension	Refocus room and reflection forms Restorative justice projects Restorative chats Structured day After school refocus time/make up Positive Behavior intervention and Supports Matrix Positive Behavior Intervention and Supports rewards for middle school Administrative Intern(Mt View Middle School)	$138,602.00	No
1.3	Red Performance Indicator Suspension and Chronic Absenteeism School Counselors	Columbia Elementary School Student supports for emotional, social, behavioral engagement School Counselor will be maintained to support at-risk students. 1.0 FTE Certificated Counselor salary and benefits Mountain View Middle School Increased communication between students, families and high school counselors related to student achievement, data and connecting to appropriate courses enrolling in high school. 1.0 FTE Counselor salary and benefits Social Emotional Learning BASE SART Teams	$229,689.00	Yes
1.4	English learners	We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond.	$1,049.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We provide Structured English immersion for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. We provide tiered intervention for students not progressing in the English Language Development standards and modify instruction based on student needs. Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Language Development and designated English Language Development using the English Language Arts/English Learner Standards. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. English Learner students will be monitored for annual progress. Supplemental instructional materials to support English development. We see parents as critical partners in their child's education and provide parents with strategies to support their child. English learners will be reclassified based on our district protocol. Professional development for instructional strategies.		
1.5	Foster Youth/Homeless Youth	We provide the following support for Foster and Homeless Youth: Coordinate with the case worker and attendance staff. Ensure that transportation is not a barrier. Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Intervene early when they are missing a lot of school. Provide youth and families with community resources such as: Clothing closet Food banks Health clinics Laundry services Hygiene kits Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. Refer students to before/after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district.	$15,417.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in a free and reduced meal program. Assign students a “buddy” to help them learn their way around school. Give the student necessary school supplies, to take home. Keep some nutritional snacks for those students who might need additional nutrition. Alternatives to suspension		
1.6	Special Education	Special Education Teachers General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student's needs. Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. Progress monitoring Alternatives to suspension including a structured day and restorative chats/projects. Students with disabilities that have committed a suspendable offense will be redirected through the Administration, provided access to the refocus room and a structured day. They will also receive one on one support from staff members.	$720,744.00	No
1.7	Professional Development	Extra Duty costs-certificated personnel salaries and benefits Services and other operating expenditures-registration fees for Math engagement strategies Positive Behavior Intervention and Supports Mandated trainings Dyslexia screener professional development	$24,538.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Kids First Learning Center	Kids First Learning Center Elementary-certificated instructor and paraprofessionals to assess, diagnose and provide targeted instruction to students in small group to help close the achievement gap in reading and to assist with our goal that 95% of students will be reading on grade level by the end of third grade. 1.0 FTE Certificated Instructor Salary and benefits Salaries 1.40625 FTE Classified Paraprofessional salary and benefits	$137,046.00	Yes
1.9	Interventions	Each site will retain quality intervention programs Tier 1, 2, and 3. Monitor California Assessment for Student Progress and Performance (CAASPP) results annually for continual improvement by grade level. Review results with Governing Board, staff, and School Site Council. Increase positive relationships, student behavior, interventions and engagement using Early Childhood Services personnel to assist with small group interventions and supervision K-5. Intervention Services Documentation-This ensures a systematic intervention process of Tier I interventions and Tier II interventions utilizing research based instructional and behavioral practices prior to initiating special education services, ELPAC Coordinator to assess, classify, reclassify and monitor rates and progress district wide. Response to Intervention Team Stipends Waterford Tier II Interventions Maintain Positive Behavior Intervention and Supports Incentives ($5000)-Data tracked locally ELPAC Coordinator salary and benefits Books and Supplies ELPAC Assessments (Program 0345) Freckle intervention materials. (Interventions for MVMS-AB130 funds) Services And Other Operating Expenditures Language!, Waterford and other Intervention materials and supplies. Student Success Teams (SST) substitutes iXL English language arts Character Strong, Ripple Effects	$25,382.00	Yes
1.10	Progress Monitoring	Progress Monitoring Software-to assist with documenting progress of students receiving intervention based on national normed tests.	$20,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Certificated staff will communicate weekly with administration in the form of Professional Learning Community notes. These notes will document discussions primarily about the answers to at least one of these questions: What do we want students to learn? How will we know if they did? What are we going to do if they don't? Books And Supplies Waterford Tier II Interventions ELPAC assessment materials. Renaissance Place, Dibels, Aeries & Aeries Cloud Cost		
1.11	Broad Course of Study Physical Education	Physical Education tech/instructional aides districtwide- allow teachers to have smaller class sizes to provide small group instruction using on level, below level or beyond level curriculum providing intervention, maintenance or enrichment as required for individual students. 0.71875 FTE PE Tech @ CES 0.6875 PE Aide @ CES 0.71875 PE Aide @ MVMS	$95,259.00	Yes
1.12	Tier I Intervention	TK, 1st, 3rd, 4th, 5th grade aides to facilitate small group Tier I intervention, supervision on playground and lunch 3.0 Paraprofessionals @ CES 1.875 Paraprofessionals @ MVMS	$117,174.00	Yes
1.13	Saturday School for make-up intervention	Saturday School make-up intervention-providing more time and opportunity for students to increase work completion	$2,199.00	Yes
1.14	Broad Course of Study	Visual and Performing Arts Electives-books & supplies Electives-Band, Science Technology Engineering and Mathematics (STEM), College Career, and intervention class based on identified area of need	$2,346.00	No

Action #	Title	Description	Total Funds	Contributing
1.15	Parent Engagement	Parent outreach includes weekly outreach by principal and staff through Catapult Connect, phone calls, emails, text, and monthly newsletters. Provide parents and families with ways to support learning at home. Facilitate family engagement events All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are contacted by the teachers, support staff, counselors, and administration to encourage their participation in their children's education. Recruit more Parent Club members Provide food and childcare for parents at school events to increase family engagement. Visitor management emergency response	$19,187.00	No
1.16	Learning Recovery Block Grant	Learning Recovery Block Grant Action 2025-2026 (Captured in the LCAP Mid Year Report) Attendance Campaign- $625 per CES/MVMS for attendance incentives among student populations Math- Next Gen Math Pilot $8914 2026-2027 Attendance Campaign- $1250 per CES/MVMS RAISE Network ($2 per ADA)- to learn new strategies to decrease chronic absenteeism and increase student engagement. Math-Next Gen Math annual subscription $13068 MATHEMATICS Support students struggling with math concepts and encourage students to attend school. Studies have shown that teachers who use Next-generation math are able to have a deeper understanding of the math standards at their grade level and the grade levels below and above them.	$17,275.00	No

Action #	Title	Description	Total Funds	Contributing
		Next-generation, research-based mathematics programs focus on fostering deep conceptual understanding, mathematical reasoning, and real-world application rather than just procedural fluency. These evidence-based approaches (e.g., IM v. 360, Next Gen Math, Super Solvers) emphasize student-centered learning, technology integration, and closing learning gaps through targeted interventions, often aligning with updated standards like NYS Next Gen. Next Gen Mathematics - Standards Practice Build customized class assignments, tier 1 and tier 2 intervention activities, exit tickets, spiral review, or formative and summative assessments using our rigorous, dynamic, and unlimited questions that are organized by standard and question type. Real Time Data Access real time data for real time teaching to meet the needs of your diverse learners and ensure equitable learning for all students. Procedural Fluency Address learning loss with basic skills practice for K-12th grade students that can be customized by adjusting the number, type and/or formatting of problems. Tier 1 and Tier 2 Intervention Reflect on lesson success by viewing class performance on individual standards and question types. One click creates tier 1 and tier 2 intervention groups by standard. Assign students reteach standards, and the intervention journey begins. ATTENDANCE Hedy Cheng partnered with Columbia University to identify best practices for reducing chronic absenteeism. The following came out of this research: Tier 1 attendance strategies (i.e., routines and celebrations related to attendance or caring messages sent when a student misses school) are available to all students and aimed at preventing too many absences from happening in the first place. When this is not sufficient, Tier 2 supports use more personalized attention and outreach to address and remove barriers to attendance for individuals or groups of students. For students with the most absences, Tier 3 interventions offer intensive support and often entail		

Action #	Title	Description	Total Funds	Contributing
		interagency case management with health, housing and social services. We plan to use these strategies as part of our attendance campaign. When students believe they have positive relationships with teachers who set high expectations, students report improved achievement, more school connectedness, better attendance, and an increased sense of safety. (1) Research in California and across the nation has shown that particular aspects of school climate and culture are strongly associated with students' academic, social, and emotional well-being. Schools with positive school climate have been shown to have: Higher rates of healthy behavior in general, and lower rates of such learning barriers as school violence, substance abuse, depression and other social-emotional issues, and delinquency. (2) Stronger student motivation to learn, which is associated with later improvements in grade point average and attendance as well as fewer out-of-school suspensions. (3) Higher rates of student self-esteem. (4) Higher standardized test scores, grade point average, school attendance, graduation rates, and academic success. (5) Research also shows that teachers experience greater job satisfaction and stay longer in positive working environments that promote both student and teacher success. (6) Metric being used to monitor the action: Metric #1.2 (CAASPP Math) and #1.6 (Attendance Rate). LREBG Funds supporting this action: $28,881		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students at our Community Day School will increase growth in math, English language arts and science.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Community Day School staff -We received Equity Multiplier funding for our Community Day School. Equity multiplier funding is not tied to improvements in student outcomes. If the school has a prior year non-stability rate greater than 25 percent and a prior year socioeconomically disadvantaged pupil rate greater than 70 percent, then they will receive equity multiplier funds for that year. Staff completed a needs assessment based on the California Dashboard data. The staff identified the need for a reduction in behavior incidences. We will explore the need for a School Resource Officer and alternatives to suspension. Additionally, the district has worked to ensure stability with the credentialed staff.

Non-Stability Rate
81.82%
Low Income
72.73%
Cumulative Enrollment 11
Estimated Funding
$50,535

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate	2023-2024 Columbia East Valley K-6 CDS 72.2% chronically absent	2023-2024 Fewer than 11 students - data not displayed for privacy	2024-2025 Columbia East Valley K-6 CDS 36.4% chronically absent	Less than 10% chronically absent	Decreased 35.8%
2.2	Suspension Rate	2022-2023 46.7% rate	2023-2024 9.1% rate Declined 37.6%	2024-2025 Columbia East Valley K-6 CDS 0% rate suspended at least once Declined 9.1%	Less than 3% suspension rate	Declined 46.7%
2.3	English Language Arts	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
2.4	Mathematics	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy

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.

We implemented all actions with the exception of the 1/2 time intervention teacher. We advertised for the position but were unable to hire a person for this position. We saw a marked decrease in chronic absenteeism and suspensions for our students in the Community Day School.

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

Action 2.3-We were unable to hire an intervention teacher.

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

These actions provided mixed results. They were mostly effective at making progress toward our goal.
Action 2.1-Although our chronic absenteeism rate is still high, the actions we have implemented have significantly decreased chronic absenteeism. We will continue these actions to support our students.
Action 2.2-These actions helped reduce our suspension rate significantly. Although we were unable to hire a behavior tech this year, we plan to continue to advertise for this position.
Action 2.3-These actions provided mixed results for students. We were unable to hire a 1/2 time intervention teacher. We plan to advertise it again for the 2026-2027 school year as we believe this additional support will help our students make academic progress.
Action 2.4-This action was effective as students were taught by a credentialed teacher.

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

Action 2.2- We plan to add a Student Wellness Coach as well as 5 Peaks to help teens with social, emotional, and mental well-being. Staff has identified a need to employ persons excelling with behavior. CDS students are received with extensive history of problematic behavior; getting these behavior reduced and teaching the child alternative regulation techniques is critical to their success when they are returned to the sending district.

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	Attendance	Increase student attendance Goal set with students Attendance campaign Provide an engaging classroom so students want to attend school. Reduce barriers to students attending school. When students attend school, academics increase. Attendance Staff 0.05 FTE	$4,659.00	No
2.2	Alternatives to Suspension	Provide strategies to students to solve problems, regulate emotions, and learn conflict management Staff will assign and support students with alternatives to suspension. Restorative justice projects will take place in lieu of suspension. Counseling will be provided to identified students. Student Wellness Coach	$53,604.00	No

Action #	Title	Description	Total Funds	Contributing
		Behavior Technician 5 Peaks Youth Solutions to help teens with social, emotional, and mental well-being. (Fees covered by grant.)		
2.3	Academics	Students will be provided academic support based on identified need and grade level. Reading interventions Math interventions Science interventions Teachers will use local data to drive instruction based on student need. 1/2 time Intervention Teacher	$49,015.00	No
2.4	Credentialed Teacher	The teacher has a clear credential.	$108,880.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$643,760.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.456%	0.000%	$0.00	7.456%

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
1.3	**Action:** Red Performance Indicator Suspension and Chronic Absenteeism School Counselors **Need:** Suspension rates are high at the middle school	The actions support our most vulnerable students on a districtwide basis using our Multi-Tiered System of Support. SART teams	Suspension rates Chronic absenteeism rates

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 rate is high with white and low income students at the elementary school **Scope:** LEA-wide		
1.5	**Action:** Foster Youth/Homeless Youth **Need:** Foster Youth/Homeless Youth **Scope:** LEA-wide	Support for Foster Youth/Homeless Youth	Limited to Unduplicated Student Group(s)
1.8	**Action:** Kids First Learning Center **Need:** Provide additional academic support to at-risk students **Scope:** Schoolwide	Small group and one-on-one instruction to support students in reading and mathematics. This is part of our multi-tiered system of support for all of our students based on their individual needs. This is completed on a school wide basis.	CAASPP English language arts CAASPP mathematics
1.9	**Action:** Interventions **Need:** Support for Tier 2 and 3 students in English language arts and mathematics **Scope:**	This provides targeted support, based on data, under our district wide multi-tiered system of support.	CAASPP English language arts CAASPP mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	**Action:** Progress Monitoring **Need:** Academic support for students **Scope:** LEA-wide	Progress monitoring helps us understand which students are growing and which students need additional academic support to meet or exceed standard.	CAASPP English language arts CAASPP mathematics
1.11	**Action:** Broad Course of Study Physical Education **Need:** Small group instruction **Scope:** LEA-wide	Provide small group instruction for interventions on a district wide level.	CAASPP English language arts CAASPP mathematics
1.12	**Action:** Tier I Intervention **Need:** Small group instruction **Scope:** LEA-wide	Provide small group instruction for interventions on a district wide level.	CAASPP English language arts CAASPP mathematics
1.13	**Action:** Saturday School for make-up intervention **Need:**	Saturday School is a strategy to help students make up work they have missed and increases academic achievement district wide. Saturday School also provides the district a way to recoup	Attendance rate Chronic absenteeism CAASPP English language arts

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student work completion Make up attendance **Scope:** LEA-wide	ADA when students have excessive absences and will reduce chronic absenteeism.	CAASPP mathematics CAST

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
1.4	**Action:** English learners **Need:** Increase language proficiency **Scope:** Limited to Unduplicated Student Group(s)	We review data to target intervention support using a multi-tiered system of support for all students based on their individual needs.	English language proficiency indicator English language reclassification rate

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.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:17	n/a
Staff-to-student ratio of certificated staff providing direct services to students	1:17	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	$8,634,433.00	$643,760.00	7.456%	0.000%	7.456%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,013,118.00	$793,969.00	$0.00	$24,538.00	$1,831,625.00	$1,755,846.00	$75,779.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Red Performance Level Student Group Students with Disabilities	Students with Disabilities	No			All Schools	On-going	$49,015.00	$0.00	$49,015.00				$49,015.00	
1	1.2	Red Performance Student Groups Alternatives to Suspension	All Students with Disabilities Hispanic, white, low income	No			All Schools	On going	$138,602.00	$0.00	$138,602.00				$138,602.00	
1	1.3	Red Performance Indicator Suspension and Chronic Absenteeism School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$229,689.00	$0.00	$229,689.00				$229,689.00	
1	1.4	English learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$1,049.00	$0.00	$1,049.00				$1,049.00	
1	1.5	Foster Youth/Homeless Youth	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$15,417.00	$0.00	$15,417.00				$15,417.00	
1	1.6	Special Education	Students with Disabilities	No			All Schools	On-going	$720,744.00	$0.00		$720,744.00			$720,744.00	
1	1.7	Professional Development	All	No			All Schools	On-going	$0.00	$24,538.00				$24,538.00	$24,538.00	
1	1.8	Kids First Learning Center	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Columbia Elementary School Students in need of additional support	On-going	$137,046.00	$0.00	$137,046.00				$137,046.00	
1	1.9	Interventions	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	$14,307.00	$11,075.00	$25,382.00				$25,382.00	

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
			Low Income			Low Income										
1	1.10	Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$20,545.00	$20,545.00				$20,545.00	
1	1.11	Broad Course of Study Physical Education	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$95,259.00	$0.00	$95,259.00				$95,259.00	
1	1.12	Tier I Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$117,174.00	$0.00	$117,174.00				$117,174.00	
1	1.13	Saturday School for make-up intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,199.00	$0.00	$2,199.00				$2,199.00	
1	1.14	Broad Course of Study	All	No			All Schools	On-going	$0.00	$2,346.00		$2,346.00			$2,346.00	
1	1.15	Parent Engagement	All	No			All Schools	On-going	$19,187.00	$0.00	$19,187.00				$19,187.00	
1	1.16	Learning Recovery Block Grant	All	No			All Schools	Until funding is expended or June 2029	$0.00	$17,275.00		$17,275.00			$17,275.00	
2	2.1	Attendance	All	No			Specific Schools: Columbia East Valley K-6 Community Day K-5	On-going	$4,659.00	$0.00	$4,659.00				$4,659.00	
2	2.2	Alternatives to Suspension	All	No			Specific Schools: Columbia East Valley K-6 Community Day K-6	On-going	$53,604.00	$0.00		$53,604.00			$53,604.00	
2	2.3	Academics	All	No			Specific Schools: Community Day School K-6	On-going	$49,015.00	$0.00	$49,015.00				$49,015.00	
2	2.4	Credentialed Teacher	All	No			Specific Schools: Community Day School K-6	On-going	$108,880.00	$0.00	$108,880.00				$108,880.00	

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
$8,634,433.00	$643,760.00	7.456%	0.000%	7.456%	$643,760.00	0.000%	7.456 %	**Total:**	$643,760.00
								LEA-wide Total:	$505,665.00
								Limited Total:	$1,049.00
								Schoolwide Total:	$137,046.00

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	**1.3**	Red Performance Indicator Suspension and Chronic Absenteeism School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,689.00	
1	**1.4**	English learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,049.00	
1	**1.5**	Foster Youth/Homeless Youth	Yes	LEA-wide	Foster Youth Low Income	All Schools	$15,417.00	
1	**1.8**	Kids First Learning Center	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Columbia Elementary School Students in need of additional support	$137,046.00	
1	**1.9**	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,382.00	
1	**1.10**	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth	All Schools	$20,545.00	

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 (%)
					Low Income			
1	1.11	Broad Course of Study Physical Education	Yes	LEA-wide	Foster Youth Low Income	All Schools	$95,259.00	
1	1.12	Tier I Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,174.00	
1	1.13	Saturday School for make-up intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,199.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,801,527.00	$1,821,949.60

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**	Red Performance Level Student Group Students with Disabilities	No	$42,998.00	$52,988.76
1	**1.2**	Red Performance Student Groups Alternatives to Suspension	No	$108,695.00	$57,401.07
1	**1.3**	Red Performance Indicator Suspension and Chronic Absenteeism School Counselors	Yes	$212,762.00	$226,794.92
1	**1.4**	English learners	Yes	$2,031.00	$2,299.37
1	**1.5**	Foster Youth/Homeless Youth	Yes	$12,088.00	$20,303.50
1	**1.6**	Special Education	No	$727,556.00	$810,252.77
1	**1.7**	Professional Development	No	$7,969.00	$26,541.70
1	**1.8**	Kids First Learning Center	Yes	$128,907.00	$136,396.50
1	**1.9**	Interventions	Yes	$26,779.00	$27,723.81
1	**1.10**	Progress Monitoring	Yes	$32,634.00	$27,113.46

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	1.11	Broad Course of Study Physical Education	Yes	$89,007.00	$87,667.11
1	1.12	Tier I Intervention	Yes	$189,446.00	$153,911.54
1	1.13	Saturday School for make-up intervention	Yes	$3,067.00	$4,346.72
1	1.14	Broad Course of Study	No	$3,776.00	$10,779.52
1	1.15	Parent Engagement	No	$17,963.00	$22,509.22
2	2.1	Attendance	No	$4,330.00	$4,564.52
2	2.2	Alternatives to Suspension	No	$33,500.00	$38,580.78
2	2.3	Academics	No	$42,998.00	$52,988.76
2	2.4	Credentialed Teacher	No	$115,021.00	$58,785.57

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)
$667,134.00	$696,721.00	$686,556.93	$10,164.07	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	1.3	Red Performance Indicator Suspension and Chronic Absenteeism School Counselors	Yes	$212,762.00	$226,794.92		
1	1.4	English learners	Yes	$2,031.00	$2,299.37		
1	1.5	Foster Youth/Homeless Youth	Yes	$12,088.00	$20,303.50		
1	1.8	Kids First Learning Center	Yes	$128,907.00	$136,396.50		
1	1.9	Interventions	Yes	$26,779.00	$27,723.81		
1	1.10	Progress Monitoring	Yes	$32,634.00	$27,113.46		
1	1.11	Broad Course of Study Physical Education	Yes	$89,007.00	$87,667.11		
1	1.12	Tier I Intervention	Yes	$189,446.00	$153,911.54		
1	1.13	Saturday School for make-up intervention	Yes	$3,067.00	$4,346.72		

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)
$8,234,519.00	$667,134.00	0%	8.102%	$686,556.93	0.000%	8.338%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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