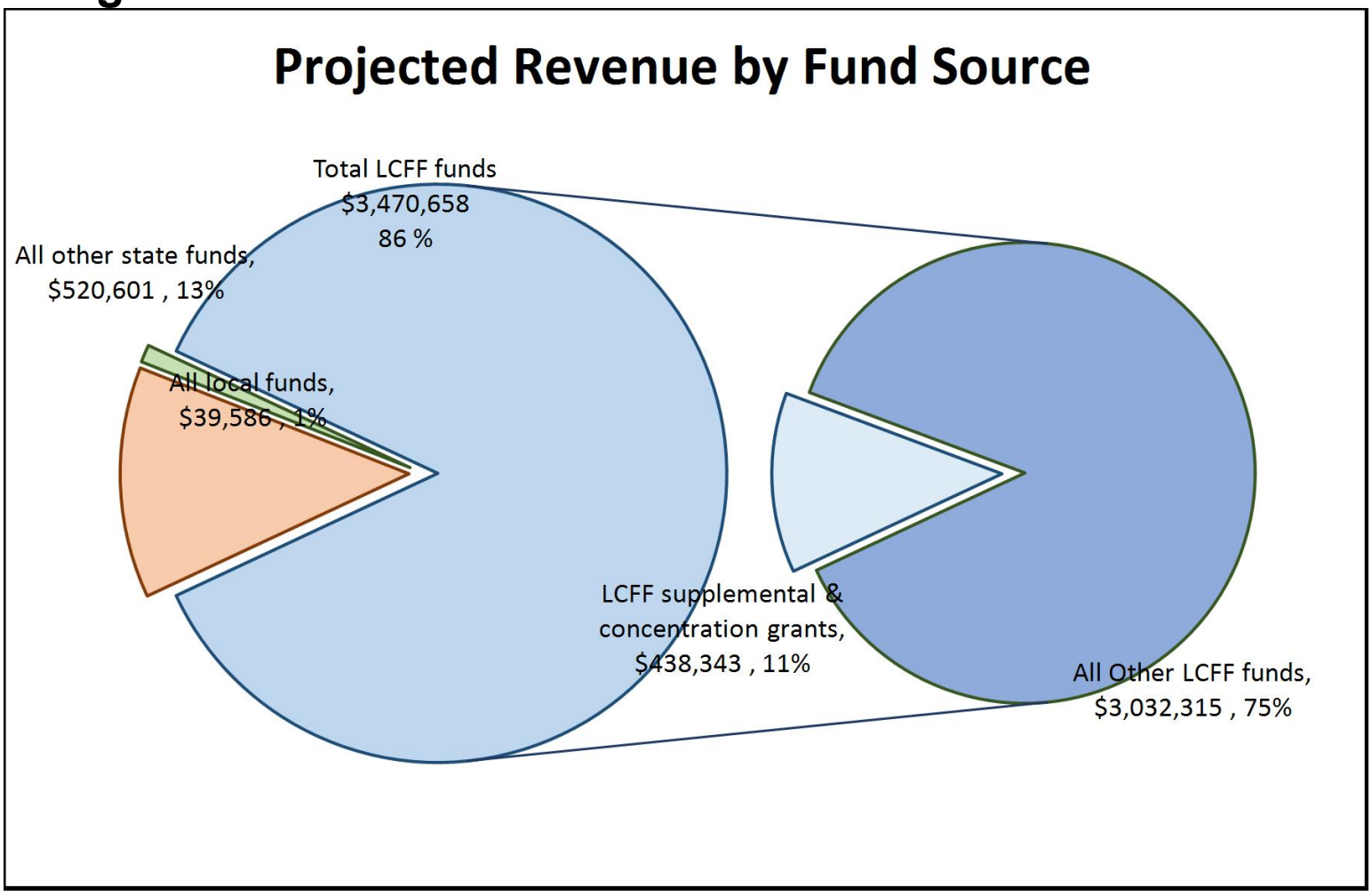
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Old Adobe Union School District-Miwok Valley Elementary Charter School
CDS Code: 062832004385
School Year: 2025-26
LEA contact information:
Michele Gochberg, Cindy Friberg
Co-Superintendents
mgochberg@oldadobe.org; cfriberg@oldadobe.org
(707) 765-4322

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 2025-26 School Year

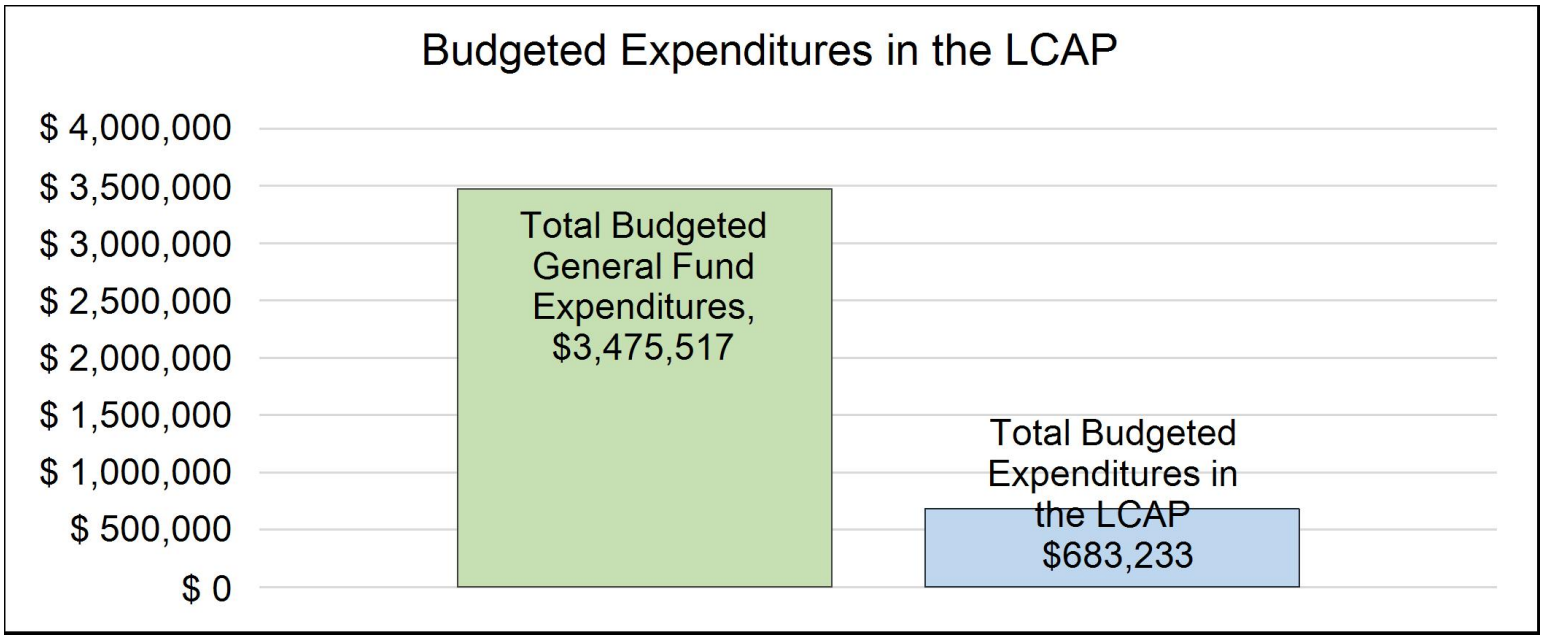


This chart shows the total general purpose revenue Old Adobe Union School District-Miwok Valley Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Old Adobe Union School District-Miwok Valley Elementary Charter School is $4,030,845, of which $3,470,658 is Local Control Funding Formula (LCFF), $520,601 is other state funds, $39,586 is local funds, and $0 is federal funds.  Of the $3,470,658 in LCFF Funds, $438,343 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 Old Adobe Union School District-Miwok Valley Elementary Charter School plans to spend for 2025-26. 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: Old Adobe Union School District-Miwok Valley Elementary Charter School plans to spend $3,475,517 for the 2025-26 school year. Of that amount, $683,233 is tied to actions/services in the LCAP and $2,792,284 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund budget includes expenditures that support essential operations and services beyond the scope of the Local Control and Accountability Plan (LCAP). These expenditures may cover facilities maintenance, utilities, administrative costs, and general staffing expenses necessary for district operations. Additionally, certain instructional materials, technology upgrades, and professional development initiatives may be funded through the General Fund but are not specifically designated within the LCAP. While these expenditures fall outside the LCAP framework, they remain critical in maintaining a stable, efficient, and well-supported educational environment.

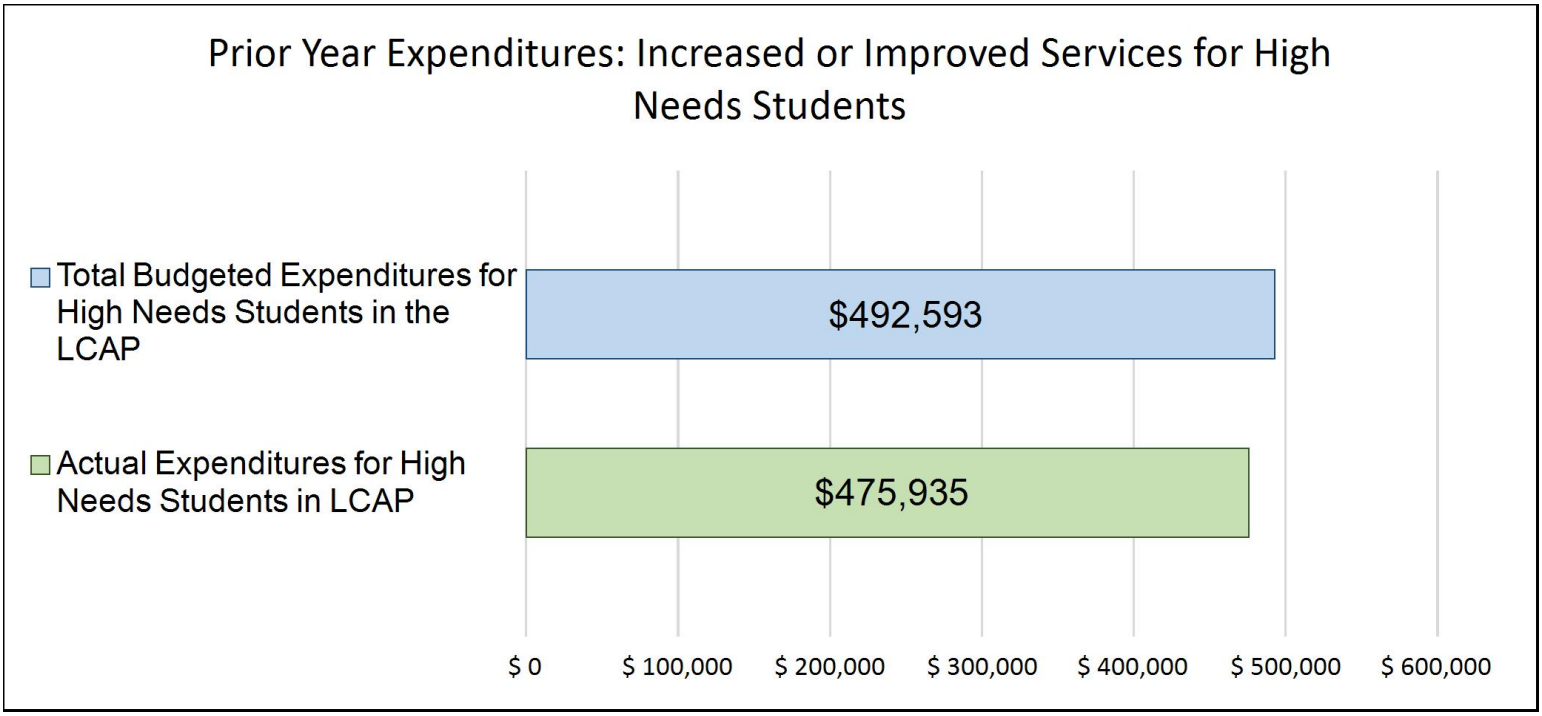
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Old Adobe Union School District-Miwok Valley Elementary Charter School is projecting it will receive $438,343 based on the enrollment of foster youth, English learner, and low-income students. Old Adobe Union School District-Miwok Valley Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP.  Old Adobe Union School District-Miwok Valley Elementary Charter School plans to spend $389,375 towards meeting this requirement, as described in the LCAP.

The LEA remains committed to increasing and improving services for high-needs students beyond the direct budget allocations reflected in the 2025-26 LCAP. Additional actions to meet this requirement include leveraging existing resources to expand targeted interventions, professional development for educators, and supplemental support programs. The district is also enhancing data-driven strategies to monitor student outcomes and adjust services as needed. These efforts ensure equitable access to high-quality learning experiences and sustain long-term improvements in student achievement.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2024-25




This chart compares what Old Adobe Union School District-Miwok Valley Elementary Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Old Adobe Union School District-Miwok Valley Elementary Charter School 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 2024-25, Old Adobe Union School District-Miwok Valley Elementary Charter School's LCAP budgeted $492,593 for planned actions to increase or improve services for high needs students. Old Adobe Union School District-Miwok Valley Elementary Charter School actually spent $475,935 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $16,658 had the following impact on Old Adobe Union School District-Miwok Valley Elementary Charter School’s ability to increase or improve services for high needs students:

The difference between total actual expenditures and the budgeted amounts for planned actions and services in 2024-25 reflects adjustments made in response to operational challenges and evolving student needs. While some initiatives may have been modified or implemented at a reduced scale, the LEA remained committed to sustaining essential services for high-needs students. Strategic reallocations ensured that priority programs—such as academic interventions, social-emotional supports, and staff professional development—continued to provide meaningful improvements in student outcomes. Despite the variance in expenditures, the LEA maintained its focus on equity and access, ensuring that high-needs students benefited from targeted support aligned with their educational success.

# 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 |
|---|---|---|
| Old Adobe Union School District-Miwok Valley Elementary Charter School | Michele Gochberg, Cindy Friberg<br>Co-Superintendents | mgochberg@oldadobe.org;<br>cfriberg@oldadobe.org<br>(707) 765-4322 |

# Plan Summary [2025-26]

## 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.

Miwok Valley Mission Statement:
Our school serves a diverse student body, representing learners from varied backgrounds and experiences. We are committed to providing equitable access to high-quality literacy education for ALL learners.

Miwok Valley Vision Statement:
The Miwok Valley Language and Literacy Charter School is dedicated to fostering a learning environment that nurtures literacy as the foundation of all academic and lifelong success. We aim to equip students with the skills, knowledge, and motivation to become self-motivated, competent, and lifelong learners. Our vision is to cultivate a community of literate, critical thinkers who are prepared to engage and thrive in an ever-changing world.
Developing Scholars who are:
Joyful
Active
Goal driven
Unique
Articulate
Resourceful
Scholars

Miwok Valley takes pride in its small school setting where students receive individualized attention. The school was built in 1972 and was completely modernized in 2016. Miwok Valley was named a California Distinguished School in 2002. A complete modernization of the Miwok Campus was completed in 2015-2016, which included the installation of new playgrounds, reconfigured student bathrooms, ADA accessible walkways and classrooms, enhanced lighting and new interior learning spaces, and exciting new exterior colors and materials that show off our Jaguar pride. Miwok Valley Charter Elementary updated our charter focus with a renewal in 2024-2025.

Miwok Valley is a Positive Behavior Intervention & Support (PBIS) school, which means that we utilize an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. Our school wide behavior expectations are: Be Respectful, Be Responsible, Be Safe and Be Kind. Miwok Valley was awarded the 2024 Gold Implementation Award by the California PBIS Coalition.

Miwok's programs and services supports our student's academic, personal/social and career development. Students have access to physical education classes, music enrichment, FOSS science curriculum, Library, student council, field trips, assemblies, clubs and much more. In addition, the Kids Care before and after school extended learning opportunity provides high quality care, academic support, and enrichment to students in TK-6 grade in informal learning settings

Miwok Valley has 284 students enrolled in TK-6th grades for the 2024-2025 academic year. Below you will find demographic data:

Hispanic or Latino 68.9%
White (Non Hispanic/Latino) 21.1%
Asian (Non Hispanic/Latino) 4%
Filipino (Non Hispanic/Latino) 0.7%
Black (Non Hispanic/Latino) 1.3%
Multi-Ethnic (Non Hispanic/Latino) 4%

English Language Learners (ELL) - 54.2%
Students with IEP's- 19.4%
Students receiving Free/Reduce Lunch - 60.9%
GATE students- 1%

# Reflections: Annual Performance

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

Based on the California Dashboard, our English language learners (ELL's) and students with disabilities (SWD) are at the low performance level band (Orange Level) based on the CAASPP ELA results. Our SWD performance on the English Language Arts Assessments indicate

that SWD are performing 118.4 points below standard, which increased in comparison to the previous year by 10.5 points. In addition, our ELL's are at the low performance level which indicates that they are performing 79.6 points below standard, which increased by 10.5 points in comparison to the previous year.

According to the California Dashboard, the following subgroups are performing at the lower performance level band (Red Level), based on the CAASPP Math Results- ELL's. The data indicates that our ELL's are 104.5 points below state standard, and in comparison to the previous year they maintained by 1.2 points; The following subgroup is performing at the low performance level band (Orange Level), based on the CAASPP Math Results- SWD. Our SWD are 152.4 points below standard, and in comparison to the previous year they increased by 13.6 points. The following subgroups are performing at the medium performance level band (Yellow Level), based on the CAASPP Math Results-Hispanic students, and socioeconomically disadvantaged students. Our Hispanic students are 89.4 points below standards, and in comparison to the previous year increased by 7.6 points. Lastly, our socioeconomically disadvantaged students are performing 85.8 points below standard, and in comparison to the previous year they increased by 12.4 points.

Based on the California Dashboard, 49.5% of current ELL's students are making progress towards English language proficiency, however in comparison to the previous year, ELL's overall progress increased by 7.6%, keeping us in the green status (high performance band). While 24.7% decreased at least one ELPI Level. EL's are underperforming in comparable rates to grade level peers, actions and services including professional development and training to support designated/integrated ELD has been provided to both classified and certificated staff which include working with the Sonoma County Office of Education. In addition, we provided after school intervention to support language learners preparing for the ELPAC/CAASPP. Our students with disabilities will continue to receive academic support based on their individualized education plans (IEP's).

Chronic absenteeism, as regular attendance is often the prerequisite for meaningful participation and learning experiences. Based on the California Dashboard, there is one subgroups in the low performance level (Orange) which are our students with disabilities(SWD). In addition, we have four subgroups at the medium performance level (yellow) which includes our English Language Learners (ELL), Hispanic and Socioeconomically disadvantaged students and white students. Even though we use various interventions, such as attendance tracking systems, early outreach to families, mentorship programs and creating a supportive school climate, we continue to experience chronic absenteeism.

To ensure goals are met, Miwok Valley ensured instructional systems based upon internally benchmarked student performance standards, ensuring they exemplify the elements of the Graduate Profile and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning and implementation of the actions listed above were done through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices. Additionally, leadership teams were identified to determine site priorities. Miwok Valley created a site plan to ensure access to professional development. We additionally found ways to ensure that our classified staff received quality professional development. This opportunity has been greatly beneficial to the professional learning of our classified staff.

Targeted, systematic Tier 1 classroom instruction ensures that all learners are accessing grade level standards. The California ELA/ELD Framework, Integrated ELD means supporting language used during daily content area lessons so English Learners can learn grade-level content. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in

English. Designated and Integrated ELD instruction is a component of Tier I instruction for all English learners under the Multi-Tiered System of Supports and incorporates the principles of Universal Design for Learning. Therefore, specific instruction via Integrated ELD and Designated ELD is required of all teachers for students in their class who are designated as a language learner. Because this action was effective, as demonstrated by growth in both ELA and Math CAASPP scores and our local measures, we will continue this action into the new three-year cycle.

Professional development opportunities continue to be offered to teachers for curricular programs essential in teaching the Common Core State Standards specifically in literacy instruction as all teachers in grades TK-6 have received Orton-Gillingham training. These professional development opportunities paired with dedicated teacher collaboration time have been the best tools in making sure that our teachers and support staff are able to meet the needs of all learners. Our professional development for our classified staff received specific training in support of a positive school culture and the basic principles of restorative practices, which aligned with our MTSS/PBIS implementation. In addition, our instructional aides were given the opportunity for professional development utilizing Yoshimoto Orton- Gillingham Structured Literacy Training. This training was provided during the instructional day. North Coast Teacher Induction is designed for Preliminary Education Specialist , Multiple Subject and Single Subject credential holders. Each credential has a unique set of standards that must be met in order to obtain a California Clear Credential. Successful completion of NCTIP and any additional credential requirements leads to a California Clear Credential supported new teachers.

Response to Intervention (RTI) continues to provide targeted instruction to students below benchmark in reading and math. Through informative data and discussion, our classroom teachers in collaboration with our RTI Teacher determined target areas of instruction for students; goals were set for students who need extra support. Extra resources, support, and personnel are used through our RTI model to provide help to our students who are not at grade level or making progress towards reading, math and writing standards. These identified students work one-on-one or in small groups during the school day, or after school. The instruction is via push in, pull out, or a combination of both, and the curriculum and lessons are connected to the Tier 1 instruction occurring in the classroom.

Increasing student engagement supports the whole child, creates a climate of inclusivity and equitable learning, and provides a roadmap of social emotional learning and well being to ensure safe and supportive school communities. Miwok Valley students have access to “specials” that include Physical Education, Music, Science, and Library. In addition, we have clubs that support our students' educational experiences. Another area of success is the implementation of the Second Step curriculum, which helps students build social emotional skills- like positive relationships, managing emotions, and goal setting-so that Miwok students thrive in school and their own personal lives. Combining our counseling services with social emotional learning and restorative practices are effective in promoting holistic well-being and positive behavior in students. Implementing classroom restorative circles emphasizes empathy, communication, and conflict resolution skills that fosters supportive and inclusive environments. In addition, implementing a Response to Intervention (RTI) approach tailored to address the needs of our students involved assessing their needs, providing targeted intervention, and monitoring progress closely improved student academic outcomes.

In reflecting in our annual performance and noting strengths and areas of continued improvement, all goals and actions addressed our areas of need including ensuring that all subgroups performing at the lowest band/level (red) will be addressed.

Old Adobe Union School District, and therefore Miwok Valley Elementary Charter School, is eligible for year 2 of continuing support for differentiated assistance based on the 2023 CA Dashboard. Old Adobe Union School District is eligible based upon our Students with Disabilities in the red or low performing in the areas of Priority #4 Pupil Achievement in ELA and Priority #6 School Climate - Suspension.

An LEA must identify the following, which will remain unchanged for the three-year LCAP cycle:
Any school with lowest performance level on one or more indicator on the 2023 Dashboard

The student groups with the lowest performance level on one or more indicator on the 2023 Dashboard for Old Adobe Union Elementary School District are:
ALL- Suspension Rate
English Learners- Suspension Rate
Hispanic- Suspension Rate
Socioeconomically Disadvantaged- Suspension Rate
Students with Disabilities- ELA and Suspension Rate

Throughout the LCAP, specific actions are noted to address areas of red for our Students with Disabilities. These actions support our Differentiated Assistance (DA) Plan and include:
Action 1.5 - Provide high-quality, best first instruction in English Language Arts through standards-aligned lessons, strategies, interventions, and supports for Students with Disabilities.
Action 3.1 - Full implementation of researched-based Positive Behavioral Interventions and Supports (PBIS) for all students and specifically Students with Disabilities.
Action 3.4 - Provide support and services proactively, mitigating chronic absenteeism and loss of instruction for all students and specifically Students with Disabilities.

Throughout the LCAP, specific actions are noted to address areas of red for suspension rates. These actions support our Differentiated Assistance (DA) Plan and include:
Action 3.1 - Positive Behavior Intervention and Supports (PBIS) - The school will continue with full implementation of researched-based Positive Behavioral Interventions and Supports (PBIS) for all students and specifically Students with Disabilities.
Action 3.2 - School Counseling Services - The school will provide access to counseling services and social skills development.
Action 3.3 - Social Emotional Learning - The school will continue to implement the adopted Social Emotional Learning curriculum.
Action 3.4 - Attendance Supports and Services - The school will regularly monitor daily attendance in order to provide support and services proactively, mitigating chronic absenteeism and loss of instruction for all students and specifically Students with Disabilities. The school will utilize the Attendance Tiered Intervention Plan and communicate regularly with parents, meeting as often as necessary to support positive school attendance and identify solutions to barriers they may face.

The student groups within Miwok Valley with the lowest performance level on one or more indicator on the 2023 Dashboard are:
English Learners- ELA and Math
Hispanic- Math
Socioeconomically Disadvantaged- Math
Students with Disabilities - ELA and Math

Throughout the LCAP, specific actions are noted to address areas of red specific for Miwok Valley. These actions include:
Action 1.1 - Multi Tiered System of Supports - Tier 1 Academic: Provide high-quality, best first instruction through standards-aligned lessons, strategies, and interventions to support a variety of learners including EL, SED, FY, and Homeless students.. Professional Learning Communities (PLC) Collaborative Teams will meet regularly to analyze student outcomes, share lessons, and plan for Tier I and Tier II instruction and support.
Action 1.2 - Multi Tiered System of Supports - Tier 2 Academic/Intervention: Implement a multi-tiered system of support for intervention in ELA and mathematics for all grade levels with a focus on serving underrepresented subgroups including EL, SED, Foster Youth, and Homeless students.
Action 1.3 - Professional Learning: Provide professional learning for both certificated and classified staff to support teaching practices and student outcomes for all learners. Professional learning will be provided through a variety of learning opportunities and will focus on supporting our students TK-6 and will be aligned with both District academic and social-emotional goals. Teachers on Special Assignment will support staff with the implementation of best practices, supporting the implementation of district-approved instructional materials, Positive Behavior Interventions and Support, Professional Learning Communities, and grade level/content specific needs and District focus areas as noted above.
Action 1.4 - Core Essential Programming: Provide core essential programs and services to meet the diverse needs of our students in ensuring the focus on educating the whole child.
Action 1.5 - Multi Tiered System of Supports - Students with Disabilities: Provide high-quality, best first instruction in English Language Arts through standards-aligned lessons, strategies, interventions, and supports for Students with Disabilities.
Action 1.6 - Multi Tiered System of Supports - English Language Learner: Provide high-quality, targeted instruction including integrated and designated English Language Development lessons for students whose home language differs from Standard Academic English.
Action 3.1 - Positive Behavior Intervention and Supports (PBIS): Full implementation of researched-based Positive Behavioral Interventions and Supports (PBIS) for all students and specifically Students with Disabilities.
Action 3.4 - Attendance Supports and Services: Provide support and services proactively, mitigating chronic absenteeism and loss of instruction for all students and specifically Students with Disabilities.

Additionally, the State of California requires the following actions to be included in a district LCAP:
English Learners and Long-term English Learners (LTEL) Required Action is found under Action 1.6
LTEL (if over 15) Required Action is found under Action 1.6

All Learning Recovery Emergency Block Grant (LREBG) funding has been expended, any potential future LREBG funds will be included in the 2026-27 LCAP.

# Reflections: Technical Assistance

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

Old Adobe Union School District, and therefore Miwok Valley Elementary Charter School, is eligible for differentiated assistance based on the 2023 CA Dashboard. Old Adobe Union School District is eligible based upon our Students with Disabilities in the red or low performing in the areas of Priority #4 Pupil Achievement in ELA and Priority #6 School Climate - Suspension.

As a means to address the above, Old Adobe Union School District is participating in a year long Continuous Improvement Collaborative in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through the continuous improvement model we will be analyzing public data as well as local data. According to data from CAASPP for ELA and Suspension our SWD students are 114.2 points below standard in ELA compared to all students who are 34.9 below standard and 13.6% of our SWD students have been suspended at least one day compared to all students of which 6% have been suspended at least one day.

We have identified our Urgent Articulated Problem as students with disabilities are not achieving at the same levels as our students without disabilities and are excluded from instruction more through suspension. Some of the root causes of this Urgent Articulated Problem are that the structure of special education and access to general education curriculum, best first instruction and specialized instruction and academic expectations have contributed to this problem. Exclusionary discipline practices, lack of alternatives to exclusionary discipline, lack of tiered intervention practices and protocols for behavior have contributed, as well.

As we plan for the 2024- 2025 school year we will be focusing on the following actions to meet the needs of our Students with Disabilities:
Action 1.1 - Multi Tiered System of Supports - Tier 1 Academic
Action 1.2 - Multi Tiered System of Supports - Tier 2 Academic/Intervention
Action 1.3 - Professional Learning
Action 2.2 - Communication and Input
Action 3.1 - Positive Behavior Intervention and Supports (PBIS)
Action 3.2 - School Counseling Services
Action 3.3 - Social Emotional Learning

Our focus through our continuous improvement model is to increase proficiency in English Language Arts for our Students with Disabilities. Additionally, we will focus on improving our suspension rates for our Students with Disabilities by ensuring that students are engaged and supported not only during English Language Arts but during the entire school day. This will be supported by student positive behavior and a culture for learning.

There are many measures, as part of the aforementioned actions, that have been implemented or will be strengthened to increase ELA achievement and improve suspension rates for our Students with Disabilities. The Old Adobe Union School District has adopted a new ELA curriculum, Benchmark Advance/Adelante. This is a guaranteed core, research-based English Language Arts curriculum that is aligned to the Science of Reading. This curriculum provides a cohesive structure for the development of literacy skills and content knowledge. This is one

tool to ensure that our Students with Disabilities make great progress in reading and writing skills. Instructional support is differentiated to provide access to grade level standards and content. As a part of the actions stated above, professional development opportunities will continue to be offered to teachers and support staff for curricular programs essential in teaching the Common Core State Standards specifically in literacy. This includes training in the Science of Reading and Orton-Gillingham, an evidence-based multisensory approach to phonics and reading instruction. O-G will continue to be fully implemented in all TK-6th grade classrooms and in RSP, SDC, and RtI classes. Additionally, we will continue to focus on our implementation of Professional Learning Communities. Guiding Coalition teacher leaders will continue to collaborate with colleagues to determine essential standards, unpack standards, and design common formative assessments. This, with the foundational work of establishing Professional Learning Communities will keep our focus on best first instruction, specialized instruction, and high academic expectations as a part of MTSS. These professional development opportunities paired with dedicated teacher collaboration time are the best tools in making sure that our teachers and support staff are able to meet the needs of all learners, specifically our Students with Disabilities, to reach grade level proficiency in English Language Arts.

Positive Behavior Intervention and Supports (PBIS) has been implemented, and we will deepen our work and commitment to our expectations, positive reinforcements, and Tier 1 and 2 supports and interventions for students, specifically our Students with Disabilities. This, as a part of our MTSS model, is critical. We will continue to provide training on the District's Positive Discipline Matrix and will work to provide consistency in use of this matrix. Additionally, our counseling program is designed to promote social skills, emotional well being, and to reinforce our PBIS work. Our social emotional curriculum, Second Step, will continue to be fully implemented in Tier 1 instruction for all students, specifically our Students with Disabilities. This program is incredibly valuable and effective in maintaining a safe climate on campus. Finally, we will continue to ensure that all staff are trained in restorative practices and implementing restorative circles to build community and restorative conferences to repair harm. We will strengthen our understanding and implementation of all of these effective practices, and we will keep focus on our Students with Disabilities.

We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes in these specific areas outlined above as a part of our differentiated assistance eligibility.

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

NA

## *Support for Identified Schools*

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

NA

## *Monitoring and Evaluating Effectiveness*

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

NA

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| LCAP Advisory Committee | The process for engagement for LCAP Advisory is a series of four meetings to focus on review of school-wide data to inform and advise future school-wide actions and goals. Meetings were held on these dates: 12/4/2024, 1/29/2025, 3/19/2025, 4/17/2025. Agendas included an overview of LCAP goals and funding sources, sharing and analyzing summative state assessment data and interim/benchmark assessments, exploring the state dashboard, and sharing and discussing results from the Youth Truth Parent/Family, Staff and Student surveys. |
| Certificated/Classified Staff | Whole staff (certificated/classified) review, during staff meetings, of school-wide data for input into future actions and goals. Staff meetings were held on the first and third Wednesdays of each month beginning August 2024 through June 5, 2025. Collaborative grade level teams met during the 90 minute dedicated PLC time. In addition, built into staff meetings included unwrapping standards, analyze grade level data, develop SMART goals, plan lessons and write Common Formative Assessments. Dates for the LCAP Meetings: 12/4/2024, 1/29/2025, 3/19/2025, 4/17/2025.<br><br>Additionally all certificated and classified staff members learned about the LCAP Development Process through the LCAP Presentation and were able to provide on-going input throughout the LCAP Development Process.<br><br>The Youth Truth Staff Survey was conducted in January 2025. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | |
| Parents/English Language Parent Advisory | Four (4) Coffee with the Principal events focused on reviewing school wide data to inform conversation focused on advising future school wide actions and goals. LCAP meetings: 12/4/2024, 1/29/2025, 3/19/2025, 4/17/2025. Presentation of school-wide data, surveys and goals at PTA and ELAC meetings to inform and gather input for LCAP development specifically in the area of parent/family engagement. The Youth Truth Family Survey was conducted in January 2025. |
| SELPA | SELPA Reviewed the LCAP Draft. SELPA provided feedback in regards to students with disabilities. |
| Students | The Youth Truth Student Survey was conducted in January 2025 to students in Grades 3-6.<br><br>Many student leadership meetings, activities, and events were provided throughout the school year. Students had many opportunities to provide input and ideas for school programming and activities mostly related to student engagement. |
| Principals and Administrators | These weekly meetings were strategically planned to cover key items at specific intervals throughout the LCAP process. Key items included analyzing summative state assessment data, interim/benchmark assessments, CA Dashboard, and the Youth Truth Survey. Additionally, information from site-based educational partner sessions was shared, and feedback was provided in the development of goals and actions for the new LCAP cycle. |
| Local Collective Bargaining Units | The Old Adobe Union Teachers Association (OATA) and California School Employees Association (CSEA) leadership met regularly with district leadership. On-going discussions were conducted on progress towards LCAP goals and input was provided throughout the LCAP Development Process. |

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

Educational partners had the opportunity to review and engage with various data that informed our progress toward our LCAP goals. The summary of participants' responses indicate a strong emphasis on the need for targeted support for different student groups, including

English Learners, students with disabilities, and socioeconomically disadvantaged students. There is also a call for increased teacher support and resources, as well as a focus on creating a more inclusive and equitable learning environment.

Additional Input Includes the Following Categories:
1. Targeted Student Support:
Participants frequently mentioned the need for more targeted support for specific student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students. They suggested strategies such as utilizing research-based curriculum and instructional strategies. They also suggested on-going professional development for certificated and classified staff members to address students' unique needs. The sentiment towards this category was generally positive, with participants recognizing the importance of these supports in promoting student success.

2. Teacher and Support Staff Support and Resources: Many participants expressed the need for resources and support for teachers. This included calls for meaningful professional development for both certificated and classified staff members. The perception of this category was overall positive with participants emphasizing the critical role of teachers and support staff in student success.

3. Parent/Family Engagement:
Participants suggested the need for parent education, engagement opportunities, and consistent communication with families. They believe that engaging parents and the community can support student success. The sentiment towards this category was generally positive, with participants recognizing the importance of the efforts already in place. Input included continuing the current actions in this area and increasing parent education opportunities. They also expressed the need to provide multiple opportunities for families to give input and feedback. Additionally, translation services must be provided.

4. School Safety and Culture:
Participants shared that the focus on school safety and emergency planning has been long overdue and meaningful. They believe that the engagement of all educational partners in this work has been effective, and they would like to see this work continue. Many participants expressed the need for continued implementation of PBIS strategies and restorative practices. The sentiment towards this category was generally positive, with participants recognizing the importance of these efforts in promoting a positive learning environment.

As we went through this process, various actions were identified that will be continued into our new LCAP and LCAP cycle. Other actions were discontinued either by identifying that they were ineffective, no longer relevant or our data showed we had met the objective for the action. Additional actions have been added based on newly identified needs that are informed through data analysis.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Ensure rigorous, equitable learning environments with a focus on the whole child via the highest quality instruction consistently utilizing district-adopted curriculum, monitoring student progress, and meeting the academic needs of all learners | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

It is the goal of the Old Adobe Union School District, and therefore Miwok Valley Elementary Charter School, to ensure that all students make adequate progress each school year in order to meet grade level proficiency. Therefore, this goal has been developed to provide our students, specifically, English Learners (EL), Foster Youth (FY), Homeless, Socio-Economically Disadvantaged (SED), and Students with Disabilities (SWD), and students with unique needs, with increased support and services in order for them to reach equitable outcomes.

Miwok Valley  will implement a robust Multi-tiered System of Supports (MTSS) to ensure students make academic growth and achieve at high levels. MTSS is an integrated, multi-tiered prevention and intervention comprehensive framework that focuses on Common Core State Standards, effective first instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. At the base of this framework is best first instruction for all students and universal Tier I supports.

When students are not making adequate academic progress with Tier I supports, then Tier II supports may be needed. Tier II supports are designed to reduce the intensity of and/or eliminate emerging challenges. These interventions are often continuously available and are often provided in a small group or targeted setting. For students that are in need of more intensive services, Tier III strategies and programs are utilized. Within Tier III, supports include highly individualized and intensive interventions. To address these more intensive needs, these interventions often include a greater emphasis on assessment and a team-based approach.

Educational partners provided feedback through the LCAP development process. Partners indicated a desire to continue to provide support and services to improve student outcomes and close proficiency gaps among our subgroups. Regular analysis of multiple data sources, including State, District, and classroom assessments, universal screeners and Response to Intervention assessments, helps collaborative teams identify students requiring extra support and enables teams to make purposeful, targeted action plans to address the needs. Through regular monitoring and meeting in collaborative teams, teams continually adjust interventions and student tiered support as needed on an

individualized basis. In addition, at the District level, supports and services are monitored and assigned to the school sites in response to the student needs.

Ongoing professional learning is essential in supporting staff with the most effective and efficient teaching strategies to meet student needs. Professional learning is offered throughout the school year in a variety of settings and mediums in order to best serve our staff. We plan to improve student achievement through the actions and services below and will measure progress toward our goal using the identified metrics.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | DIBELS/IDEL End of Year Composite, Grades K-2 scoring at or above grade level proficiency | 2024 DIBELS/IDEL End of Year Composite, Grades K-2 scoring at or above grade level proficiency 39% | 2025 DIBELS/IDEL End of Year Composite, Grades K-2 scoring at or above grade level proficiency 46.8% | | 3% annual increase with a target of 50% in year 3. | 7.8% |
| 1.2 | STAR Reading End of Year Benchmark, average Grades 2-6 scoring at or above grade level proficiency | 2024 STAR Reading End of Year Benchmark, average Grades 2-6 scoring at or above grade level proficiency 31.6% | 2025 STAR Reading End of Year Benchmark, average Grades 2-6 scoring at or above grade level proficiency 40.2% | | 3% annual increase with a target of 42% in Year 3 | 8.6% |
| 1.3 | STAR Math End of Year Benchmark, average Grades 2-6 scoring at or above grade level proficiency | 2024 STAR Math End of Year Benchmark, average Grades 2-6 scoring at or above grade level proficiency 40% | 2025 STAR Math End of Year Benchmark, average Grades 2-6 scoring at or above grade level proficiency 35.3% | | 3% annual increase with a target of 50% in Year 3 | -4.7% |
| 1.4 | CAASPP ELA, percentage of students | 2023 CAASPP ELA, percentage of students in Grades 3-6 at or | 2024 CAASPP ELA, percentage of students in | | 3% annual increase with a | -1.13% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | in Grades 3-6 at or above proficiency | above proficiency 25.64%<br><br>All Students - 64.2 pts. below standard<br>English Learners - 90.1 pts. below standard<br>White - 76.8 pts. below standard<br>Hispanic - 69.7 pts. below standard<br>Socioeconomically Disadvantaged - 67.8 pts. below standard<br>Students with Disabilities - 141 pts. below standard | Grades 3-6 at or above proficiency 24.51%<br><br>All Students - 55.9 pts. below standard<br>English Learners - 79.6 pts. below standard<br>White - 31.3 pts. below standard<br>Hispanic - 63.3 pts. below standard<br>Socioeconomically Disadvantaged - 58.8 pts. below standard<br>Students with Disabilities - 118.4 pts. below standard | | target of 35% in Year 3 | |
| 1.5 | CAASPP Math, percentage of students in Grades 3-6 at or above proficiency | 2023 CAASPP Math, percentage of students in Grades 3-6 at or above proficiency 13.58%<br><br>All Students - 91 pts. below standard<br>English Learners - 105.7 pts. below standard<br>White - 95.3 pts. below standard<br>Hispanic - 97.1 pts. below standard | 2024 CAASPP Math, percentage of students in Grades 3-6 at or above proficiency 15.92%<br><br>All Students - 85.4 pts. below standard<br>English Learners - 104.5 pts. below standard<br>White - 65.1 pts. below standard<br>Hispanic | | 3% annual increase with a target of 25% in Year 3 | 2.34% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Socioeconomically Disadvantaged - 98.2 pts. below standard Students with Disabilities - 166 pts. below standard | - 89.4 pts. below standard Socioeconomically Disadvantaged - 85.8 pts. below standard Students with Disabilities - 152.4 pts. below standard | | | |
| 1.6 | CAASPP ELA, percentage of Students with Disabilities in Grades 3-6 at or above proficiency | 2023 CAASPP ELA, percentage of Students with Disabilities in Grades 3-6 at or above proficiency 3.03% | 2024 CAASPP ELA, percentage of Students with Disabilities in Grades 3-6 at or above proficiency 8.57% | | 3% annual increase with a target of 13% in Year 3 | 5.54% |
| 1.7 | EL Progress | According to the 2023 Dashboard for EL Students making progress towards English Proficiency 41.9% | According to the 2024 Dashboard for EL Students making progress towards English Proficiency 49.5% | | 3% annual increase with a target of 52% in Year 3. | 7.6% |
| 1.8 | Reclassification (RFEP) Data | In the 2023-2024 school year, 10.5% of EL's were RFEP'ed. | In the 2024-25 school year, 15% of EL's were RFEP'ed. | | 5% average increase with a target of 25% of EL's RFEP'ed | 4.5% |
| 1.9 | Williams Act and Common Core Curriculum data: Access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials | All students have access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials 100% access (Williams Act) | All students have access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials 100% | | All students will continue to have access to state adopted CCSS textbooks and/or Common Core supplemental Instructional Materials 100% | 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | access (Williams Act) | | access (Williams Act) | |
| 1.10 | 100% teachers appropriately assigned | 100% teachers appropriately assigned (2023/2024) | 100% teachers appropriately assigned (2024/2025) | | Maintain 100% teachers appropriate assigned | 0% |
| 1.11 | Implementation of State Standards | 2023-2024 Full implementation in using instructional materials that are aligned to the State Standards in ELA, ELD, NGSS and mathematics | 2024-2025 Full implementation in using instructional materials that are aligned to the State Standards in ELA ELD, NGSS and mathematics | | Maintain full implementation of state standards | 0% |
| 1.12 | EL Access to CA Standards including ELD Standards | 100% of ELs with access to CA Content Standards | 100% of EL's with access to CA Content Standards | | Maintain 100% access | 0% |
| 1.13 | Access to/Enrollment in a Broad Course of Study | 100% of students enrolled in ELA, math, social science, VAPA, health, and PE | 100% of students enrolled in ELA, math, social science, VAPA, health, and PE | | Maintain 100% access | 0% |
| 1.14 | Access to/Enrollment in Programs/Services developed and provided to unduplicated pupils and individuals with exceptional needs through expanded learning opportunities | 24.92% of students participating in expanded school learning programs - after school programming (305 - total number of students at school)<br>41 low-income students<br>43 ELs students<br>12 SWD students | 35.9% of students participating in expanded school learning programs- after school programming (284- total number of student at school)<br>75 low-income students<br>54 EL's students<br>14 SWD Students | | Maintain 2% average increase with a target of 31% of students participating in expanded school learning programs | 10.98% of students participating in expanded school learning programs. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.15 | California Science Test (CAST), percentage of students in Grade 5 at or above proficiency | California Science Test (CAST), percentage of students in Grade 5 at or above proficiency - 17% | California Science Test (CAST) 2024, percentage of students in Grade 5 at or above proficiency - 20.58% | | 3% annual increase with a target of 26% if Year 3 | 3.58% |

# Goal Analysis [2024-25]

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.

Miwok Valley has made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year. Miwok Valley has made significant progress in implementing the MTSS framework, with notable success in Tier I instruction, professional development, and targeted supports for English Learners and students with disabilities.

Successful Implementation:
Action 1.1 - Multi Tiered System of Supports - Tier I Academic - Successfully implemented district adopted curriculum in all content areas (ELA, ELD, Math, Writing, Science, Social Science). Instructional strategies focused on best first instruction and emphasizing differentiation for all students. Guiding Coalition Teams were successful in establishing and facilitating professional learning with staff around tier 1 best first instruction and academic rigor for students.
Action 1.2 - Multi Tiered System of Supports - Tier 2 Academic/Intervention - Coordination of Student Service (COST) Teams are functioning and successful. COST Teams ensure that students receive Tier 2 supports and interventions within the classroom.
Action 1.3 - Professional Learning - Successfully focused on district-wide initiatives of MTSS including Tier 1 Best First Instruction and English Language Language Development.
Action 1.4 - Core Essential Programming -
Action 1.5 - Multi Tiered System of Supports - Students with Disabilities - Successfully implemented education plans for students with disabilities which included ELA instruction at the tier 1 and tier 2 level. This was in collaboration with IEP goals and accommodations for successful student learning.
Action 1.6 - Multi Tiered System of Supports - English Language Learner - Cycles of inquiry for specific actions were established to address the needs of all students with an emphasis on supporting English learners. Integrated ELD is utilized throughout academic instruction. Designated ELD and Response to Intervention (RTI) is utilized to support English learners through Tier 1, 2, and 3 interventions to support learners with specific skill deficits.

Implementation Challenges:
None

Modified Implementation:
None

Non-Implemented Actions:
None

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
Action 1.1 - Multi Tiered System of Supports - Tier I Academic - Budgeted $22,421; Actual $21,394 Difference due to one less teacher stipend for Guiding Coalition and less SST meetings than originally planned.
Action 1.2 - Multi Tiered System of Supports - Tier 2 Academic/Intervention - Budgeted $300,983; Actual $276,664.94 RtI IA position was unfilled
Action 1.3 - Professional Learning - Budgeted $191,125.60; Actual $176,331,90 Difference due to additional teacher induction candidates and savings in the curriculum budget
Action 1.4 - Core Essential Programming - Budgeted $57,563; Actual $89,778.49 Difference due to originally only budgeted core essential programs of music and science supplies but additional programs for students were needed including extra duty assignments for Girls on the Run Program, additional science facilitator costs, outdoor education programming, and increased costs for music program
Action 1.5 - Multi Tiered System of Supports - Students with Disabilities - no additional costs, costs captured in Actions 1.1 and 1.2
Action 1.6 - Multi Tiered System of Supports - English Language Learner - no additional costs, costs captured in Actions 1.1 and 1.2

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

Action 1.1 - Multi Tiered System of Supports - Tier I Academic - Successful tier 1 academic support and instruction was implemented school wide. 24.51% of all students scored at or above proficiency level in ELA, 15.92% of all students scoring at or above proficiency in Math, and 20.58% of all 5th grade students scoring at or above proficiency in Science.
Action 1.2 - Multi Tiered System of Supports - Tier 2 Academic/Intervention - Successful tier 2 coordination of services and support was implemented through site-based COST Team and RTI

Action 1.3 - Professional Learning
Action 1.4 - Core Essential Programming - As evidence by our Williams Act data all students have access to core essential programming.
Action 1.5 - Multi Tiered System of Supports - Students with Disabilities
Action 1.6 - Multi Tiered System of Supports - English Language Learner

Based on the provided data from STAR Reading End of Year composite scores, some areas of growth/success indicates that the percentage of students in Grades 2–6 scoring at or above grade-level proficiency rose from 31.6% in 2024 to 40.2% in 2025—a growth of 8.6 percentage points. An almost 9-point gain in one year suggests that more students are accessing the support they need to meet literacy benchmarks. This is an important milestone, especially if efforts were focused on closing achievement gaps. This indicates that targeted interventions, instructional strategies, or literacy initiatives implemented during the year likely had a positive impact. The increase in proficiency suggests that initiatives—such as differentiated reading instruction, increased intervention supports, or curriculum updates—are yielding measurable results. This success can be used to reinforce and scale effective practices. Although the data is averaged across grades, the upward trend suggests that gains were seen across multiple grade levels rather than isolated improvements. This points to systemic improvements in reading instruction or support. While the growth is commendable, 59.8% of students are still below grade-level proficiency. It will be important to: Analyze subgroup data to identify where gains were strongest and where additional focus is needed. Continue supporting teachers with high-quality instructional resources and professional development. Leverage successful practices from this year to inform next year's literacy action plans.

Based on the provided data from STAR Math End of Year composite scores, some areas of growth/success indicates that there was a noticeable decline in the percentage of students in Grades 2–6 scoring at or above grade-level proficiency — from 40% in 2024 to 35.3% in 2025. This 4.7 percentage point drop indicates a need to reassess current math instructional strategies and interventions. Having consistent benchmarking across years allows the Miwok to identify trends and make data-driven decisions. The continued use of STAR Math shows a commitment to progress monitoring and academic accountability. The data suggests a need for increased support in foundational math skills and differentiated instruction, especially for students who are below grade level. Identifying specific skill gaps by grade or standard can help in designing focused instructional plans. It may be necessary to evaluate how curriculum pacing, intervention systems (such as Tier 2/Tier 3 supports), and professional development are aligned with student needs, particularly in core math content areas. Although overall proficiency decreased, this offers a valuable opportunity to dig deeper into sub-group performance, grade-level breakdowns, and item-level data to better understand where successes exist and which practices can be scaled or adjusted.

Based on the provided data from the DIBELS End of Year Composite scores, some areas of growth/success indicate that there was overall improvement with a 7.8 percentage point increase in the number of students reaching grade-level proficiency. The upward trend signals a successful year in foundational literacy instruction for K–2 students. It shows that more students are exiting the early grades with the skills they need for future academic success. The growth suggests that instructional strategies, interventions, or curriculum adjustments made between 2024 and 2025 may be positively impacting early literacy development. This growth may reflect effective use of data-informed instruction, small-group interventions, and enhanced professional development for educators in early literacy. This improvement may also indicate progress toward closing achievement gaps, particularly if there were focused efforts on supporting students who were below benchmark in previous years. Since this composite spans three grades, the improvement likely reflects systemic efforts across multiple classrooms and teams.

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

No changes to Goal 1 focusing on rigorous, equitable learning environments with a focus on the whole child via the highest quality instruction consistently utilizing district-adopted curriculum, monitoring student progress, and meeting the academic needs of all learners. All of our metrics, actions, and expected outcomes align with our effectiveness analysis and implementation experiences from the current year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Multi Tiered System of Supports - Tier I Academic | Provide high-quality, best first instruction through standards-aligned lessons, strategies and interventions to support a variety of learners including EL, SED, FY, and Homeless students. Professional Learning Communities (PLC) Collaborative Teams will meet regularly to analyze student outcomes, share lessons, and plan for Tier I and Tier II instruction and support. | $21,029.00 | Yes |
| **1.2** | Multi Tiered System of Supports - Tier 2 Academic/Intervention | Implement a multi-tiered system of support for intervention in ELA and mathematics for all grade levels with a focus on serving underrepresented subgroups including EL, SED, Foster Youth, and Homeless students. | $173,705.02 | Yes |
| **1.3** | Professional Learning | Provide professional learning for both certificated and classified staff to support teaching practices and student outcomes for all learners. Professional learning will be provided through a variety of learning opportunities and will focus on supporting our students TK-6 and will be aligned with both District academic and social-emotional goals. Teachers on Special Assignment will support staff with the implementation of best practices, supporting the implementation of district-approved instructional materials, Positive Behavior Interventions and Support, Professional | $101,992.60 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Learning Communities, and grade level/content specific needs and District focus areas as noted above. | | |
| **1.4** | Core Essential Programming | Provide core essential programs and services to meet the diverse needs of our students in ensuring the focus on educating the whole child. | $161,981.49 | No |
| **1.5** | Multi Tiered System of Supports - Students with Disabilities | Provide high-quality, best first instruction in English Language Arts through standards-aligned lessons, strategies, interventions, and supports for Students with Disabilities. This action supports our Differentiated Assistance (DA) Plan for the performance of Students with Disabilities (SWD). | $0.00 | No |
| **1.6** | Multi Tiered System of Supports - English Language Learners | Provide high-quality, targeted instruction including integrated and designated English Language Development lessons for students whose home language differs from Standard Academic English. | $0.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Create a welcoming, inclusive, and positive community culture, develop trust, and build relationships through regular communication and collaboration with our school community and educational partners. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

To support student success, it is crucial to engage families as partners through regular outreach efforts. After reviewing data from various sources, including the Youth Truth Parent Survey, and through the LCAP development process, we have gained insight into how we can foster meaningful family participation.

Miwok Valley will focus on the following critical strands of family involvement/engagement: increasing two-way communication and information-sharing, increasing opportunities for family input and voice in various modalities, and providing many, diverse opportunities for family participation and engagement with the school. We will work to create a culture of respect and care that supports positive relationships and two-way communication among all educational partners. We will work to offer parent/family education with an emphasis on helping parents understand the ways they can participate in and support their child's educational journey. We will continue to provide culturally-appropriate and linguistically-accessible support and resources to families. With these strategies in place, we will be equipped to gather input from families and to encourage their participation and input into school site strategies aimed at improving academic achievement and promoting the social-emotional and physical well-being of all students.

The goal of implementing student-centered programs, services and supports that foster thriving and meaningful parent, family, and community engagement is a priority and will remain the same. We plan to improve family engagement through the actions and services below and will measure progress toward our goal using the identified metrics.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Youth Truth Family Survey | 2024 Youth Truth Family Survey | 2025 Youth Truth Family Survey | | 3% annual increase with a | -3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Communication and Feedback - I receive information about what my child should learn and be able to do. (percent positive) | Communication and Feedback - "I receive information about what my child should learn and be able to do" (85% percent positive) | Communication and Feedback - "I receive information about what my child should learn and be able to do" (82% percent positive) | | target of 81% percent positive in Year 3 | |
| 2.2 | Youth Truth Staff Survey Relationships - I feel comfortable speaking honestly to families about their child's progress. (percent positive) | 2024 Youth Truth Staff Survey Relationships - "I feel comfortable speaking honestly to families about their child's progress." (85% percent positive) | 2025 Youth Truth Staff Survey Relationships - "I feel comfortable speaking honestly to families about their child's progress." (94% percent positive) | | 3% annual increase with a target of 84% percent positive in Year 3 | 9% |
| 2.3 | Youth Truth Family Survey - I feel empowered to play a meaningful role in decision-making at my school. (percent positive) | 2024 Youth Truth Family Survey Engagement - 64% of parents/guardians of all students feel empowered to play a meaningful role in decision-making at school<br>64% of parents/guardians of English Language Learners feel empowered to play a meaningful role in decision-making at school | 2025 Youth Truth Family Survey Engagement - 60% of parents/guardians of all students feel empowered to play a meaningful role in decision-making at school<br>64% of parents/guardians of English Language Learners feel empowered to play a meaningful role | | Increase the baseline of percent positive of all students by 2% annually.<br>Increase the baseline of percent positive for EL Learners by 2% annually.<br>Increase the baseline of percent positive of Students with Disabilities by 5% annually. | -4% Youth Truth Family Engagement- of all students.<br><br>0% of parents/guardians of English Language Learners<br><br>-1% of parents/guardians of students with disabilities |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 65% of parents/guardians of Students with Disabilities feel empowered to play a meaningful role in decision-making at school | in decision-making at school<br>64% of parents/guardians of Students with Disabilities feel empowered to play a meaningful role in decision-making at school | | | |
| 2.4 | Youth Truth Staff Survey - My school is cooperative and team-oriented. (percent positive) | 2024 Youth Truth Staff Survey Relationships - My school is cooperative and team-oriented. 81% positive | 2025 Youth Truth Staff Survey Relationships - My school is cooperative and team-oriented. 79% positive | | 3% annual increase with a target of 34% in Year 3 | -2% |

# Goal Analysis [2024-25]

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.

Miwok Valley made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 2.1 - Engagement Opportunities - Successful engagement all stakeholders in opportunities.
Action 2.2 - Communication and Input

Implementation Challenges:

Modified Implementation:

Non-Implemented Actions:
None

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
Action 2.1 - Engagement Opportunities - no budget needed, no additional costs
Action 2.2 - Communication and Input - Budget $500; Actual $4500  Translation costs increased due to students' needs

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.

Action 2.1 - Engagement Opportunities
Action 2.2 - Communication and Input

Based on our comprehensive analysis of metrics and outcomes related to school engagement opportunities for families, it is evident that a diverse range of events and meetings—such as Back-to-School Night, Parent Conferences, Parent Education Events, and advisory committee participation—play a critical role in fostering meaningful connections between families and schools. Data indicates strong participation in foundational activities like Parent Conferences and IEP meetings, while more strategic engagement opportunities, such as Local Control Accountability Plan (LCAP) Advisory meetings and English Language Advisory Committees (ELAC), show varying levels of involvement depending on outreach strategies, scheduling, and community needs.

Engagement opportunities offered through PTA/PTO, District Advisory Committees, and other family events have demonstrated potential to build trust, strengthen communication, and support student outcomes when they are accessible, culturally responsive, and intentionally inclusive. Our findings highlight the importance of continued investment in outreach and communication, particularly for underrepresented groups, to ensure all families feel empowered to participate in school decision-making processes. Moving forward, targeted strategies to increase awareness, address barriers to participation, and collect feedback will be critical to enhancing the effectiveness and equity of our family engagement efforts.

Based on our analysis of metrics and outcomes from the 2025 Youth Truth Staff Survey, the implementation of targeted actions demonstrated a positive impact in certain areas. Specifically, under the "Relationships" category, the percentage of staff who reported feeling comfortable speaking honestly to families about their child's progress increased from 85% in the 2024 survey to 94% in 2025. This 9-percentage-point increase suggests that the initiatives aimed at fostering open communication and trust between staff and families were effective. However, the overall effectiveness of implemented actions varied across other areas, indicating a need for continued evaluation and adjustment of strategies to ensure consistent improvement.

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

No changes to Goal 2 focusing on rigorous, equitable learning environments with a focus on the whole child via the highest quality instruction consistently utilizing district-adopted curriculum, monitoring student progress, and meeting the academic needs of all learners.

All of our metrics, actions, and expected outcomes align with our effectiveness analysis and implementation experiences from the current year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Engagement Opportunities | Provide school engagement opportunities for families. Engagement opportunities may include but are not limited to: Back-to-School Night, Parent Conferences, Parent Education Events, Local Control Accountability Plan Advisory, PTA/PTO engagement opportunities, SST meetings, Individual Education Plan meetings, 504 meetings, English Language Advisory Committee, District Advisory Committee, District English Language Advisory Committee, and various family engagement events. | $0.00 | No |
| **2.2** | Communication and Input | As outlined in the District Communication Plan, staff will use a variety of ways to communicate with our families and community both formally and informally. In addition, multiple opportunities will be provided to families to | $4,631.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | give input and feedback. Translation services are utilized to ensure language barriers do not impede communication or input capabilities with our families. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | To foster the social-emotional learning and well-being of every child by creating safe and inclusive environments that honor and celebrate the culture and uniqueness of every student with a focus on social-emotional well-being | Broad Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As stated in California's Social and Emotional Learning Guiding Principles, "To achieve the California Department of Education's mission and vision, our schools must support every child's unique journey to fulfill their potential by providing:

- an equitable, culturally responsive education,
- academic, social, and emotional learning, and
- safe, engaging, inclusive environment.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." Importantly, we recognize that all learning is contextual and relationship-driven, and SEL can serve as a lever to enhance equity, build positive climate and culture, and to foster a sense of belonging among all community members.

Over the last several years, Miwok Valley has worked to expand our Multi-tiered System of Support (MTSS) to include robust supports and strategies for social-emotional learning, mental and physical health, positive behavior, and attendance/engagement. Our MTSS model includes programs and services such as the Positive Behavior Intervention and Supports (PBIS) system that has been implemented over the last several years. We have systems in place at all Tier levels to support a variety of student needs. In addition, to complement our PBIS system the use of the Second Step Curriculum has been introduced and implemented with success. Most recently, we have added professional learning and initial implementation of Restorative Practices to foster healthy relationships and promote positive discipline. In our school, Restorative Practices are multifaceted in nature. Restorative Practices include interventions when harm has happened, as well as practices that help to prevent harm and conflict by helping to build a sense of belonging, safety, and social responsibility in the school community. The initial implementation of Restorative Practices has included community building, restorative circles, restorative conferences and other means of correction. School-based counseling and mental health services continue to be implemented to provide services to more students than ever.

Having reviewed multiple forms of data, including our Youth Truth student and family surveys, educational partner feedback from numerous meetings, school site data (referral numbers, COST team data, etc.), and the state priorities, we will move forward with providing support on various levels. It is important to continue this work to support high levels of student engagement and both mental and physical well-being. Having found success with our MTSS support the last several years, we will work to enhance, refine, and improve implementation as we move forward. The continued actions and services listed below will provide the vehicle in which we can continue to serve students at high levels. The selected metrics below will provide insight into how the supports and services are affecting our students and their outcomes.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Chronic Absenteeism Rate - All Students | 2023 Chronic Absenteeism Rate - All Students: 23.7%<br><br>23.5% of low-income students<br>31.9% of Students with Disabilities<br>20.9% of English Learners | 2024 Chronic Absenteeism Rate - All Students: 17.2%<br><br>17% of low-income students 21.4% of Students with Disabilities<br>15.7% of English Learners | | 2% annual decrease with a target of 17% in Year 3 | -6.5% |
| 3.2 | Suspension Rate - All Students | 2023 Suspension Rate - All Students: 0.9%<br><br>2.9% of Students with Disabilities<br>0.6% of English Learners<br>0.9% of low-income | 2024 Suspension Rate - All Students: 0%<br>0% of Students with Disabilities<br>0% of English Learners<br>0% of low-income | | Maintain the baseline | -0.9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.3 | Suspension Rate - Students with Disabilities | 2023 Suspension Rate - Students with Disabilities: 2.9% | 2024 Suspension Rate - 0% of Students with Disabilities | | 0.5% annual decrease with a target of 1.5% in Year 3 | -2.9% |
| 3.4 | Youth Truth Student Survey Belonging - Do you feel like an important part of your school? (percent positive) | 2024 Youth Truth Student Survey Belonging - "Do you feel like an important part of your school?" (33% percent positive) | 2025 Youth Truth Student Survey Belonging - "Do you feel like an important part of your school?" (27% percent positive) | | 5% annual increase with a target of a 61% in Year 3 | -6% |
| 3.5 | Youth Truth Student Survey Belonging - Do you feel safe at school? (percent positive) | 2024 Youth Truth Student Survey Belonging - "Do you feel safe at school?" (64% percent positive) | 2025 Youth Truth Student Survey Belonging - "Do you feel safe at school?" (49% percent positive) | | 5% annual increase with a target of a 70% in Year 3 | -15% |
| 3.6 | Youth Truth Family Survey - School Safety - My child’s learning environment is safe. (percent positive) | 2024 Youth Truth Family Survey - School Safety - "My child’s learning environment is safe." (81% percent positive) | 2025 Youth Truth Family Survey - School Safety - "My child’s learning environment is safe." (70% percent positive) | | 5% annual increase with a target of a 65% in Year 3 | -11% |
| 3.7 | Expulsion Rate - All Students | 2023 -0% of students were expelled | 2024- 0% of students were expelled | | Maintain | 0% |
| 3.8 | Attendance Rate - All Students | 94.22% ADA 2024 | 94.24% ADA 2025 | | .5% annual increase with a target of 95.72% in Year 3 | 0.02% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.9 | Facilities in Good Repair | 2024<br>100% of facilities are in good repair | 2025<br>100% of facilities are in good repair | | Maintain | 0% |
| 3.10 | Youth Truth Staff Survey -<br>School Safety - I feel safe from harm while at my school. (percent positive) | 2024 Youth Truth Staff Survey -<br>School Safety - I feel safe from harm while at my school. 86% positive | 2025 Youth Truth Staff Survey -<br>School Safety - I feel safe from harm while at my school. 62% positive | | 1% annual increase with a target of 89% in Year 3 | -24% |

# Goal Analysis [2024-25]

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.

Miwok Valley made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 3.1 - Positive Behavior Intervention and Supports (PBIS)
Action 3.2 - School Counseling Services
Action 3.3 - Social Emotional Learning
Action 3.4 - Attendance Supports and Services

Implementation Challenges:

Modified Implementation:

Non-Implemented Actions:
None

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
Action 3.1 - Positive Behavior Intervention and Supports (PBIS) - Budgeted $18,416; Actual $2454.51 PBIS supplies were not needed
Action 3.2 - School Counseling Services - Budgeted $151,753; Actual $174,975 Annual expenditure reflects a higher amount than budgeted due to staffing costs; services remained the same for students but staff changed (higher rate of pay)
Action 3.3 - Social Emotional Learning - Budgeted $505.33; Actual $6,412.47 Second Step curriculum includes a three-year cost that was not originally budgeted
Action 3.4 - Attendance Supports and Services - Budgeted $27,085.27; Actual $22,769.06 Position remained unfilled for a period of time was filled later in the school year

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

Action 3.1 - Positive Behavior Intervention and Supports (PBIS)
Action 3.2 - School Counseling Services
Action 3.3 - Social Emotional Learning
Action 3.4 - Attendance Supports and Services

Based on the comparison of chronic absenteeism rates from 2023 to 2024, the implementation of Positive Behavioral Interventions and Supports (PBIS) appears to have had a significant positive impact. Overall, the chronic absenteeism rate for all students decreased from 23.7% in 2023 to 17.2% in 2024. Notably, low-income students saw a reduction from 23.5% to 17%, students with disabilities experienced a substantial decline from 31.9% to 21.4%, and English learners improved from 20.9% to 15.7%. These reductions across all student subgroups suggest that PBIS has been effective in fostering a more supportive and engaging school environment, contributing to improved attendance and greater student engagement.

The implementation of Positive Behavioral Interventions and Supports (PBIS) has demonstrated significant effectiveness in improving student behavior and reducing disciplinary actions. In 2024, the suspension rate dropped to 0% across all student groups, including all students, students with disabilities, English learners, and low-income students. This marks a notable improvement from 2023, when suspension rates were 0.9% for all students, 2.9% for students with disabilities, 0.6% for English learners, and 0.9% for low-income students. These outcomes indicate that PBIS has contributed to creating a more inclusive, supportive, and positive school climate for all students.

The implementation of Positive Behavioral Interventions and Supports (PBIS) has proven to be highly effective, as evidenced by a significant reduction in the suspension rate for students with disabilities. In 2023, the suspension rate for this group was 2.9%. However, following the continued application of PBIS strategies, that rate dropped to 0% in 2024. This improvement highlights the positive impact of PBIS in promoting inclusive, supportive school environments and reducing the need for exclusionary disciplinary actions.

School counseling practices are grounded in a proactive, comprehensive, and developmentally appropriate approach that supports the academic, and social-emotional development of young students. These practices are designed to meet the diverse needs of children in early education and to create a safe, inclusive, and supportive school environment. Key elements include, Individual and Small Group Counseling, classroom guidance lessons, collaboration and consultation, crisis intervention and prevention, equity and inclusion advocacy, and developing social emotional learning by integrating SEL practices into daily school routines, counselors help students build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The attendance support and services implemented have demonstrated consistent effectiveness, as reflected in the Average Daily Attendance (ADA) rates. For the 2024 school year, the ADA was recorded at 94.22%, and in 2025, it slightly increased to 94.24%. While the numerical improvement is modest, it indicates a positive trend and stability in maintaining high attendance levels. This consistent ADA above 94% suggests that the support strategies in place—such as proactive communication with families, attendance monitoring systems, and student engagement initiatives—are effectively sustaining student presence in school. The slight increase also reflects ongoing efforts to fine-tune and reinforce these services, contributing to a culture of regular attendance and academic commitment. Continued focus on these initiatives is likely to yield further improvements in attendance and overall student success.

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

No changes to Goal 3 focusing on rigorous, equitable learning environments with a focus on the whole child via the highest quality instruction consistently utilizing district-adopted curriculum, monitoring student progress, and meeting the academic needs of all learners.

All of our metrics, actions, and expected outcomes align with our effectiveness analysis and implementation experiences from the current year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Positive Behavior Intervention and Supports (PBIS) | The school will continue with full implementation of researched-based Positive Behavioral Interventions and Supports (PBIS). This action supports our Differentiated Assistance (DA) Plan and Compliance and Improvement Monitoring Process (CIM) Plan for the performance of Students with Disabilities (SWD). | $2,454.51 | No |
| **3.2** | School Counseling Services | The school will provide access to counseling services and social skills development. | $183,966.00 | Yes |
| **3.3** | Social Emotional Learning | The school will continue to implement the adopted Social Emotional Learning curriculum. | $0.00 | No |
| **3.4** | Attendance Supports and Services | The school will regularly monitor daily attendance in order to provide support and services proactively, mitigating chronic absenteeism and loss of instruction. The school will utilize the Attendance Tiered Intervention Plan and communicate regularly with parents, meeting as often as necessary to support positive school attendance and identify solutions to barriers they may face. | $33,473.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2024-25]

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

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

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

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

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | | |

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Goal Analysis [2024-25]

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

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

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

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

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

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$438,343 | $0 |

**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 |
|---|---|---|---|
| 14.456% | 0.000% | $0.00 | 14.456% |

**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 |
|---|---|---|---|
| **1.1** | **Action:**<br>Multi Tiered System of Supports - Tier I Academic<br><br>**Need:**<br><br>“California’s MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies | This action addresses the need by utilizing MTSS to monitor, evaluate and determine corrective action based on data, especially as it relates to students in need, especially our low-income students, English Learners and Foster Youth (if applicable).<br><br>A Multi-tiered System of Support (MTSS) is the most effective use of funds for unduplicated students as it is a research-based approach that provides a comprehensive framework for | CA Dashboard Data (ELA and Math) |

| 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) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students."<br><br>Low-Income Students are performing lower than all students on the CA Dashboard<br>English Language Arts: 58.8 points below standard compared to 55.9 points below standard<br>Math: 85.8 points below standard compared to 85.4 points below standard.<br><br>English Learners are performing lower than all students on the CA Dashboard<br>English Language Arts: 79.6 points below standard compared to 55.9 points below standard<br>Math: 104.5 points below standard compared to 85.4 points below standard<br><br>**Scope:**<br>LEA-wide | identifying and addressing diverse needs through tiered interventions, data-driven decision-making, and collaboration among educators, ensuring equitable access to support and sustained student success.<br><br>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA Dashboard Data for low-income students, English Learners, and Foster Youth (if applicable) because the MTSS Framework is specifically designed to address these student groups' identified needs. | |
| **1.2** | **Action:**<br>Multi Tiered System of Supports - Tier 2 Academic/Intervention<br><br>**Need:** | This action addresses this need by providing targeted instruction to students who are not at grade level proficiency. Individualized and group intervention support is the most effective use of funds to meet the needs of our low-income, and English Learners because it allows for targeted instruction based on each students' learning needs. By providing targeted support, students | CA Dashboard Data (ELA and Math)<br>Local Assessments (STAR Reading/Math and Early Literacy Screener)<br>CA Dashboard Data (Chronic Absenteeism) |

| 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 |
|---|---|---|---|
| | Our low-income and English Learners are scoring lower than “all students” in ELA and Math<br><br>See data above in 1.1<br><br>**Scope:**<br>LEA-wide | receive the scaffolding, skills, and instruction needed to make progress towards grade level proficiency.<br><br>This action is provided on an LEA-wide basis to maximize impact in improving student outcomes and CA Dashboard Academic Indicators for all students. This action creates an opportunity to improve the outcomes and CA Dashboard Data for low-income, English Learners, and Foster Youth (if applicable). | |
| **1.3** | **Action:**<br>Professional Learning<br><br>**Need:**<br>According to the CDE, “Professional learning allows educators to explore how their teaching and management strategies help students learn and thrive. Professional learning includes workshops and other more traditional types of professional development. But it goes further, engaging educators in ongoing self reflection, peer support, experimentation, and modification of instruction and management practices based on student performance data, student work, and both learning and social behaviors. Through an intensive process of collaborative and job-embedded learning, educators can gain more than content knowledge or technical strategies—they can gain an improved understanding of their own teaching and learning and of the various ways by which students learn. Through this effort, | This action addresses this need by providing high quality professional learning opportunities for certificated and classified staff members to build their capacity and confidence in their work with students. High quality professional learning topics range from Common Core, curricula, instruction, assessment, and other topics. Additionally, specific training occurs in support of MTSS including PBIS, restorative practices, RtI and intervention/supports, and Professional Learning Communities.<br><br>This action is provided on an LEA-wide basis to maximize impact in improving student outcomes and CA Dashboard Academic Indicators for all students. This action creates an opportunity to improve the outcomes and CA Dashboard Data for low-income, English Learners, and Foster Youth (if applicable). | CA Dashboard Data (ELA and Math)<br>CA Dashboard Data (Suspension and Chronic Absenteeism) |

| 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 |
|---|---|---|---|
| | educators also come together as a community of self-developing practitioners."<br><br>Our low-income and English Learners are scoring lower than "all students" in ELA and Math<br><br>See data in 1.1 and 3.2<br><br>**Scope:**<br>LEA-wide | | |
| **1.6** | **Action:**<br>Multi Tiered System of Supports - English Language Learners<br><br>**Need:**<br><br>"California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students."<br><br>English Learners are performing lower than all students on the CA Dashboard | This action addresses the need by utilizing MTSS to monitor, evaluate and determine corrective action based on data, especially as it relates to students in need, especially our English Learners.<br><br>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for English Language Learners. | CA Dashboard Data (ELA, Math, English Learner Progress) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | English Language Arts: 79.6 points below standard compared to 55.9 points below standard<br>Math: 104.5 points below standard compared to 85.4 points below standard<br><br>**Scope:**<br>LEA-wide | | |
| **2.2** | **Action:**<br>Communication and Input<br><br>**Need:**<br>English Learners are performing lower than all students on the CA Dashboard<br>English Language Arts: 79.6 points below standard compared to 55.9 points below standard<br>Math: 104.5 points below standard compared to 85.4 points below standard.<br><br>There continues to be a performance gap between our overall student group and English Learners.<br><br>**Scope:**<br>LEA-wide | This action is being offered on a district wide basis because parent/guardian translation and interpretation services provide access to information and communication regarding programs and academic outcomes for families that need support in a language other than English. Research and best practices indicate that increased involvement and engagement is related to improvements in academic outcomes for students and providing translation/interpretation services will increase the engagement of our English Learner families. | CA Dashboard (ELA and Math)<br>Youth Truth Family Survey |
| **3.2** | **Action:**<br>School Counseling Services<br><br>**Need:** | As a District and LCAP goal, we will foster the social-emotional learning and well-being of every child by creating safe and inclusive environments that honor and celebrate the culture and | CA Dashboard Data (Suspension and Chronic Absenteeism) |

| 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 |
|---|---|---|---|
| | Supporting the whole child is a priority in OAUSD. We will continue to implement a robust MTSS model at each school site and at the District level.<br>As defined by CDE, "MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. As such, MTSS encompasses both RtI and PBIS, and systematically addresses support for all students. Because of the tiered level of support, staff have the ability to meet the needs of our unduplicated students, as many require interconnected support to be successful. Since MTSS is a framework that brings together both RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system."<br><br>Suspension:<br>0.0% of English Learners compared to 0% of all students<br><br>0% of low-income compared to 0% of all students | uniqueness of every student with a focus on social-emotional well being.<br><br>As part of our MTSS framework, we will continue to focus on Positive Behavioral Intervention and Supports (PBIS) structures in our schools. This, along with school counseling services, supports the social, physical, and mental health needs of our low-income and English Learners. A healthy social-emotional well-being allows students to access learning and experience success in school.<br><br>Counseling services are specific to the needs of our low-income and English Learners; however, all students may be served thus this is provided on an LEA-wide basis. This action will not only improve CA Dashboard Data for low-income, English Learners, and Foster Youth (if applicable), but it will also improve CA Dashboard Data for all students. | Youth Truth Survey - Student Survey<br>CA Dashboard Data (ELA and Math) |

| 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:<br>17% of low-income students were chronically absent compared to 17.2% of all students<br><br>15.7% of English Learners were chronically absent compared to 17.2% of all students<br><br>**Scope:**<br>LEA-wide | | |

### *Limited Actions*

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

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

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

N/A

## Additional Concentration Grant Funding

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

N/A

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

# 2025-26 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $3,032,315 | $438,343 | 14.456% | 0.000% | 14.456% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $587,284.40 | $0.00 | $0.00 | $95,948.22 | $683,232.62 | $535,692.22 | $147,540.40 |

| 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 | Multi Tiered System of Supports - Tier I Academic | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $8,249.00 | $12,780.00 | $21,029.00 | $0.00 | $0.00 | $0.00 | $21,029.00 | |
| 1 | 1.2 | Multi Tiered System of Supports - Tier 2 Academic/Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $173,705.02 | $0.00 | $87,297.00 | $0.00 | $0.00 | $86,408.02 | $173,705.02 | |
| 1 | 1.3 | Professional Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $54,031.20 | $47,961.40 | $92,452.40 | $0.00 | $0.00 | $9,540.20 | $101,992.60 | |
| 1 | 1.4 | Core Essential Programming | All Students with Disabilities | No | | | All Schools | | $83,665.00 | $78,316.49 | $161,981.49 | $0.00 | $0.00 | $0.00 | $161,981.49 | |
| 1 | 1.5 | Multi Tiered System of Supports - Students with Disabilities | Students with Disabilities | No | | | All Schools | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1.6 | Multi Tiered System of Supports - English Language Learners | English Learners | Yes | LEA-wide | English Learners | | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 2 | 2.1 | Engagement Opportunities | All Students with Disabilities | No | | | | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 2 | 2.2 | Communication and Input | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | $0.00 | $4,631.00 | $4,631.00 | $0.00 | $0.00 | $0.00 | $4,631.00 | |
| 3 | 3.1 | Positive Behavior Intervention and Supports (PBIS) | All Students with Disabilities | No | | | | | $0.00 | $2,454.51 | $2,454.51 | $0.00 | $0.00 | $0.00 | $2,454.51 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.2 | School Counseling Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | | $182,569.00 | $1,397.00 | $183,966.00 | $0.00 | $0.00 | $0.00 | $183,966.00 | |
| 3 | 3.3 | Social Emotional Learning | All<br>Students with Disabilities | No | | | All Schools | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 3 | 3.4 | Attendance Supports and Services | All<br>Students with Disabilities | No | | | All Schools | | $33,473.00 | $0.00 | $33,473.00 | $0.00 | $0.00 | $0.00 | $33,473.00 | |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $3,032,315 | $438,343 | 14.456% | 0.000% | 14.456% | $389,375.40 | 0.000% | 12.841 % | **Total:** | $389,375.40 |
| | | | | | | | | **LEA-wide Total:** | $389,375.40 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Multi Tiered System of Supports - Tier I Academic | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $21,029.00 | |
| **1** | **1.2** | Multi Tiered System of Supports - Tier 2 Academic/Intervention | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $87,297.00 | |
| **1** | **1.3** | Professional Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $92,452.40 | |
| **1** | **1.6** | Multi Tiered System of Supports - English Language Learners | Yes | LEA-wide | English Learners | | $0.00 | |
| **2** | **2.2** | Communication and Input | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $4,631.00 | |
| **3** | **3.2** | School Counseling Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $183,966.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $770,351.00 | $775,280.37 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Multi Tiered System of Supports - Tier I Academic | Yes | $22,421.00 | $21,394.00 |
| **1** | **1.2** | Multi Tiered System of Supports - Tier 2 Academic/Intervention | Yes | $300,983.00 | $276,664.94 |
| **1** | **1.3** | Professional Learning | Yes | $191,125.00 | $176,331.90 |
| **1** | **1.4** | Core Essential Programming | No | $57,563.00 | $89,778.49 |
| **1** | **1.5** | Multi Tiered System of Supports - Students with Disabilities | No | $0.00 | $0.00 |
| **1** | **1.6** | Multi Tiered System of Supports - English Language Learners | Yes | $0.00 | $0.00 |
| **2** | **2.1** | Engagement Opportunities | No | $0.00 | $0.00 |
| **2** | **2.2** | Communication and Input | Yes | $500.00 | $4,500.00 |
| **3** | **3.1** | Positive Behavior Intervention and Supports (PBIS) | No | $18,416.00 | $2,454.51 |
| **3** | **3.2** | School Counseling Services | Yes | $151,753.00 | $174,975.00 |
| **3** | **3.3** | Social Emotional Learning | No | $505.00 | $6,412.47 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **3** | **3.4** | Attendance Supports and Services | No | $27,085.00 | $22,769.06 |

# 2024-25 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) |
|---|---|---|---|---|---|---|
| $431,448.00 | $492,593.00 | $475,935.34 | $16,657.66 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Multi Tiered System of Supports - Tier I Academic | Yes | $16,894.00 | $21,394.00 | | |
| 1 | 1.2 | Multi Tiered System of Supports - Tier 2 Academic/Intervention | Yes | $209,491.00 | $182,669.94 | | |
| 1 | 1.3 | Professional Learning | Yes | $113,955.00 | $99,549.40 | | |
| 1 | 1.6 | Multi Tiered System of Supports - English Language Learners | Yes | $0.00 | $0.00 | | |
| 2 | 2.2 | Communication and Input | Yes | $500.00 | $4,500.00 | | |
| 3 | 3.2 | School Counseling Services | Yes | $151,753.00 | $167,822.00 | | |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $2,926,167 | $431,448.00 | 1.50% | 16.244% | $475,935.34 | 0.000% | 16.265% | $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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(d).

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024