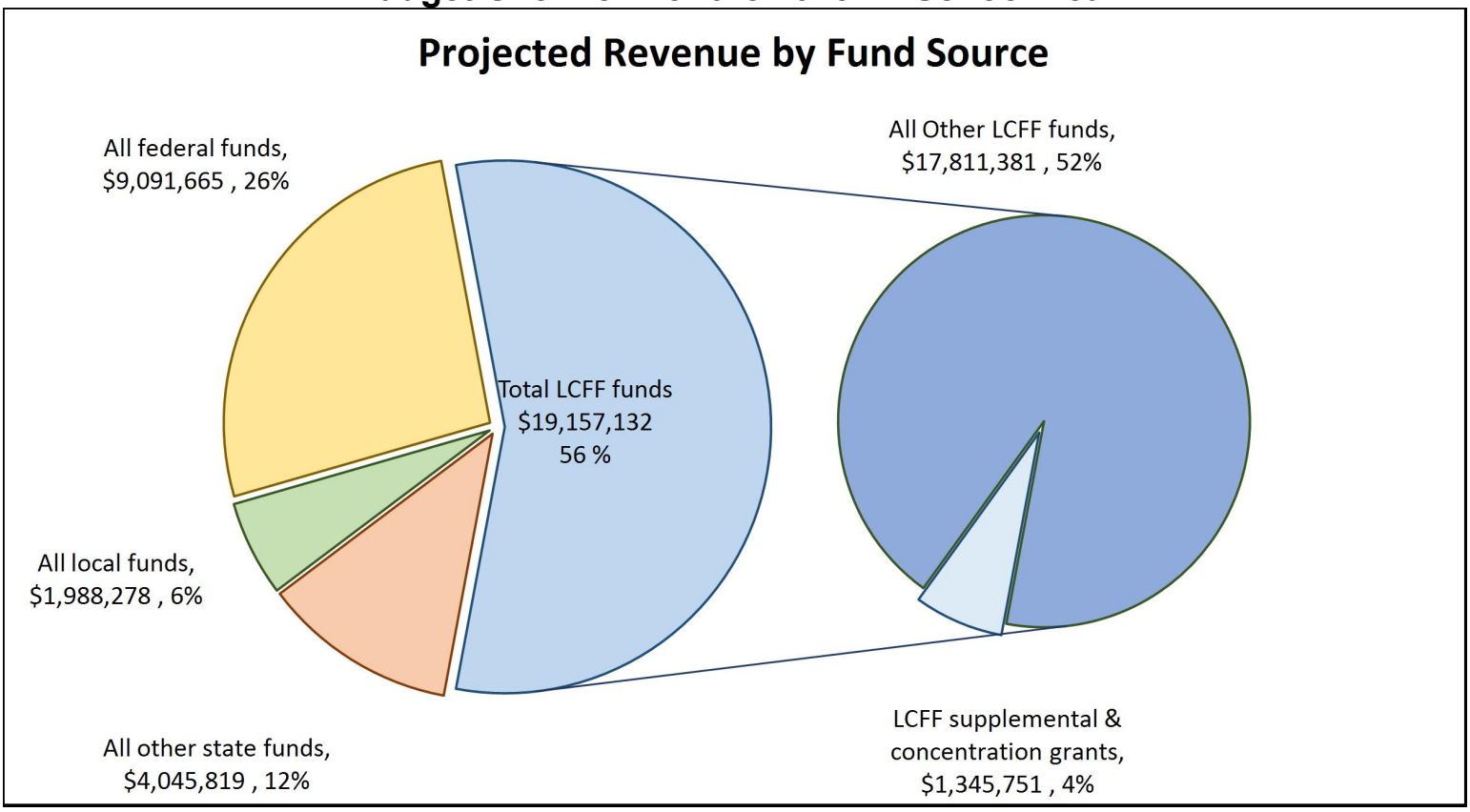
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Union Elementary School
CDS Code: 16-63883-0000000
School Year: 2026-27
LEA contact information:
Thomas Addington
Superintendent
taddingt@central.k12.ca.us
(559) 925-2619

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

## Budget Overview for the 2026-27 School Year

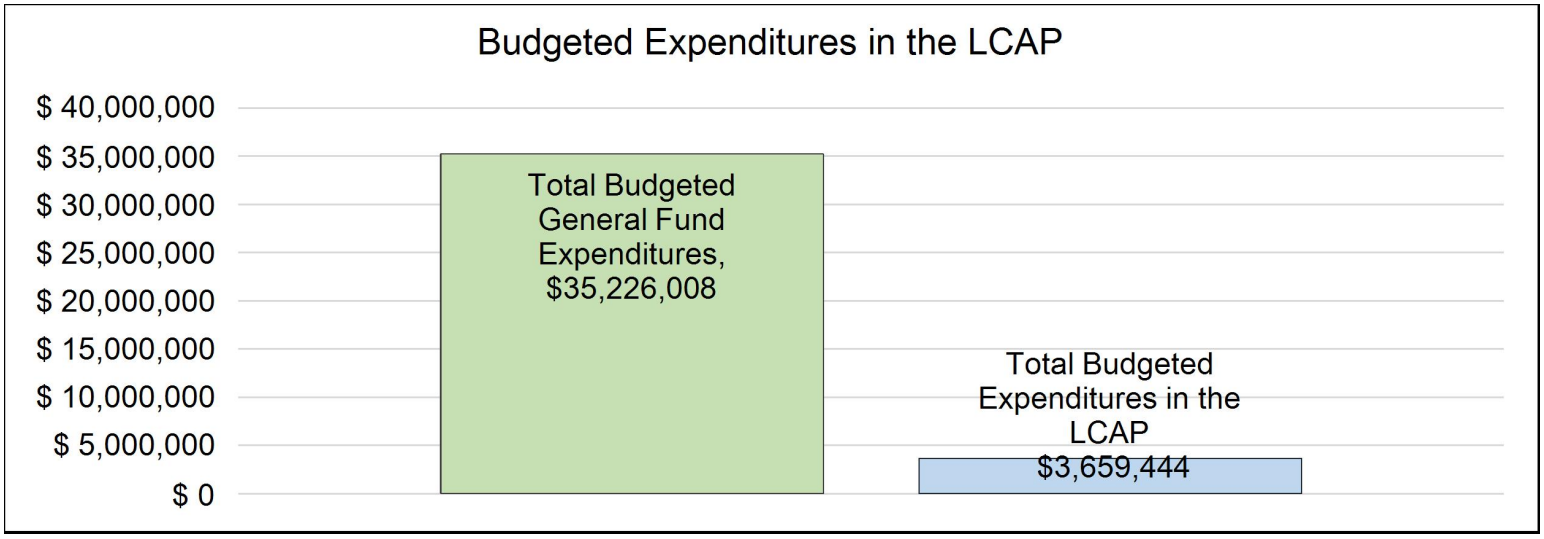



This chart shows the total general purpose revenue Central Union Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Union Elementary School is $34,282,894, of which $19,157,132 is Local Control Funding Formula (LCFF), $4,045,819 is other state funds, $1,988,278 is local funds, and $9,091,665 is federal funds. Of the $19,157,132 in LCFF Funds, $1,345,751 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 Central Union Elementary School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Central Union Elementary School plans to spend $35,226,008.00 for the 2026-27 school year. Of that amount, $3,659,443.75 is tied to actions/services in the LCAP and $31,566,564.25 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

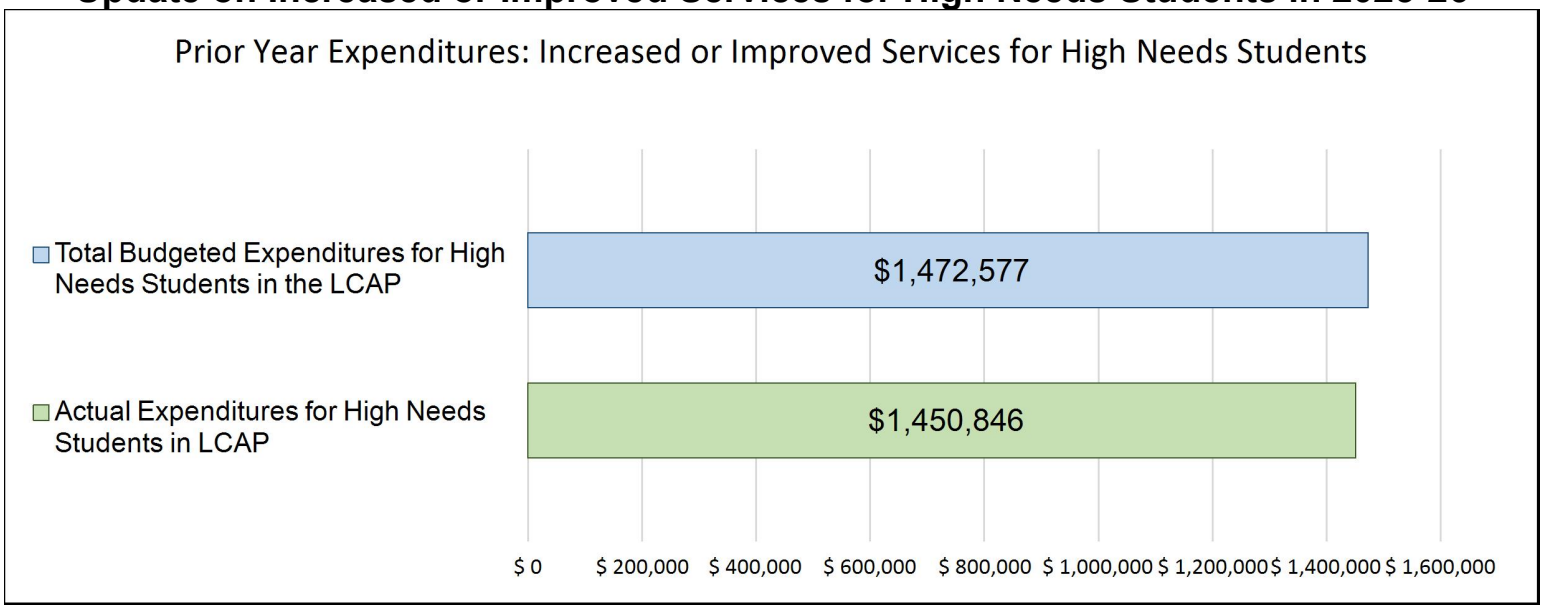
teachers, administrative costs, maintenance and operations, utilities, etc.

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

In 2026-27, Central Union Elementary School is projecting it will receive $1,345,751 based on the enrollment of Foster Youth, English learner, and low-income students. Central Union Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP.  Central Union Elementary School plans to spend $1,345,751.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




This chart compares what Central Union Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Central Union Elementary 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 2025-26, Central Union Elementary School's LCAP budgeted $1,472,577.00 for planned actions to increase or improve services for high needs students. Central Union Elementary School actually spent $1,450,846.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $21,731 had the following impact on Central Union Elementary School's ability to increase or improve services for high needs students:

The difference between total actual and total budgeted expenditures did not adversely affect the implementation or effectiveness of the planned actions and services. When actual expenditures were lower than originally budgeted, the District used unrestricted General Fund resources, as needed, to ensure that all planned actions and services continued and that increased or improved services for high-needs students were provided as intended.

# 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 |
|---|---|---|
| Central Union Elementary School | Thomas Addington<br>Superintendent | taddingt@central.k12.ca.us<br>(559) 925-2619 |

# Plan Summary [2026-27]

## General Information

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

CUSD is located in a rural community in the Central Valley with approximately 1500 students. Through intentional collaboration with staff, parents, and the community, the District continues to remain steadfast in its commitment to provide a holistic educational experience with high expectations to ensure that all of our students are on track to graduate.

Student demographics per the California Data Dashboard are as follows: 39.5% of the students are socioeconomically disadvantaged, 9.7% are English learners, 11.5% of the students receive special educational services, 1.1% are foster youth, 0.1% are homeless, 44.3% of are Hispanic, 27.8% are caucasian, 7.4% are African American, 4.6% are Native American, 3.2% are Filipino, 1.4% are Asian, 0.7% students are Pacific Islander, 10.6% of the students are two or more races.

CUSD Vision
Central Union Schools will be known as world-class quality schools for all students, empowering every student to excel to their highest potential.

CUSD Mission Statement
Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society.

The District applies the tenants of the Multi-Tiered Systems of Support (MTSS) and professional learning communities (PLC) to ensure all of our students' needs are met timely and responsively, using the principles of the cycle of continuous model.

CUSD is comprised of 4 schools with 3 distinct populations.
Akers and Neutra Schools are located on the NAS Lemoore Base and serve primarily military-dependent students and some civilian-employee dependents. These schools serve a very diverse population with the greatest number of ethnic groups of our schools. While they have a relatively small English Learner population, they are again our most diverse English Learners, including more than six different languages.

Central School is located near the Santa Rosa Rancheria, which belongs to the federally recognized Tachi Yokut tribe. It serves a significant Native American Population. While our Native American students are often not in the Unduplicated student group, they have historically been one of our most at-risk student groups.

Finally, Stratford School is located in a rural farming community, and 35.4% of the students are identified as English Learners.

Though the district is comprised of very different school demographics, we strive to provide a comprehensive and equitable program to meet the needs of all students and ensure student success. All four campuses leverage data to make informed decisions by implementing the MTSS framework. All teachers meet weekly in PLCs to respond to students' academic, social-emotional, and behavioral needs.

# Reflections: Annual Performance

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

ACADEMIC INDICATORS

2024-2025 California School Dashboard comparison to the 2023-2024 school year:

ENGLISH LANGUAGE ARTS (ELA):
All students performed in the high range, 3.4 points below standard, and increased by 8.1 points from the 2023-2024 school year.
Socio-economically disadvantaged students performed in the low range, 32.2 points below standard, and increased by 2.7 points.
Long-term English Learners performed in the very low range, 99.6 points below standard, and declined 6.7 points.
English Learners performed in the low range, 74 points below standard, and increased 5.6 points.
American Indian students performed in the low range,  86.8 points below standard, and increased by 5.8 points.
Students with disabilities performed in the very low range, 85.5 points below standard, and increased by 2.7 points.
Foster Youth has no performance color, but performed 93.1 points below standard and decreased 2.3 points.

ELA data comparisons for English learners, Recently Reclassified English learners (within the prior four years), and English Only (EO) students in English Language Arts:
Current English Learners: 115.8 points below standard; declined 19.6 points

Recently reclassified English Learners: 14.7 points above standard; declined by 10.2 points
English Only students (EO): 5 points above standard; increased 8.9 points

MATHEMATICS:
All students performed in the high range, 22.4 points below standard, and increased 7.2 points from the 2023-2024 school year.
Socio-economically disadvantaged students performed in the average range, 47.6 points below standard, and increased by 4.4 points.
Long-term English Learners performed in the very low range, 122.4 points below standard, and declined 24.5 points.
English Learners performed in the average range, 83.7 points below standard, and increased 3.7 points.
American Indian students performed in the very low range, 111.7 points below standard, and declined 24.5 points.
Students with disabilities performed in the low range, 94.8 points below standard, and declined 3.7 points.
Foster Youth has no performance color, but performed 95.1 points below standard and declined 20.5 points.

LOCAL ACADEMIC DATA

iReady 2025-2026:

READING:
All students- Fall 29% on or above grade level, Spring 47%
Socio-economically Disadvantaged- Fall 22% on or above grade level, Spring 36%
English Learners- Fall 1% on or above grade level, Spring 12%
Students with Disabilities- Fall 15% on or above grade level, 23% Spring
American Indian- Fall 8% on or above grade level, 21%

MATH:
All students- Fall 15% on or above grade level, Spring 35%
Socio-economically Disadvantaged- Fall 12% on or above grade level, Spring 25%
English Learners- Fall 1% on or above grade level, Spring 4%
Students with Disabilities- Fall 8% on or above grade level, Spring 16%
American Indian- Fall 5% on or above grade level, Spring 12%

ATTENDANCE:
2023-2024 P2 data 96.8%
2024-2025 P2 data 96.95%

CHRONIC ABSENTEEISM:
2023-2024 Dashboard:
All Students: 4.4%

2024-2025 Dashboard:
All Students: 4.1% (green, 0.4% decline)
Socio-economically Disadvantaged: 5.6% (green, 0.5% decline)
Long-term English Learners: 6.9% (green, 6% decline)
English Learners: 3.6% (yellow, 0.6% increase)
Foster Youth: 0% (blue, 15.4% decline)
Students with Disabilities: 7.8% (orange, 0.9% increase)
American Indian: 6.7% (green, 12.1% decline)

SUSPENSION RATE:
2023-2024 Dashboard:
All Students: 4.4%
2024-2025 Dashboard:
All Students: 3.5% (yellow, 0.9% decline)
Socio-economically Disadvantaged: 3.7% (yellow, 1.3% decline)
Long-term English Learners: 6.7% (orange, 3% decline)
English Learners: 3.4% (orange, 0% maintain)
Foster Youth: 7.1% (orange, 0.5% decline)
Students with Disabilities: 4.5% (yellow, 1.5% decline)
American Indian: 14.3% (red, 1.8% increase)
RED INDICATOR: R.J. Neutra, African American: (green, 2.1% decline)

EXPULSION RATE:
2023-2024: 0.19% (CALPADS Report 7.12 & DataQuest)
2024-2025: 0.003% (CALPADS Report 7.12 & DataQuest)

MIDDLE SCHOOL DROP-OUT RATE:
2023-2024: 0% (CALPADS Reports 1.12)
2024-2025: 0% (CALPADS Reports 1.12)

LEARNING IN A BROAD COURSE OF STUDY:
2024-2025: ELA 100% Math 100% Science 100% Social Studies 100% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100%
2025-2026: ELA 100% Math 100% Science 100% Social Studies 100% PE/Health 100% Arts 100% (Visual/Performing) ELD for ELs 100%

In order to meet student needs based on data, the 2024-2027 Local Control and Accountability Plan for Central Union Elementary School District will continue to focus on the following areas:

1. Engage all unduplicated students by meeting their social-emotional needs, strengthening their school connections, and meeting their academic needs
2. Address the social-emotional, behavioral, and academic needs of all students

3. Enable students to achieve high standards and productively engage them through highly effective instructional strategies and research-based practices
4. Use the continuous improvement cycle to monitor student progress and effectively utilize data in real-time

LEARNING RECOVERY AND EMERGENCY BLOCK GRANT (LREBG)
CUESD has unexpended LREBG funds for the 2026-2027 school year.
LREBG-funded actions may be found under Goal 2, Action 2.

Research shows that supporting students' social-emotional well-being directly impacts student engagement, attendance, and overall school climate. Studies, such as those cited by John Hattie in "Visible Learning," highlight the impact of Collective Teacher Efficacy, which has a very high effect size (d=1.57) on student achievement. Collaborative efforts between counselors and teachers to integrate SEL into education provide a holistic approach to student well-being, directly influencing attendance and engagement metrics. This strategy aligns with the Whole Child Approach, which emphasizes the importance of physical, emotional, and social well-being alongside academic success. This approach is critical for unduplicated students who may experience external stressors that impact their school performance. Implementing this action ensures that all students benefit from these supports, particularly those in the unduplicated pupil groups who may require additional SEL interventions to improve their school connectedness and attendance. Based on the needs assessment, stakeholders agree that this is a targeted area of need.

The CUESD needs assessment confirmed data from the 2025 Dashboard regarding chronic absenteeism and student suspension rates. State and local data indicate improving chronic absenteeism rates among Long-term English Learners, Foster Youth, American Indian, and socio-economically disadvantaged students. High or very high suspension rates remain for English Learners, Long-term English Learners, Foster Youth, and American Indian students. Goal 2, Action 2 directly addresses the need to actively engage students in the school setting and provide accessible counseling and crisis intervention to support students in managing their emotions and developing coping strategies. This action aligns with the allowable use of funds for mental health support services.

# Reflections: Technical Assistance

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

CUESD is eligible for Differentiated Assistance (DA) in the following student groups and indicator areas: Students with Disabilities (ELA and Suspension), Long-Term English Learners (English Learner Progress and Suspension), and American Indian students (ELA, Mathematics, and Suspension). To address the needs of these identified student groups, CUESD is partnering with a technical assistance team from the Kings County Office of Education. The district DA team includes district and site administrators, as well as two Reading Specialists who provide direct support to identified students. The team meets quarterly to establish short- and long-term goals, monitor progress, analyze data, and develop targeted strategies to improve student outcomes.

Based on the 2024 California School Dashboard, CUESD prioritized support for Long-Term English Learners (LTELs) during the 2024–2025 school year. A comprehensive root cause analysis was conducted to identify barriers to English language proficiency and to guide the development of a strategic improvement plan focused on English Learner Progress Indicator (ELPI) growth. The district established a goal to increase the percentage of LTELs making progress toward English language proficiency by 11.7%.

Through data analysis, the district identified the ELPAC reading domain—specifically vocabulary development and reading comprehension—as the area of greatest need for LTEL students. In response, targeted interventions were implemented at each school site, supported by designated teams of qualified educators. ELPAC Interim Assessments were utilized to monitor student progress, and data were reviewed during quarterly DA meetings to determine instructional adjustments and next steps.

According to the 2025 California School Dashboard, CUESD exceeded its established LTEL growth goal. The percentage of LTEL students making progress toward English language proficiency increased from 33.3% to 45% on the 2025 Summative ELPAC, resulting in an overall LTEL ELPI performance level of 65.4%. Following a review of district heat map data and current performance trends, the district established a new goal for 2025–2026 to increase LTEL overall ELPI performance by an additional 2%.

Additionally, based on the 2025 California School Dashboard, the district identified a need to improve mathematics achievement for American Indian students and Students with Disabilities (SWD). While both student groups demonstrated improvement in English Language Arts, their performance in mathematics declined from the previous year. In response, the district established end-of-year goals to reduce the Distance from Standard (DFS) in mathematics by 3.0 points for SWD students (from -94.8 to -91.8) and by 16.7 points for American Indian students (from -111.7 to -95.0).

To support these goals, the district initiated a mathematics-focused root cause analysis to identify contributing factors and inform targeted actions. As a result, Tier 3 mathematics interventions and additional instructional supports were implemented to accelerate growth and improve outcomes for these student groups.

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Students, Parents, and Community Members<br>Teachers, Administrators, and Other School Staff<br>School Site Council (SSC)<br>District Advisory Committee (DAC)<br>Indian Education Council (IEC)<br>English Learner Advisory Committee (ELAC)<br>Local Certificated & Classified Bargaining Units<br>Kings County SELPA<br>District Board of Trustees | All educational partners were thoroughly presented with the 2025-2026 LCAP goals, metrics, and actions. The plan's implementation was analyzed and reviewed throughout the school year. The development of the 2026-2027 LCAP was presented with student data. Educational partners supported the same goals, metrics, and actions since all student data in the established metrics are improving in a positive trajectory.<br><br>The Central Union School District consulted various stakeholder groups via in-person meetings to develop the LCAP and annual update. Notification of meetings included email, ParentSquare, and phone calls. Student academic progress and Annual update information were also shared at meetings. Local survey data were collected for all parents/guardians, all staff, and students in grades 3-8. Meetings provided opportunities for questions and input. Translators were available at meetings if needed. Written translations of agendas and minutes were also provided upon request.<br><br>District Advisory Committee (DAC): The DAC comprises administrators, community members, three middle school students, and parent representatives from all four schools. One English Learner parent, one parent of a student with disabilities, and one Title 1 parent are also represented on DAC.<br><br>Administrators, Parents, Students, and Community Members (DAC) |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | October 1, 2025<br>December 3, 2025<br>February 4, 2026<br>April 8, 2026<br><br>Indian Education Council (IEC)<br>September 16, 2025<br>October 21, 2025<br>November 18, 2025<br>February 17, 2026<br>March 17, 2026<br>April 21, 2026<br>May 19, 2026<br><br>District English Learner Advisory Committee (DELAC)<br>November 5, 2025<br>January 28, 2026<br>March 11, 2026<br>May 6, 2026<br><br>Local Bargaining Units<br>Certificated & Classified Bargaining Units<br>March 25, 2026<br><br>District Instructional Leadership Team<br>March 17, 2026<br><br>Kings County SELPA<br>March 16, 2026<br><br>District Board Meetings, including Community Members<br>February 9, 2026<br>June 8, 2025 (Public Hearing)<br>June 12, 2025 (Adoption)<br><br>In addition to the above district committees, sites shared information and provided opportunities for input during staff meetings, English Learner Advisory Committee (ELAC), and School Site Council (SSC) |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | meetings. LEA Staff (classified, teachers, and administrators) were given an opportunity to provide input through the 2025-2026 staff survey.<br><br>Parents and community members provided additional input through the 2025-2026 parent survey.<br>Students provided additional input through the December 2025 student survey.<br>Members of the public were notified of the opportunity to submit comments regarding specific actions and expenditures proposed. |

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

A summary of the feedback provided by specific educational partners:

Our District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and Indian Education Council (IEC) all recommended keeping the same goals and actions because our student data is improving on a positive trajectory. Our DELAC appreciated the ELD/ELPAC bootcamps provided at the sites after school and on Saturdays, and accordingly, these will continue for the 2026-2027 school year. IEC appreciated the regular presence of our School Resource Officer on our two smaller campuses to mitigate behavioral issues. The DAC, DELAC, and IEC committees appreciated the partnership between our PE teachers and school counselors in supporting social-emotional learning at the tier 1 level. Instructional aide support was directly linked to positive student outcomes in English Language Arts for our most struggling student subgroups.

Local Bargaining Units also recommended keeping the same LCAP goals. Certificated and classified staff appreciated the professional development on behavior de-escalation strategies provided during the 2025-2026 school year. Staff also expressed the need for additional behavior training and support for students. Accordingly, our district will use LREBG funds to provide more intensive professional development on addressing difficult student behaviors, including partnering with Solution Tree for "Behavior Solutions," professional development that drives schoolwide behavior improvement through behavior PLCs.

LEA staff (classified staff, teachers, and administrators) indicated continued support for the goals and actions outlined in our previous plan. LEA staff agree that additional support is needed to assist teachers with difficult student behaviors in the classrooms. Accordingly, we will continue to contract for part-time BCBA services to support tier 3 behavioral needs.

Kings County SELPA agreed to keep the same goals and actions during consultation. The MTSS framework will be used to provide timely interventions to all students, including differentiated lessons, support, and high expectations.

The LCAP was influenced by specific input from educational partners. Academic, social-emotional, behavioral, and attendance data from the 2024-2025 and 2025-2026 school years were reviewed and discussed. Given the continued growth and positive trajectory, feedback from

educational partners suggested we maintain the same goals and actions. Metrics will remain the same, and refined metrics will enable ongoing analysis of student growth.

LREBG funds will continue to support two full-time counselors to integrate social-emotional learning (SEL) into the MTSS framework. LREBG funds will also be used to provide Behavior Solutions professional development for site administrators and teachers, as well as part-time BCBA services to help staff address challenging student behaviors in the classrooms. In addition, LREBG funds will specifically target student groups identified with “red” indicators for suspension rates on the 2024 and/or 2025 California School Dashboard, including American Indian students, Students with Disabilities (SWD), and Long-Term English Learners (LTEL). Targeted supports will include proactive behavior interventions, restorative practices, counseling services, staff training focused on culturally responsive and trauma-informed practices, and individualized behavioral supports through the MTSS framework. This model is designed to meet the needs of all students, with a particular focus on unduplicated and disproportionately impacted student groups. Research shows that supporting students’ social-emotional well-being improves engagement, attendance, and overall school climate. Based on the needs assessment, stakeholders have identified this as a key area of focus.

Goal 1: Basic Services
Educational partners agree that appropriately credentialed and assigned staff, standards-aligned instructional materials, and schools in good repair are important. The District will continue to provide these consistently; no input indicating needs or changes was provided.

Goal 2: Engagement
Educational Partners indicated concern for students' social-emotional and behavioral well-being. Goal 2, Action 2 focuses on actively engaging students in the learning process. It includes implementing MTSS for social-emotional and behavioral needs, a social-emotional curriculum, counselor support, BCBA support, and collaboration between PE coaches and counselors to support students' social-emotional well-being. LREBG funds will support this goal. Goal 2, Action 1 focuses on engaging parents in the learning process and includes resources and opportunities for parents, as well as a 2-way communication system with embedded translation.

Goal 3: Achievement
All educational partner groups expressed ongoing needs for intervention and accelerated learning (Goal 3, Actions 1-7). Input included continued work in focused PLCs, academic screeners, and targeted interventions to support English Learners' readiness for the ELPAC.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | All Students will be provided the conditions for learning leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Ensuring the Conditions for Learning are in place and ALL students have equitable access to them is foundational to student success.
Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)
Priority 1 - Basic Services
Priority 2 - Implementation of State Standards
Priority 7 - Access to Broad Course of Study

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Priority 1: Basic Services (2023 SARC)<br><br>A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching<br><br>B. Pupils in the school district have sufficient access to the standards- | 1A<br>89.6% of teachers fully credentialed<br>100% of teachers appropriately assigned<br><br>1B<br>100% of students with access to standards-aligned instructional materials<br><br>1C | 1A<br>98% of teachers fully credentialed<br>100% of teachers appropriately assigned<br><br>1B<br>100% of students with access to standards-aligned instructional materials | 1A<br>100% of teachers fully credentialed<br>100% of teachers appropriately assigned<br><br>1B<br>100% of students with access to standards-aligned instructional materials | 1A<br>100% of teachers fully credentialed<br>100% of teachers appropriately assigned<br><br>1B<br>100% of students with access to standards-aligned instructional materials | 1A<br>fully credentialed +10.4%<br>appropriately assigned-maintained 100%<br><br>1B<br>access to standards-aligned instructional materials-maintained 100% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | aligned instructional materials<br><br>C. School facilities are maintained in good repair. | Facilities rating: Good<br>2023 SARC | 1C<br>Facilities rating: Good<br>2024 SARC | 1C<br>Facilities rating: Good<br>2025 SARC | 1C<br>Facilities rating: 100% facilities Good or Better | 1C<br>Maintained "Good" Rating |
| 1.2 | Priority 2: Implementation of State Standards<br><br>A. Implementation of state board adopted academic content and performance standards for all students (2024 Master Schedule)<br><br>B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency (2024 Master Schedule, ELD enrollment) | 2A<br>a.) Providing Professional development for teaching Standards- Average Rating of 4<br>b.) Instructional Materials aligned to Standards- Average Rating of 5<br>c.) Progress Implementing Policies & Programs supporting staff in identifying where they can improve- Average Rating of 4<br>d.) Other Adopted Academic Standards- Average Rating of 3<br>e.) Support for Teachers and Administrators- Average Rating of 4<br><br>2B<br>All teachers implement a Structured English Immersion program. SEI strategies include | 2A<br>a.) Providing Professional development for teaching Standards- Average Rating of 4<br>b.) Instructional Materials aligned to Standards- Average Rating of 5<br>c.) Progress Implementing Policies & Programs supporting staff in identifying where they can improve- Average Rating of 4<br>d.) Other Adopted Academic Standards- Average Rating of 4<br>e.) Support for Teachers and Administrators- | 2A<br>a.) Providing Professional development for teaching Standards- Average Rating of 4<br>b.) Instructional Materials aligned to Standards- Average Rating of 5<br>c.) Progress Implementing Policies & Programs supporting staff in identifying where they can improve- Average Rating of 4<br>d.) Other Adopted Academic Standards- Average Rating of 4<br>e.) Support for Teachers and Administrators- | 2A<br>a.) Providing Professional development for teaching Standards - Rating of 4<br>b.) Instructional Materials aligned to Standards - Rating of 5<br>c.) Progress Implementing Policies & Programs supporting staff in identifying where they can improve - Rating of 4<br>d.) Other Adopted Academic Standards - Rating of 4<br>e.) Support for Teachers and Administrators - Rating of 4<br><br>2B<br>All teachers implement a | 2A<br>a.) Providing PD for teaching Standards- maintained/no change<br>b.) Instructional Materials aligned to Standards- maintained/no change<br>c.) Progress Implementing Policies & Programs supporting staff in identifying where they can improve- maintained/no change<br>d.) Other Adopted Academic Standards- +1<br>e.) Support for Teachers and Administrators- maintained/no change<br><br>2B |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | teaching vocabulary, using visuals to teach new concepts, and specific goals for speaking and writing in content areas and electives (Mathematics, English Language Arts, Science, Social Studies, Physical Education, Art, Computer).<br><br>100% of ELs have access and are enrolled in courses aligned to CA State Standards<br><br>100% of ELs have access and are enrolled in ELD (2024-2025 Master Schedule) | Average Rating of 4<br><br>2B<br>All teachers implement a Structured English Immersion program. SEI strategies include teaching vocabulary, using visuals to teach new concepts, and specific goals for speaking and writing in content areas and electives (Mathematics, English Language Arts, Science, Social Studies, Physical Education, Art, Computer).<br><br>100% of ELs have access and are enrolled in courses aligned to CA State Standards<br><br>100% of ELs have access and are enrolled in ELD (Master Schedule) | Average Rating of 4<br><br>2B<br>All teachers implement a Structured English Immersion program. SEI strategies include teaching vocabulary, using visuals to teach new concepts, and specific goals for speaking and writing in content areas and electives (Mathematics, English Language Arts, Science, Social Studies, Physical Education, Art, Computer).<br><br>100% of ELs have access and are enrolled in courses aligned to CA State Standards<br><br>100% of ELs have access and are enrolled in ELD (Master Schedule) | Structured English Immersion program. SEI strategies include teaching vocabulary, using visuals to teach new concepts, and specific goals for speaking and writing in content areas and electives (Mathematics, English Language Arts, Science, Social Studies, Physical Education, Art, Computer).<br><br>100% ELs access and enrollment in courses aligned to CA State Standards<br><br>100% ELs access and enrollment in ELD. (Master Schedule) | Structured English Immersion-maintained/no change<br><br>EL access & enrollment in courses aligned to CA State Standards-maintained/no change<br><br>EL enrollment in ELD-maintained/no change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.3 | Priority 7: Course Access (2024 Fall MTSS Rubric)<br><br>A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.<br><br>B. Programs and services developed and provided to unduplicated pupils<br><br>C. Programs and services developed and provided to individuals with exceptional needs | Multi-Tiered Systems of Support Rubric:<br><br>Criteria:<br><br>1.) High-Quality Differentiated Classroom Instruction : Step 2 Developing/Installing<br><br>2.) Systemic and Sustainable Change: Step 2: Developing/Installing<br><br>3.) Integrated Data System<br>Step 3: Proficient/Implementing<br><br>4.) Positive Behavioral Support: Step 2 Developing/Installing | Multi-Tiered Systems of Support Rubric:<br><br>1.) High-Quality Differentiated Classroom Instruction: Step 3 Proficient/Implementing<br><br>2.) Systemic and Sustainable Change: Step 3 Proficient/Implementing<br><br>3.) Integrated Data System<br>Step 3: Proficient/Implementing<br><br>4.) Positive Behavioral Support: Step 3 Proficient/Implementing | Multi-Tiered Systems of Support Rubric:<br><br>1.) High-Quality Differentiated Classroom Instruction: Step 3 Proficient/Implementing<br><br>2.) Systemic and Sustainable Change: Step 3 Proficient/Implementing<br><br>3.) Integrated Data System<br>Step 4 Exemplary/Sustaining<br><br>4.) Positive Behavioral Support: Step 4 Exemplary/Sustaining | Multi-Tiered Systems of Support Rubric:<br><br>Criteria:<br><br>1.) High-Quality Differentiated Classroom Instruction: Step 4 Exemplary/Sustaining<br><br>2.) Systemic and Sustainable Change:<br>Step 4 Exemplary/Sustaining<br><br>3.) Integrated Data System<br>Step 4 Exemplary/Sustaining<br><br>4.) Positive Behavioral Support: Step 4 Exemplary/Sustaining | Multi-Tiered Systems of Support Rubric:<br><br>1.) High-Quality Differentiated Classroom Instruction: +1<br><br>2.) Systemic and Sustainable Change: +1<br><br>3.) Integrated Data System: +1<br><br>4.) Positive Behavior Support: +2 |

# Goal Analysis [2025-26]

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

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

There are no substantive differences in planned actions and the actual implementation of these actions, and we are on track to meet our goal. All students have access to a broad course of study, including access to ELD for English Learners and special programs for students with disabilities. 100% of our district's teachers are fully credentialed, and 100% are appropriately assigned. We have continued to strengthen our Multi-Tiered Systems of Support (MTSS) for academics and behavior throughout the district. Staffing the fine arts programs at our two small schools has been particularly challenging due to the broad grade span at each of these schools and the need to secure teachers who are willing and capable of supporting students at multiple grade levels.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for this goal. This goal does not include any actions contributing to increased or improved services.

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

All three actions in this goal have been effective, and metric expectations have been met for priorities 1 and 2. 100% of teachers are appropriately assigned, and 100% of teachers are fully credentialed.  All of our facilities are adequately maintained and in good repair. 100% of students have access to standards-aligned materials, including daily ELD for all English Learners. All students, including English learners, are provided with appropriate scaffolds to access the core adopted curriculum during tier 1 and tier 2 instruction. Tier 3 Reading and Math interventions are provided daily to our most struggling students at all of our school sites. Although metric expectations for priority 7 have not been fully met, we have made significant progress in this area.

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.

Our K-5 English Language Arts adoption is up for renewal for the 2026-27 school year. We are extending our current K-5 adoption for two years and have increased this action by $4,460 to cover the expense.

**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** | Provide all students access to Basic Services | All Students will have access to<br>(1)appropriately assigned and credentialed teachers,<br>(2)their own copy of standards-aligned materials,<br>(3)facilities that, at a minimum, meet the standard of "good repair."<br>Aligned to Priority 1 Basic Conditions<br>Measured by Metrics 1A, 1B, and 1C<br>Local Indicator: Priority 1 Basic Conditions at School Self-Reflection Tool<br>(Priority 2: Implementation of State Standards Reflection Tool - LCAP Local Performance Indicator Self-Reflection) | $287,400.00 | No |
| **1.2** | Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard. | Grade level standards-aligned instruction for all students in Tier 1.<br>All English Learners will be provided both Designated and Integrated ELD.<br>Professional Development will be provided in-house through our district's curriculum department at no additional cost to the district. PD will focus on English Language Acquisition.<br>ELD will be taught as part of the core curriculum (Instruction provided by teaching staff using supports embedded in the curriculum at no additional cost).<br>Aligned to Priority 2<br>Measured by Metrics 2A and 2B<br>Local Indicator: Priority 2 Implementation of State Standards Self-reflection Tool | $0.00 | No |
| **1.3** | Broad Course of Study | All Students will have access to a Broad Course of Study including Unduplicated students and students with exceptional needs.<br>(Instruction provided by staff provided in Action 1. No Additional cost).<br>Aligned to Priority 7 Access to Broad Course of Study<br>Measured by Metrics 7A, 7B, and 7C (Master Schedule)<br>Local Indicator: Priority 7 Pupil Access Self-Reflection Tool | $0.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | To promote students' sense of belonging and connectedness in school, parents, students, and the community will be engaged to participate collaboratively in the educational process. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

It is essential that parents, students, and the school community partner together to create a positive learning environment and support student success.

2026-2027 Focus

- The District & sites will continue to focus on a sense of safety and connectivity to meet the increased social-emotional needs of students.
- The District & sites are seeking to engage and support more parents as they partner in their children's learning.

Goal developed to address the following State Priorities and measured by the aligned metrics: (See Baseline data below)
Priority 3 - Parent Involvement
Priority 5 - Pupil Engagement
Priority 6 - School Climate

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Priority 3: Parental Involvement (2023 Parent Survey)<br><br>A. Efforts the school district makes to seek parent input in making | A.<br>All Parents Agree: 66%<br><br>Parents of unduplicated pupils Agree: 85% | A.<br>All Parents Agree: 78%<br>(2024 Parent Survey) | A.<br>All Parents Agree: 67%<br>(2025 Parent Survey) | A. Local Surveys<br>All Parents Agree: 95%<br><br>Parents of unduplicated pupils Agree: 97% | All Parents +1%<br><br>Unduplicated Parents -12%<br><br>Exceptional Needs Parents -16% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | decisions for the school district and each individual school site<br><br>B. How the school district will promote parental participation in programs for unduplicated pupils<br><br>C. How the school district will promote parental participation in programs for individuals with exceptional needs. | Parents of students with exceptional needs Agree: 87%<br>Local Survey 2023<br><br>B & C:<br>Provide 1 newsletter per trimester to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs:<br>(2024 ParentSquare) | Parents of unduplicated pupils Agree: 85%<br><br>Parents of students with exceptional needs Agree: 87%<br>(Local Survey 2024)<br><br>B & C:<br>Provide 2 newsletters per trimester to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs<br>(24/25 ParentSquare) | Parents of unduplicated pupils Agree: 73%<br><br>Parents of students with exceptional needs Agree: 71%<br>(Local Survey 2025)<br><br>B & C:<br>Provide 2 newsletters per trimester to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs<br>(25/26 ParentSquare) | Parents of students with exceptional needs Agree: 100%<br><br>B & C: Provide 2 newsletters per trimester to promote parental participation in programs for unduplicated pupils & individuals with exceptional needs: 100% | Parent Newsletters- +1 |
| 2.2 | Priority 5 (LREBG Metric): Pupil Engagement<br><br>Chronic Absenteeism Rates (CA School Dashboard)<br><br>Attendance (P2 data)<br><br>Middle School Dropout Rate (CALPADS report 1.12) | Chronic Absenteeism rates<br>All Students: 8%<br><br>Socioeconomically Disadvantaged: 9.5%<br><br>English Learners: 8.4% (8.4% is incorrect. Should be 6.4%)<br><br>Foster Youth: 7.7% | Chronic Absenteeism rates (2024 CA Dashboard)<br>All Students: 4.4%<br><br>Socioeconomically Disadvantaged: 6.1%<br><br>English Learners: 3% | Chronic Absenteeism rates (2025 CA Dashboard)<br>All Students: 4.1%<br><br>Socioeconomically Disadvantaged: 5.6%<br><br>English Learners: 3.6% | Chronic absenteeism rates<br>All Students: 5%<br><br>Socioeconomically Disadvantaged: 5%<br><br>English Learners: 5%<br><br>Foster Youth: 5% | Chronic Absenteeism rates<br>All Students: -3.9%<br><br>SED: -3.9%<br><br>English Learners: -2.8%<br><br>Foster Youth: -7.7%<br><br>SWD: -3.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD: 11.1%<br><br>American Indian: 12.8%<br><br>Attendance 95%<br>(22-23 P2 data)<br><br>Middle School Dropout Rate 0%<br>(22-23 CALPADS report 1.12) | Foster Youth: 15.4%<br><br>SWD: 7%<br><br>American Indian: 18.8%<br><br>Attendance 96.8%<br>(23-24 P2 data)<br><br>Middle School Dropout Rate 0%<br>(23-24 CALPADS report 1.12) | Foster Youth: 0%<br><br>SWD: 7.8%<br><br>American Indian: 6.7%<br><br>Attendance 96.95%<br>(24-25 P2 data)<br><br>Middle School Dropout Rate 0%<br>(24-25 CALPADS report 1.12) | SWD: 5%<br><br>American Indian: 5%<br><br>Attendance 97%<br>(P2 data)<br><br>Middle School Dropout Rate 0%<br>(CALPADS report 1.12) | American Indian: -6.1%<br><br>Attendance +1.95%<br>(P2 data)<br><br>Middle School Dropout Rate +0%<br>(24-25 CALPADS report 1.12) |
| 2.3 | Priority 6: School Climate<br><br>A. Pupil suspension rates (CA School Dashboard)<br><br>B. Pupil expulsion rates (CA School Dashboard)<br><br>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness (local survey data) | A. SUSPENSION RATES<br>(2023 CA Dashboard)<br>All Students: 3.1%<br>SED: 3.3%<br>English Learners: 2.3%<br>LTELs: 6.9%<br>Foster Youth: 3.7%<br>SWD: 2.4%<br>American Indian: 4.5%<br><br>Red Indicator: R.J. Neutra<br>African American: 9.5%<br>(CA School Dashboard 2023)<br><br>B. Expulsion Rate: 0.22%<br>(DataQuest 2022-23)<br><br>C. Local Surveys | A. SUSPENSION RATES<br>(2024 CA Dashboard)<br>All Students: 4.4%<br>SED: 5.1%<br>English Learners: 3.5%<br>LTELs: 9.7%<br>Foster Youth: 7.7%<br>SWD: 6%<br>American Indian: 12.5%<br><br>Red Indicator: R.J. Neutra<br>African American: 4.3%<br>(CA School Dashboard 2024) | A. SUSPENSION RATES<br>(2025 CA Dashboard)<br>All Students: 3.5%<br>SED: 3.7%<br>English Learners: 3.4%<br>LTELs: 6.7%<br>Foster Youth: 7.1%<br>SWD: 4.5%<br>American Indian: 14.3%<br><br>Red Indicator: R.J. Neutra<br>African American: 2.2%<br>(CA School Dashboard 2025) | A. SUSPENSION RATES<br>All Students: 1.8%<br>SED: 1.8%<br>English Learners: 1.8%<br>LTELs: 1.8%<br>Foster Youth: 1.8%<br>SWD: 1.8%<br>American Indian: 1.8%<br><br>Red Indicator: R.J. Neutra<br>African American: 2%<br>(CA School Dashboard)<br><br>B. Expulsion Rate: 0.10% | A. SUSPENSION RATES<br>All Students: +0.4%<br>SED: +0.4%<br>English Learners: +1.1%<br>LTELs: -0.2%<br>Foster Youth: +3.4%<br>SWD: +2.1%<br>American Indian: +9.8%<br><br>Red Indicator: R.J. Neutra<br>African American: -7.3%<br><br>B. Expulsion Rate: -0.19% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Student (Grades 3-5) Safety: 56%<br>Student (Grades 3-5) Connectedness: 70%<br>Socioeconomically Disadvantaged Connectedness: 70%<br><br>Student (Grades 6-8) Safety: 62%<br>Student (Grades 6-8) Connectedness: 48%<br>Socioeconomically Disadvantaged Connectedness: 47%<br><br>Parent Safety: 85%<br>Parent Connectedness: 77%<br><br>All Staff: Safety 78%<br>All Staff: Connectedness 67%<br><br>Winter 2023 | B. Expulsion Rate: 0.19% (DataQuest 2023-24)<br><br>C. Local Surveys<br>Student Safety (3-5) 75%<br>Student Connectedness (3-5) 67% SED Connectedness (3-5): 70%<br><br>Student Safety (6-8) 68%<br>Student Connectedness (6-8) 62%<br>SED Connectedness (6-8): 60%<br><br>Parent Safety 90%<br>Parent Connectedness 82%<br><br>All Staff: Safety 80%<br>All Staff: Connectedness 76%<br><br>Winter 2024 | B. Expulsion Rate: 0.003% (DataQuest 2024-25)<br><br>C. Local Surveys<br>Student Safety (3-5) 82%<br>Student Connectedness (3-5) 74% SED Connectedness (3-5): 70%<br><br>Student Safety (6-8) 79%<br>Student Connectedness (6-8) 68%<br>SED Connectedness (6-8): 60%<br><br>Parent Safety 86%<br>Parent Connectedness 72%<br><br>All Staff: Safety 78%<br>All Staff: Connectedness 68%<br><br>Winter 2025 | (DataQuest )<br><br>C. Local Surveys<br>Student Safety (3-5) 85%<br>Student Connectedness (3-5) 85%<br>SED Connectedness: 85%<br><br>Student Safety (6-8) 80%<br>Student Connectedness (6-8) 80%<br>SED Connectedness 80%<br><br>Parent Safety: 99.5%<br>Parent Connectedness: 88%<br><br>All staff: Safety: 89%<br>All Staff: Connectedness: 78% | C. Local Surveys<br>Student Safety (3-5) +26%<br>Student Connectedness (3-5) +4% SED Connectedness (3-5): +0%<br><br>Student Safety (6-8) +17%<br>Student Connectedness (6-8) +20%<br>SED Connectedness (6-8): +13%<br><br>Parent Safety +1%<br>Parent Connectedness -5%<br><br>All Staff: Safety +0%<br>All Staff: Connectedness +1%<br><br>Winter 2025 |

# Goal Analysis [2025-26]

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

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

The district successfully implemented all actions as intended during the 2025-2026 school year. Family engagement activities, MTSS supports, counseling services, SEL programs, PBIS implementation, safety systems, and professional development were consistently provided across school sites. The district did not experience any significant challenges that impacted implementation, and all planned actions and services were carried out successfully in support of Goal 2.

The actions and services identified under Goal 2 directly support the District's efforts to improve student engagement, school climate, attendance, and social-emotional well-being, while also addressing the needs of student groups identified for differentiated support (American Indian, SWD, and LTELs). Through feedback from educational partners and analysis of local and state indicator data, the district determined that continued investment in family engagement, student connectedness, and social-emotional supports remains necessary to improve outcomes for all students, particularly unduplicated pupils and student groups with elevated rates of suspension and chronic absenteeism.

Action 2.1 focuses on actively engaging parents in the learning process through relationship-building, meaningful communication, and shared decision-making opportunities. Strategies such as using ParentSquare for two-way communication, family engagement activities, and increased opportunities for teachers to meet with families strengthen partnerships between home and school. These efforts are intended to improve student attendance, connectedness, and academic engagement by ensuring families are informed, included, and empowered as partners in their child's education.

Action 2.2 supports active student engagement by implementing a Multi-Tiered System of Supports (MTSS) to address students' social-emotional and behavioral needs. The district will continue implementing Tier I social-emotional learning curriculum, trauma-informed practices, counseling services, and attendance improvement strategies. Two counselors, funded in part through LREBG resources, provide targeted support to students demonstrating behavioral, attendance, or social-emotional needs. These services are designed to improve student engagement, school connectedness, attendance, and overall school climate while providing additional support for unduplicated students and student groups identified with elevated suspension indicators, including American Indian students, Students with Disabilities, and Long-Term English Learners.

Action 2.3 focuses on creating and sustaining a safe, supportive, and connected school climate. Through implementation of PBIS, MTSS for behavior and SEL, connectedness strategies, anti-bullying supports, safety systems, and ongoing professional development for instructional aides, the district aims to reduce behavioral incidents and improve students' sense of safety and belonging. These actions directly address suspension data trends and support the district's efforts to improve conditions for learning across all school sites.

Collectively, these actions demonstrate the district's continued commitment to addressing students' academic, behavioral, and social-emotional needs through integrated systems of support, strong family partnerships, and proactive school climate initiatives. Based on current data and stakeholder feedback, the district believes these actions remain effective and necessary to continue progress toward Goal 2 outcomes.

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

Action 2.3 is not contributing to the percentage of improved services, and actual expenditures were more than 10% above budget due to a salary increase for our School Resource Officer.

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

Overall, the actions for this goal are proving to be effective. Students' sense of safety and connectedness has improved across all four school sites, with the biggest gains among our 6th-8th-grade students. According to local surveys, parent connectedness has declined, and we will continue to work on actively engaging parents in the learning process. Parent results may be affected by our low parent survey completion rates, so we will modify our survey process next school year to offer in-person opportunities to complete the survey during parent conference week, in hopes of increasing parent survey participation rates.

LREBG action 2.2, two full-time district counselors, has been effective overall, as measured by increased P2 attendance and a significant drop in chronic absenteeism rates districtwide. Although our overall chronic absenteeism rate decreased from 8% to 4.1%, we continue to struggle with higher-than-average chronic absenteeism rates for our American Indian students, foster youth, and students with disabilities. To address this disparity, we will continue working to increase student connectedness. Specific attention will be given to our two smaller schools to support our most struggling subgroups. Our School Resource Officer has been explicitly assigned to Central and Stratford Schools to support this goal. All SEL practices will continue to be monitored to ensure growth for all student subgroups.

According to the 2025 CA school dashboard, our student suspension rates have increased slightly overall from our baseline, with the most significant challenges among our foster youth, SWD, and American Indian students. Accordingly, our staff has been trained in restorative practices and de-escalation strategies to help address this disparity. Student discipline practices have also been refined to encourage the use of suspension alternatives when practical. Increased SRO presence at our two small schools, targeted group and individual counseling support, and enhanced SEL practices will also contribute to growth in this area.

Chronic absenteeism rates have declined overall for all student subgroups. Students with disabilities, socio-economically disadvantaged, and American Indian students still have slightly higher chronic absenteeism than other student subgroups, and we will continue to work on engaging these student subgroups specifically through the MTSS process.

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.

Total salary expenditures for Action 2.2 were increased by $65,123 due to estimated actuals exceeding budgeted amounts and anticipated salary increases. LREBG funds supporting Action 2.2 were increased from $302,676 to $439,341 to account for salary increases for two full-time counselors, as well as the addition of contracted BCBA services and Behavior Solutions professional development to support the integration of SEL within the MTSS structure. This model is designed to address the needs of all students, with a specific focus on unduplicated students. Research indicates that supporting students' social-emotional well-being directly impacts student engagement, attendance, and overall school climate. Based on the needs assessment, stakeholders agree that this is a targeted area of need. Targeted

group and individual counseling support will be provided to our most struggling subgroups, including foster youth, American Indian students, and Neutra's African American subgroup.

Budgeted expenditures for Action 2.3 were increased by $12,531.00, based on estimated actual costs exceeding the budgeted expenditures for the cost of a full-time School Resource Officer. Increased SRO presence at our two small schools will directly impact school climate, student engagement, and conditions of learning.

Middle School Dropout Rate and attendance will be used to measure student engagement for LREBG metric 2.2.

Our LTEL student group was added to Metric 2.3, Priority 6: School Climate. This metric addresses our LTELs, SWD, and American Indian subgroups, because these groups were identified for DA in 2024 due to high suspension rates (red performance level). To address the higher-than-average suspension rates for our LTEL, SWD, and American Indian subgroups, action 2.3 will focus on creating and sustaining a school climate of safety and connectedness. This includes PBIS strategies, an enhanced MTSS structure for behavior and SEL, targeted PD for teachers and instructional aides in the area of behavior support, and numerous safety enhancements.

**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** | Actively engage Parents in the learning process. | The District and Sites will:<br>(1)Build Relationships: - Support staff in learning about families through the use of the parent-completed Student Inventory (strengths, culture, language, goals).<br>(2)Build Partnerships for Student Outcomes: Provide parents with information and resources to Support Learning at Home.<br>(3)Seek Input for Decision Making - Provide opportunities to plan, design, implement, and evaluate family engagement together (families, teachers, principals, and district admin.)<br>(4)Sites will implement at least 1 new opportunity for teachers to meet with families.<br>(5)System for 2-way communication between parents and teachers, sites, and/or District Office.<br><br>Aligned to Priority 3: Parent Involvement<br>Measured by metric: Local Indicator Self-Reflection Tool for Parent Engagement<br>Local Measure: Parent Survey and Input from Committees | $15,918.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.2** | Actively Engage Students in the Learning Process | The District and Sites will ensure:<br><br>(1) Implementation of a Multi-Tiered System of Supports for Social-Emotional and Behavioral needs, including Tier I SEL Curriculum and Trauma-Informed Practices<br><br>(2) 2 FTE Counselors support the integration of SEL within the MTSS Structure. $311,341 in LREBG funds will be used to support this action. This model is designed to address the needs of all students while specifically targeting unduplicated students. Research shows that supporting students' social-emotional well-being directly impacts student engagement, attendance, and overall school climate. Based on the needs assessment, stakeholders agree that this is a targeted area of need.<br><br>(3) 2 FTE Counselors and 5 FTE PE Teachers collaborate to promote SEL through physical activity<br><br>(4) Development of SMART Goals and plans for celebrating and improving attendance at each site<br><br>(5) "Behavior Solutions" Professional Development for teachers and site administrators to align school-wide behavior interventions within the PLC process. $98,000 in LREBG funds will support this action. This model is designed to address the needs of all students while specifically targeting unduplicated students. Research shows that supporting students' social-emotional well-being directly impacts student engagement, attendance, and overall school climate. Based on the needs assessment, stakeholders agree that this is a targeted area of need.<br><br>(6) Contracted BCBA services to support tier 3 behavior support for targeted students. $30,000 in LREBG funds will be used to support this action.<br><br>Principally directed at unduplicated students<br>Aligned to Priority 5: Pupil Engagement | $1,410,261.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Measured by metrics: Chronic Absenteeism Rates, Attendance, and Middle School Dropout Rates<br>LREBG actions measured by metrics: Chronic Absenteeism Rates, Attendance, and Middle School Dropout Rates | | |
| **2.3** | Create and sustain a School Climate of Safety and Connectedness, with intentional focus on Students with Disabilities, LTELs, American Indian students, and Neutra School's African American subgroup | The District and Sites will . . .<br>(1) Implement planned connectedness strategies at all sites<br>(2) Resource Officer<br>(3) Safety and Security Enhancements<br>(4) Stop It (Bully Program)<br>(5) Raptor (screening of adults on campus)<br>(6) Securly (internet filtering software)<br>(7) Implement Positive Behavior Interventions & Supports (PBIS) at all sites<br>(8) Implement a multi-tiered system of supports (MTSS) for behavior and social-emotional learning<br>(9) Provide ongoing PD for instructional aides in the areas of social-emotional learning and behavior interventions<br><br>Aligned to Priority 6: School Climate<br>Measured by metrics: Suspension Rate, Expulsion Rate, and Local Surveys.<br>Measures of pupils', parents', and teachers' sense of Safety and Connectedness<br>Local Measure: Parent, Staff, and Student Surveys<br><br>This action addresses the high suspension rates (red performance indicator) for Students with Disabilities (SWD), Long-term English Learners (LTELs), and American Indian students. These student groups have been identified for Differentiated Assistance (DA), and the district is partnering with the Kings County Office of Education to analyze data, strengthen supports, and implement targeted strategies to improve student behavior outcomes, engagement, and overall school climate for these subgroups. | $97,279.75 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | All students will make progress towards proficient achievement of state adopted standards through data driven decision making. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Monitoring student progress toward proficiency, using data-driven decision making, and providing the necessary learning opportunities and supports are necessary to ensure that all students and student groups are equipped to meet their futures with success.

2026-2027 Focus: The District & Sites will continue to focus on accelerating learning and closing the learning gaps for all students. Support will be provided for students based on real-time data and the cycle of continuous improvement.

Goal developed to address the following State Priorities and measured by the aligned metrics (See Baseline data below):
Priority 4 - Pupil Achievement
Priority 8 - Other Student 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 | Priority 4: Pupil Achievement<br><br>A. Statewide assessments ELA (2023 CAASPP data) | A. Academic Performance Indicator: ELA<br><br>All Students<br>7.8 points below standard<br><br>English Learners<br>66.8 points below standard | A. Academic Performance Indicator: ELA<br><br>All Students<br>11.5 points below standard<br><br>English Learners<br>79.5 points below standard | A. Academic Performance Indicator: ELA<br><br>All Students<br>3.4 points below standard<br><br>English Learners<br>74 points below standard | A. Academic Performance Indicator: ELA<br><br>10 point improvement each year for each student group | A. Academic Performance Indicator: ELA<br><br>All Students +4.4<br><br>English Learners -7.2<br><br>Long-term English Learners +14 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Long-term English Learners<br>0% met or exceeded (22-23 DataQuest)<br>(0% met or exceeded is incorrect. Should be 113.6 points below standard)<br><br>Foster Youth<br>47.6 points below standard<br><br>Socioeconomically Disadvantaged<br>28.5 points below standard<br><br>African American<br>1.6 points below standard<br><br>American Indian<br>68.8 points below standard<br><br>Filipino<br>69.7 points above standard<br><br>Hispanic<br>23.1 points below standard<br><br>Students with Disabilities | Long-term English Learners<br>92.9 points below standard<br><br>Foster Youth<br>90.8 points below standard<br><br>SED<br>34.9 points below standard<br><br>African American<br>3.2 points below standard<br><br>American Indian<br>92.6 points below standard<br><br>Filipino<br>61 points above standard<br><br>Hispanic<br>33 points below standard<br><br>Students with Disabilities<br>88.2 points below standard<br><br>White | Long-term English Learners<br>99.6 points below standard<br><br>Foster Youth<br>93.1 points below standard<br><br>SED<br>32.2 points below standard<br><br>African American<br>9.3 points above standard<br><br>American Indian<br>86.8 points below standard<br><br>Filipino<br>46.3 points above standard<br><br>Hispanic<br>28.2 points below standard<br><br>Students with Disabilities<br>99.6 points below standard<br><br>White | | Foster Youth -45.5<br><br>SED -3.7<br><br>African American +10.9<br><br>American Indian -18<br><br>Filipino -23.4<br><br>Hispanic -5.1<br><br>Students with Disabilities -30.9<br><br>White +19.9 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 68.7 points below standard<br><br>White<br>13.2 points below standard<br>(13.2 points below standard is incorrect. Should be 13.2 points above standard)<br><br>(CA School Dashboard 2023) | 17.2 points above standard<br><br>(CA School Dashboard 2024) | 33.1 points above standard<br><br>(CA School Dashboard 2025) | | |
| 3.2 | Priority 4: Pupil Achievement<br><br>A. Statewide assessments math (2023 CAASPP data) | A. Academic Performance Indicator: Math<br><br>All Students<br>28.6 points below standard<br><br>Foster Youth<br>54.4 points below standard<br><br>English Learners 84.1 points below standard<br><br>Socioeconomically Disadvantaged<br>49.6 points below standard<br><br>African American<br>24.6 points below standard | A. Academic Performance Indicator: Math<br><br>All Students<br>29.6 points below standard<br><br>Foster Youth<br>74.6 points below standard<br><br>English Learners<br>87.4 points below standard<br><br>SED<br>52 points below standard<br><br>African American<br>25.5 points below standard | A. Academic Performance Indicator: Math<br><br>All Students<br>22.4 points below standard<br><br>Foster Youth<br>95.1 points below standard<br><br>English Learners<br>83.7 points below standard<br><br>SED<br>47.6 points below standard<br><br>African American<br>10.8 points below standard | A. Academic Performance Indicator: Math<br><br>10 point improvement each year for each student group | A. Academic Performance Indicator: Math<br><br>All Students +6.2<br><br>Foster Youth -40.7<br><br>English Learners +0.4<br><br>SED +2<br><br>African American +13.8<br><br>American Indian -28.7<br><br>Filipino -38.7<br><br>Hispanic -1.1 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | American Indian<br>83 points below standard<br><br>Filipino<br>72.2 points above standard<br><br>Hispanic<br>47.2 points below standard<br><br>Students with Disabilities<br>79.2 points below standard<br><br>White<br>5 points below standard<br><br>(CA School Dashboard 2023) | American Indian<br>87.2 points below standard<br><br>Filipino<br>26.6 points above standard<br><br>Hispanic<br>50.6 points below standard<br><br>Students with Disabilities<br>91 points below standard<br><br>White<br>2.3 points below standard<br><br>(CA School Dashboard 2024) | American Indian<br>111.7 points below standard<br><br>Filipino<br>33.5 points above standard<br><br>Hispanic<br>48.3 points below standard<br><br>Students with Disabilities<br>94.8 points below standard<br><br>White<br>12.9 points above standard<br><br>(CA School Dashboard 2025) | | Students with Disabilities -15.6<br><br>White +17.9 |
| 3.3 | Priority 4: Pupil Achievement<br><br>A. Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (2023 Summative ELPAC) | A. Percentage of English learner students who make progress toward English proficiency:<br><br>ELPAC:<br>13.42% Level 4<br>38.93% Level 3<br>36.24% Level 2<br>11.41% Level 1<br>(Summative ELPAC 2022-23 DataQuest) | A. Percentage of English learner students making progress toward English proficiency:<br><br>ELPAC:<br>8.6% Level 4<br>44.4% Level 3<br>32.7% Level 2<br>14.2% Level 1 | A. Percentage of English learner students making progress toward English proficiency:<br><br>ELPAC:<br>20.83% Level 4<br>34.72% Level 3<br>29.17% Level 2<br>15.28% Level 1 | A. Percentage of English learner students making progress toward English proficiency will increase by 10% annually (Summative ELPAC) | A. Percentage of English learner students making progress toward English proficiency:<br><br>ELPAC:<br>+7.41% Level 4<br>-4.21% Level 3<br>-7.07% Level 2<br>+3.87% Level 1 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ELPI: 58.2% baseline | (Summative ELPAC 2023-24)<br><br>ELPI: 41.6% for year 1 | (Summative ELPAC 2024-25)<br><br>ELPI: 53.4% for year 2 | | ELPI: -4.8% |
| 3.4 | Priority 4: Pupil Achievement<br><br>Long term English learner (2023 CAASPP data) | Long-term English learner (LTEL): 0% met or exceeded in CAASPP ELA<br><br>Long-term English learner (LTEL): 0% met or exceeded CAASPP Math<br><br>(DataQuest 2022-23) | Long-term English learner (LTEL): 7.1% met or exceeded in ELA<br><br>Long-term English learner (LTEL): 3.6% met or exceeded in Math<br><br>(DataQuest 2023-24) | Long-term English learner (LTEL): 7.14% met or exceeded in ELA<br><br>Long-term English learner (LTEL): 14.28% met or exceeded in Math<br><br>(DataQuest 2024-25) | Long-term English learner (LTEL): 10% met or exceeded annually in both ELA & Math | LTEL met or exceeded standard:<br>ELA +7.14%<br>Math +14.28% |
| 3.5 | Priority 4: Pupil Achievement<br><br>A. Statewide assessments Science (2023 CAST data) | Academic Performance Indicator: CAST<br><br>All Students<br>30.7% met or exceeded standard<br><br>English Learners<br>0% met or exceeded standard<br><br>LTELs<br>0% met or exceeded standard<br><br>Foster Youth<br>0% met or exceeded standard | Academic Performance Indicator: CAST<br><br>All Students<br>25.6% met or exceeded standard<br><br>English Learners<br>0% met or exceeded standard<br><br>LTELs<br>0% met or exceeded standard<br><br>Foster Youth<br>0% met or exceeded standard | Academic Performance Indicator: CAST<br><br>All Students<br>36.33% met or exceeded standard<br><br>English Learners<br>5.56% met or exceeded standard<br><br>LTELs<br>no data available<br><br>Foster Youth<br>no data available<br><br>Socioeconomically | A. Academic Performance indicator: CAST<br><br>The percentage of students meeting standard in each student group will increase by 5% each year. | Academic Performance Indicator: CAST<br><br>All Students<br>+6.26%<br><br>English Learners<br>+5.56%<br><br>LTELs: no data available<br><br>Foster Youth: no data available<br><br>SED +2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Socioeconomically Disadvantaged (SED)<br>23% met or exceeded standard<br><br>African American<br>31.3% met or exceeded standard<br><br>American Indian<br>2.6% met or exceeded standard<br><br>Filipino<br>100% met or exceeded standard<br><br>Hispanic<br>17% met or exceeded standard<br><br>Students with Disabilities<br>23.1% met or exceeded standard<br><br>White<br>36.1% met or exceeded standard | Socioeconomically Disadvantaged (SED)<br>12.5% met or exceeded standard<br><br>African American<br>38.1% met or exceeded standard<br><br>American Indian<br>5.3% met or exceeded standard<br><br>Filipino<br>Discontinued (no data displayed)<br><br>Hispanic<br>3.2% met or exceeded standard<br><br>Students with Disabilities<br>7.1% met or exceeded standard<br><br>White<br>29.7% met or exceeded standard | Disadvantaged (SED)<br>25% met or exceeded standard<br><br>African American<br>41.67% met or exceeded standard<br><br>American Indian<br>6.25% met or exceeded standard<br><br>Filipino<br>no data available<br><br>Hispanic<br>28.89% met or exceeded standard<br><br>Students with Disabilities<br>10.52% met or exceeded standard<br><br>White<br>49.35% met or exceeded standard | | African American<br>+10.37%<br><br>American Indian:<br>+3.65%<br><br>Filipino: no data available<br><br>Hispanic +11.89%<br><br>Students with Disabilities -<br>12.58%<br><br>White +13.25% |
| 3.6 | Priority 8: Pupil Outcomes (2024 Power School Data) | Learning in a Broad Course of Study<br><br>All students will be placed in the appropriate courses | Learning in a Broad Course of Study<br><br>All students will be placed in the | Learning in a Broad Course of Study<br><br>All students will be placed in the | Learning in a Broad Course of Study<br><br>All students will be placed in the | Learning in a Broad Course of Study<br><br>All students have access to a broad |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | and have access to the following courses: ELA, math, science, social studies, PE/Health, Visual/performing Arts, & ELD for EL students. (Master Schedule)<br><br>(2024 PowerSchool data), Trimester 2 for Grades 4-8<br>ELA 88%<br>Math 87%<br>Science 93%<br>Social Studies 91%<br>PE/Health 93%<br>Visual/Performing Arts 86%<br>ELD for EL Students 79%<br><br>Each Site have at least 1 Performance or Exhibit, including Visual and/or Performing Arts | appropriate courses and have access to the following courses: ELA, math, science, social studies, PE/Health, Visual/performing Arts, & ELD for EL students. (Master Schedule)<br><br>(2025 PowerSchool data), Trimester 2 for Grades 4-8<br>ELA 100%<br>Math 100%<br>Science 100%<br>Social Studies 100%<br>PE/Health 100%<br>Visual/Performing Arts 100%<br>ELD for EL Students 100%<br><br>Each Site held at least 1 Performance or Exhibit, including Visual and/or Performing Arts | appropriate courses and have access to the following courses: ELA, math, science, social studies, PE/Health, Visual/performing Arts, & ELD for EL students. (Master Schedule)<br><br>(2026 PowerSchool data), Trimester 2 for Grades 4-8<br>ELA 100%<br>Math 100%<br>Science 100%<br>Social Studies 100%<br>PE/Health 100%<br>Visual/Performing Arts 100%<br>ELD for EL Students 100%<br><br>Each Site held at least 1 Performance or Exhibit, including Visual and/or Performing Arts | appropriate courses and have access to the following courses: ELA, math, science, social studies, PE/Health, Visual/performing Arts, & ELD for EL students. (Master Schedule)<br><br>Trimester 2 for Grades 4-8 annually<br>ELA 100%<br>Math 100%<br>Science 100%<br>Social Studies 100%<br>PE/Health 100%<br>Visual/Performing Arts 100%<br>ELD for ELs 100%<br><br>Each Site have at least 1 Performance or Exhibit, including Visual and/or Performing Arts | course of study and have access to all courses: Goal Met (Master Schedule)<br><br>(2026 PowerSchool data), Trimester 2 for Grades 4-8<br>ELA +12%<br>Math +13%<br>Science +7%<br>Social Studies +9%<br>PE/Health- +7%<br>Visual/Performing Arts- +14%<br>ELD for EL Students- +21%<br><br>Each Site held at least 1 Performance or Exhibit, including Visual and/or Performing Arts (no change) |
| 3.7 | Priority 4: Pupil Achievement | C. English Learner Reclassification Rate 3.2% (DataQuest 2022-23 | C. English Learner Reclassification Rate 6.7% | C. English Learner Reclassification Rate 19.44% | C. English Learner Reclassification Rate 15% annually | C. English Learner Reclassification Rate +16.24% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | C. EL reclassification rate (2023 DataQuest) | | (DataQuest 2023-24) | (DataQuest 2024-25) | | |
| 3.8 | Priority 4: Pupil Achievement<br><br>iReady Diagnostic Assessment data | Local Data:<br>Academic performance in Reading<br>on iReady administered in spring 2023:<br>(Spring 2023 is incorrect. Should be fall 2023)<br>All Students 25% proficient<br>SED 18% proficient<br>English Learners 3% proficient<br>Foster Youth 6 % proficient<br>American Indian 8% proficient<br>SWD 11% proficient<br><br>Academic performance in Mathematics on iReady administered in spring 2023:<br>(Spring 2023 is incorrect. Should be fall 2023)<br>All Students 13% proficient<br>SED 9% proficient<br>English Learners 2% proficient<br>Foster Youth 0% proficient<br>American Indian 0% proficient | Local Data:<br>Academic performance in Reading (Spring 2025 iReady)<br>All Students 45% proficient<br>SED 36% proficient<br>English Learners 11% proficient<br>Foster Youth 13% proficient<br>American Indian 19% proficient<br>SWD 24% proficient<br><br>Academic performance in Math (Spring 2025 iReady)<br>All Students 34% proficient<br>SED 26% proficient<br>English Learners 8% proficient<br>Foster Youth 7% proficient<br>American Indian 9% proficient<br>SWD 20% proficient | Local Data:<br>Academic performance in Reading (Spring 2026 iReady)<br>All Students 47% proficient<br>SED 36% proficient<br>English Learners 12% proficient<br>Foster Youth 29% proficient<br>American Indian 21% proficient<br>SWD 23% proficient<br><br>Academic performance in Math (Spring 2026 iReady)<br>All Students 35% proficient<br>SED 25% proficient<br>English Learners 4% proficient<br>Foster Youth 5% proficient<br>American Indian 12% proficient<br>SWD 16% proficient | The number of students proficient in both Reading and Math in all student groups will increase by 10% by the end of each school year on the iReady diagnostic. | Local Data:<br>Academic performance in Reading (Spring 2025 iReady)<br>All Students +18%<br>SED +14%<br>English Learners +11%<br>Foster Youth +23%<br>American Indian +13%<br>SWD +8%<br><br>Academic performance in Math (Spring 2025 iReady)<br>All Students +16%<br>SED +14%<br>English Learners +3%<br>Foster Youth +5%<br>American Indian +11%<br>SWD +8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD 12% proficient | | | | |
| 3.9 | Priority 4: Pupil Achievement<br><br>English Learner Progress Indicator (ELPI)<br>(2023 Summative ELPAC) | 2023 Summative ELPAC ELPI Growth:<br>ELs: 58.2%<br>LTELs: 76% | 2024 Summative ELPAC ELPI Growth:<br>ELs: 41.6%<br>LTELs: 33.3% | 2025 Summative ELPAC ELPI Growth:<br>ELs: 53.4%<br>LTELs: 65.4% | Summative ELPAC ELPI Growth: ELs: 60%<br>LTELs: 60% | 2025 Summative ELPAC ELPI Growth:<br>ELs: -4.8%<br>LTELs: -10.6% |

# Goal Analysis [2025-26]

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

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

Goal 3 actions were successfully implemented as intended, with no relevant challenges impacting implementation. The district implemented a comprehensive professional learning plan to build staff capacity in meeting the academic, behavioral, and social-emotional needs of all students. Professional learning materials, supplementary resources, and instructional supports were provided to strengthen implementation of the Multi-Tiered System of Supports (MTSS) framework across all school sites. Staff also participated in targeted professional development focused on improving outcomes for English learners through designated and integrated ELD instruction, English language acquisition strategies, and EL intervention supports. ELD instructional kits were purchased and utilized to support teachers in lesson design and effective instructional delivery.

The district continued strengthening MTSS implementation through cycles of continuous improvement focused on academics, behavior, and social-emotional supports. Teachers consistently implemented the tenets of Professional Learning Communities (PLCs), meeting weekly to review student data, identify areas of need, and develop targeted instructional responses with urgency and intentionality. The MTSS framework was leveraged to provide timely interventions, differentiated instruction, and high expectations for all students.

A continued focus was placed on improving outcomes for Students with Disabilities, American Indian students, English Learners, and Long-term English Learners (LTELs). Instructional technology was replaced to ensure students had access to current technology and consistent use in classrooms for academic purposes. Based on analysis of ELPAC and CAASPP data, the district implemented additional interventions beyond the school day, including Saturday EL bootcamps and after-school reading intervention services for English Learners and LTELs. Ongoing professional development was also provided to teachers in English Language Development, English language acquisition, and strategies to support LTELs in the classroom.

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

Action 3.1, implementation of MTSS and PLCs, cost more than 10 percent less than what was budgeted for this goal due to lower-than-expected PD costs. Action 3.2, instructional aides, cost approximately 27% more than budgeted, due to negotiated salary increases, and to account for employee benefits costs, which were previously not accounted for in the original budget. The actual cost for action 3.5, providing targeted additional services for long-term English Learners, exceeded the budget by more than 10% due to increased personnel costs to cover additional intervention hours provided to students based on need. Action 3.6, ELD training, exceeded the budget by more than 10% due to additional costs for PD supplies.

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

Overall, Goal 3 Actions have been effective. The 2025 California Dashboard shows an increase in student achievement across the board, and local iReady measures demonstrate significant growth during the 2025-26 school year in reading and mathematics for all student subgroups, with a 18% increase in the number of students proficient in reading and a 16% increase in the number of students proficient in math. Our most notable increases in achievement were for socioeconomically disadvantaged students, foster youth, and American Indian students.

Because our LTEL students declined in reading on the CAASPP assessment, we will make a conscientious effort to enhance our targeted interventions to support our LTEL subgroup, and we will continue to provide professional development to all teachers to achieve this 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.

On the 2025 CA Dashboard, American Indian students were identified for Differentiated Assistance (DA) due to low mathematics performance (red indicator), and Students with Disabilities (SWD) were identified for DA due to low ELA performance (red indicator). As a result, Actions 3.1 and 3.2 will be strategically targeted to support these student groups through strengthened MTSS and PLC structures, targeted instructional aide support, and increased opportunities for small-group instruction. In addition, tiered academic interventions will be developed and implemented to address the specific needs of Neutra’s African American subgroup.

Metric 3.3, Priority 4: Pupil Achievement, was revised to include both ELPI levels and proficiency-level breakdowns in order to more accurately measure and reflect progress toward English language proficiency.

Metric 3.9, Priority 4: Pupil Achievement, will continue to focus on ELPI growth for Long-Term English Learners (LTELs), as this subgroup was identified for DA due to low English Learner progress (red indicator) on the 2024 Summative ELPAC. To address these needs, Actions 3.4 and 3.5 will continue to provide targeted support beyond the school day, including intensive ELD instruction focused on reading comprehension, which is the weakest ELPAC domain for LTEL students. An additional $1,000 (increase from $4,500 to $5,500) has been added to Action 3.5 to expand services for the LTEL subgroup.

Budgeted funds for Action 3.1 were reduced by $24,998 due to decreased professional development costs, while funding for Action 3.2 increased by $375,473 to account for rising personnel costs, including salary and benefit increases not previously included in the budget.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Implement Multi Tiered Systems of Support (MTSS) and Professional Learning Communities (PLC) Process. | There is a continued districtwide focus on the following:<br>1.) Implementation of a comprehensive professional learning (PL) plan to build the capacity of all staff to better meet the needs of the students.<br>2.) Provide PL materials and supplies & supplementary materials to support identified needs through the implementation of MTSS.<br>3.) PL to support staff in effectively meeting the needs of English learners: improving language acquisition, designated and/or Integrated ELD, and EL Intervention. ELD Kits were purchased for teachers to support them in lesson design.<br>4.) Implement MTSS and strengthen the tiers at each site through the cycle of continuous improvement, focusing on academics, social-emotional, and behavioral needs of students.<br>5.) Teachers will implement the tenets of PLCs and continue to make data-driven decisions to best support the needs of all students.<br>6.) The MTSS framework will be leveraged to provide timely interventions to all students, including the implementation of lessons designed with differentiation, support, and high expectations.<br>7.) Intentional focus on students with disabilities and American Indian students<br><br>Aligned to Priority 4 Pupil Achievement<br>Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner, and Reclassification Rate.<br><br>Aligned to Priority 8 Other Student Outcomes<br>Metrics: Students making Learning in a Broad Course of Study (Trimester 2 grades)<br><br>This action addresses the low ELA and Math performance (red performance indicator) for American Indian students and the low ELA performance (red performance indicator) for Students with Disabilities | $60,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | (SWD). These student groups have been identified for Differentiated Assistance (DA), and the district is partnering with the Kings County Office of Education to analyze data, strengthen supports, and implement targeted strategies to improve academic performance for these subgroups. | | |
| **3.2** | Instructional Aides | Teachers and instructional aides have received professional development in designing small-group and differentiated instruction. Small-group instruction allows instructional aides to provide immediate academic intervention in real time, in collaboration with the classroom teacher. Teachers meet in their PLCs every Wednesday, review student data, and develop lesson plans to support students with a sense of urgency. Instructional aides play an instrumental role in supporting students' academic needs and helping close the achievement gap. This action is directed to meet the needs of our most at-risk students, especially students with disabilities and American Indian students.<br><br>Aligned to Priority 4 Pupil Achievement<br>Metrics: Students making minimally 1 grade level growth from fall to spring on the iReady diagnostic assessment (metric 3.8)<br><br>This action addresses the low ELA and Math performance (red performance indicator) for American Indian students and the low ELA performance (red performance indicator) for Students with Disabilities (SWD). These student groups have been identified for Differentiated Assistance (DA), and the district is partnering with the Kings County Office of Education to analyze data, strengthen supports, and implement targeted strategies to improve academic performance for these subgroups. | $1,582,462.00 | Yes |
| **3.3** | Replace Technology Devices | Replacement of instructional technology to ensure access to up to date technology and regular academic use.<br><br>Aligned to Priority 8 Other Student Outcomes<br><br>Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades) | $185,523.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.4** | Provide targeted additional services for English Learners, including intensive English Language Development in the area of Reading. | For English Learners, we referenced both the ELPAC and CAASPP assessment scores and noticed that overall, 36% of students scored at a level 1 (beginning) in the ELPAC reading domain, and 63% of students scored at level 1 (standard not met) in the CAASPP reading domain. As such, we will provide interventions beyond the school day to target English Language Development in the area of reading. English Learners will be provided with intensive ELD reading instruction through an EL bootcamp offered on Saturdays throughout the school year. In addition, English Learners will be provided with targeted reading intervention services after school.<br><br>Aligned to Priority 4 Pupil Achievement<br>Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate, English Learner Progress Indicator<br><br>This action addresses the low English Learner Progress Indicator (ELPI) for LTELs. This student group has been identified for Differentiated Assistance (DA), and the district is partnering with the Kings County Office of Education to analyze data, strengthen supports, and implement targeted strategies to improve English language proficiency. | $12,600.00 | No |
| **3.5** | Provide targeted additional services for Long-term English Learners (LTELs), including intensive English Language Development in the area of Reading. | For Long-term English Learners (LTELs), we referenced both the ELPAC and CAASPP assessment scores and noticed that overall, 50% of students scored at a level 1 (beginning) in the ELPAC reading domain, and 78% of students scored at level 1 (standard not met) in the CAASPP reading domain. As such, we will provide interventions beyond the school day to target English Language Development in the area of reading. LTELs will be provided with intensive ELD reading instruction through an EL bootcamp offered on Saturdays throughout the school year. In addition, LTELs will be provided targeted reading intervention services after school.<br><br>Aligned to Priority 4 Pupil Achievement<br>Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate, English Learner Progress Indicator | $5,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | This action addresses the low English Learner Progress Indicator (ELPI) for LTELs. This student group has been identified for Differentiated Assistance (DA), and the district is partnering with the Kings County Office of Education to analyze data, strengthen supports, and implement targeted strategies to improve English language proficiency. | | |
| **3.6** | Provide teachers with ongoing professional development specific to English Learners and English Language Development | The district will provide teachers with ongoing professional development in the areas of English Language Development, English Language Acquisition, and how to support Long-term English Learners in the classroom.<br><br>This action addresses the low English Learner Progress Indicator (ELPI) for LTELs. This student group has been identified for Differentiated Assistance (DA), and the district is partnering with the Kings County Office of Education to analyze data, strengthen supports, and implement targeted strategies to improve English language proficiency. | $1,000.00 | No |
| **3.7** | Districtwide Homeless students support | Funds set aside to provide a variety of services to homeless students. Includes services to assist homeless students in meeting the students' varied social emotional and academic needs. | $1,500.00 | No |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $1,345,751.00 | $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 |
|---|---|---|---|
| 7.682% | 0.000% | $0.00 | 7.682% |

**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 |
|---|---|---|---|
| **2.2** | **Action:**<br>Actively Engage Students in the Learning Process<br><br>**Need:**<br>Chronic Absenteeism rates (2025 CA Dashboard):<br>All Students: 4.1%<br>Socioeconomically Disadvantaged: 5.6%<br>English Learners: 3.6%<br>Foster Youth: 0% | To address concerns regarding the legitimacy of using supplemental funds within the District LCAP for LEA-wide actions when the unduplicated pupil percentage is less than 55%, it is essential to maintain a wide view, rather than a narrow scope for student support. CUESD continues to evaluate and support ongoing efforts to improve opportunities for all students. The basis for this determination, along with considerations of alternatives are listed below: | Goal of Effectiveness: Chronic Absenteeism rates not to exceed 5% in all subgroups |

| 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 |
|---|---|---|---|
| | SWD 7.8%<br>American Indian 6.7%<br><br>**Scope:**<br>LEA-wide | Justification for LEA-Wide Actions<br>1. Implementation of a Multi-Tiered System of Support (MTSS) for Social-Emotional and Behavioral Needs:<br>Research Basis: The CASEL framework supports the integration of social-emotional learning (SEL) within an MTSS structure. This model is designed to address the needs of all students while being particularly beneficial to unduplicated students, including socioeconomically disadvantaged pupils. SEL has been shown to improve student engagement, attendance, and overall school climate, which are crucial for the success of unduplicated pupils.<br>Educational Theory: The MTSS framework is grounded in the theory of differentiated instruction and universal design for learning, which promotes equitable access to education for all students. By implementing Tier I SEL Practices, the district is proactively addressing the social-emotional needs that can significantly impact academic outcomes.<br>Effectiveness: This approach is particularly effective in schools with diverse student populations where unduplicated students may face additional challenges. By implementing these supports LEA-wide, the district ensures that all students, including those from unduplicated groups, receive the necessary interventions to succeed.<br><br>2. Use of Counselors and PE Teachers to Promote Social-Emotional Learning:<br>Research Basis: Studies, such as those cited by John Hattie in "Visible Learning," highlight the impact of Collective Teacher Efficacy, which has a very high effect size (d=1.57) on student | |

| 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 |
|---|---|---|---|
| | | achievement. Collaborative efforts between counselors and PE teachers to integrate SEL into physical education provide a holistic approach to student well-being, directly influencing attendance and engagement metrics.<br>Educational Theory: This strategy aligns with the Whole Child Approach, which emphasizes the importance of physical, emotional, and social well-being in addition to academic success. This approach is critical for unduplicated students who may experience external stressors that impact their school performance.<br>Effectiveness: Implementing this action LEA-wide ensures that all students benefit from these supports, particularly those in the unduplicated pupil groups who may require additional SEL interventions to improve their school connectedness and attendance.<br><br>3. Development of Goals for Attendance:<br>Research Basis: Evidence suggests that setting specific, measurable, achievable, and relevant goals can lead to significant improvements in student outcomes, including attendance. CUESD has actively monitored and celebrated attendance improvements to create a positive school culture that is particularly beneficial for unduplicated students who may be at higher risk of chronic absenteeism.<br>Educational Theory: Goal-setting theory emphasizes the importance of clear, actionable goals in motivating and improving performance. By focusing on attendance as a key metric, CUESD is directly addressing a critical area that impacts unduplicated students disproportionately.<br>Effectiveness: Although the attendance rates for | |

| 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 |
|---|---|---|---|
| | | socioeconomically disadvantaged students are slightly lower, the district's approach to using goals is designed address attendance for all students. LEA-wide implementation allows for a consistent, district-wide focus on attendance, ensuring that all schools are aligned in their efforts to improve pupil engagement.<br><br>Alternatives Considered<br>1. Targeted Interventions Only for Unduplicated Students:<br>Alternative Consideration: An alternative could have been to target specific interventions solely for unduplicated students. However, this approach fragments the funding and limits flexibility in providing support to students seamlessly throughout the instructional day.<br>Reason for Rejection: By implementing interventions LEA-wide, the district promotes a more inclusive environment that benefits all students, with a particular focus on supporting unduplicated pupils. This approach is aligned with the principles of equity and avoids the pitfalls of targeted-only interventions.<br><br>2. Reduction of Counselor and PE Staff:<br>Alternative Consideration: Another alternative could have been to reduce the number of counselors and PE staff and redirect those funds to other areas. However, this would have a negative impact on the SEL support available to students at all of our school sites, specifically our unduplicated students, which is crucial for improving attendance and engagement.<br>Reason for Rejection: Research supports the decision to maintain and even enhance these | |

| 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 |
|---|---|---|---|
| | | roles, indicating their positive impact on student well-being and achievement, particularly for unduplicated students.<br><br>Supporting Research and Experience<br>• John Hattie's Visible Learning: The research on Collective Teacher Efficacy provides a robust foundation for the district's approach. The high effect size demonstrates that when teachers work collaboratively with a shared belief in their ability to impact student outcomes, significant improvements are observed.<br>• CASEL Framework: The integration of SEL within the MTSS model is a research-backed strategy that has been shown to improve student engagement, attendance, and academic performance, all of which are critical for unduplicated students.<br><br>Conclusion<br>The CUESD district-wide actions outlined in the LCAP are not only compliant with the requirements for districts with an unduplicated pupil percentage of less than 55%, but they are also the most effective use for us within our District to utilize the supplemental funds to meet the needs of these student groups and enhance services for all students. The decision to implement these actions across the district is supported by a combination of research, educational theory, and practical experience, all of which indicate that this approach will lead to improved outcomes for all students, with a particular emphasis on supporting unduplicated pupils. | |

| 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 |
|---|---|---|---|
| **3.2** | **Action:**<br>Instructional Aides<br><br>**Need:**<br>Academic performance in Reading, iReady (Spring 2026):<br>All Students 47% proficient<br>SED 36% proficient<br>English Learners 12% proficient<br>Foster Youth 29% proficient<br>American Indian 21% proficient<br>SWD 23% proficient<br><br>Academic performance in Math, iReady (Spring 2026):<br>All Students 35% proficient<br>SED 25% proficient<br>English Learners 4% proficient<br>Foster Youth 5% proficient<br>American Indian 12% proficient<br>SWD 16% proficient<br><br>**Scope:**<br>LEA-wide | Role of Instructional Aides:<br>Research Basis: The study "How Much Do Teacher Assistants Improve Student Learning?" published in Educational Evaluation and Policy Analysis (2021) found that the presence of instructional aides significantly boosts student performance in critical areas like reading and math. This impact was especially notable among students who were initially underperforming, emphasizing that instructional aides can be a vital resource in supporting at-risk students. The findings highlight the positive influence of well-trained instructional aides on student outcomes. The study also underscored that employing instructional aides is a cost-effective approach to enhancing student outcomes, particularly when compared to other, more resource-intensive interventions. This is especially relevant for schools and districts with limited budgets seeking effective ways to support at-risk students.<br>Educational Theory: The role of instructional aides aligns with the theory of scaffolding, where additional support is provided to students as needed to achieve higher levels of understanding. Instructional aides act as a bridge, helping students master content that they might not be able to grasp independently.<br>Effectiveness: The integration of instructional aides into instructional practices, particularly within the MTSS framework, has been shown to be highly effective. Their ability to deliver targeted, direct instruction, especially in tiered intervention models, plays a vital role in closing achievement gaps and supporting students who are most at risk. | The number of students proficient in both Reading and Math in all student groups will increase by 10% by the end of each school year on the iReady diagnostic. |

| 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 |
|---|---|---|---|
| | | Multitiered System of Support (MTSS) Integration: Research Basis: The MTSS framework is widely supported by research as an effective approach to addressing diverse student needs through tiered interventions. The integration of instructional aides into MTSS is particularly effective at Tier II, where additional support and small group instruction is necessary for students who require more than core instruction. Specifically, (Meta-analysis of targeted small-group reading interventions, Journal of School Psychology 2018), found that small-group reading interventions an overall effect on improving reading skills, with more targeted interventions (focusing on specific skills) being more effective than comprehensive approaches addressing multiple skills. The review also found that smaller group sizes and interventions delivered over a longer duration slightly increased effectiveness. These results support the use of instructional aides in delivering targeted small-group instruction to enhance reading outcomes for at-risk students via the Tier II level in our MTSS. Educational Theory: MTSS is based on the early intervention theory, which advocates for providing support as soon as a student shows signs of struggling. This proactive approach is designed to prevent students from falling further behind by offering timely and targeted assistance. Effectiveness: The effectiveness of MTSS, enhanced by the involvement of instructional aides, is evident in its ability to deliver personalized interventions that address specific student needs. This model has been shown to be successful in improving outcomes for unduplicated students by providing the necessary support at critical points in their educational journey. | |

| 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 |
|---|---|---|---|
| | | Alternatives Considered and Justification:<br>Small school districts, like Central Union Elementary School District, often face unique challenges when it comes to resource allocation. With limited funding and staff, it is crucial to maximize the impact of every dollar spent to ensure that all students, particularly unduplicated students, receive the support they need to succeed academically and socially.<br><br>Limitations of a Targeted-Only Approach<br>A targeted-only approach, while addressing the immediate needs of specific at-risk students, can inadvertently exacerbate challenges for small districts with constrained resources. This approach typically requires additional administrative oversight, specialized programs, and staff, which can strain the limited capacity of small districts. Moreover, targeted interventions often fail to address broader systemic issues that affect the learning environment as a whole. For instance, focusing resources exclusively on unduplicated students may neglect the interconnectedness of student success, where the performance of all students can influence the overall educational experience and outcomes.<br><br>Advantages of an LEA-Wide Approach<br>Adopting an LEA-wide approach allows for the strategic allocation of resources across the entire district, thereby addressing both individual and systemic needs. By integrating supplemental funds into district-wide initiatives, small districts can develop and sustain systems that not only support unduplicated students but also enhance the | |

| 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 |
|---|---|---|---|
| | | educational environment for all students. This holistic approach is particularly advantageous in providing a pronounced, cohesive, district-wide system to our school communities.<br><br>Leveraging Limited Resources for Maximum Impact<br>An LEA-wide approach enables the district to make the most of its limited resources by avoiding the inefficiencies that often come with isolated, targeted programs. Instead of creating separate programs for unduplicated students; the district can integrate supports into existing systems, such as professional development for differentiated instruction and support or district-wide social-emotional learning initiatives. This not only ensures that unduplicated students receive the targeted support they need but also that all students benefit from improved teaching practices and a more supportive school climate.<br><br>Ensuring Equity and Sustainability<br>For small districts, sustainability is key. Programs and initiatives that are isolated to specific student groups can be difficult to maintain over time, especially as funding fluctuates. An LEA-wide approach, however, fosters a culture of continuous improvement and shared responsibility among all staff. By embedding the needs of unduplicated students into district-wide strategies, we can create sustainable, equitable systems that ensure all students have access to high-quality education. | |

### *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.

The district does not receive concentration grant funding, therefore this is not applicable.

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1:33 | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:16 | N/A |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 17,518,150.00 | 1,345,751.00 | 7.682% | 0.000% | 7.682% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,345,751.00 | $2,312,192.75 | $0.00 | $1,500.00 | $3,659,443.75 | $2,964,203.00 | $695,240.75 |

| 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 | Provide all students access to Basic Services | All | No | | | All Schools | 3 year span | $0.00 | $287,400.00 | | $287,400.00 | | | $287,400.00 | N/A |
| 1 | 1.2 | Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard. | English Learners | No | | | All Schools | 3 year span | $0.00 | $0.00 | | $0.00 | | | $0.00 | N/A |
| 1 | 1.3 | Broad Course of Study | All | No | | | All Schools | 3 year span | $0.00 | $0.00 | | $0.00 | | | $0.00 | N/A |
| 2 | 2.1 | Actively engage Parents in the learning process. | All | No | | | All Schools | 3 year span | $0.00 | $15,918.00 | | $15,918.00 | | | $15,918.00 | N/A |
| 2 | 2.2 | Actively Engage Students in the Learning Process | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year span | $1,282,261.00 | $128,000.00 | $653,072.00 | $757,189.00 | | | $1,410,261.00 | N/A |
| 2 | 2.3 | Create and sustain a School Climate of Safety and Connectedness, with intentional focus on Students with Disabilities, LTELs, American Indian students, and Neutra School's African American subgroup | All SWD, LTELs, and American Indian students | No | | | All Schools | 3 year span | $92,980.00 | $4,299.75 | | $97,279.75 | | | $97,279.75 | N/A |
| 3 | 3.1 | Implement Multi Tiered Systems of Support (MTSS) and Professional Learning Communities (PLC) Process. | All | No | | | All Schools | 3 year span | $0.00 | $60,000.00 | | $60,000.00 | | | $60,000.00 | N/A |
| 3 | 3.2 | Instructional Aides | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 year span | $1,582,462.00 | $0.00 | $692,679.00 | $889,783.00 | | | $1,582,462.00 | N/A |

| 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 | 3.3 | Replace Technology Devices | All | No | | | All Schools | 3 year span | $0.00 | $185,523.00 | | $185,523.00 | | | $185,523.00 | N/A |
| 3 | 3.4 | Provide targeted additional services for English Learners, including intensive English Language Development in the area of Reading. | English Learners | No | | | All Schools | 3 year span | $0.00 | $12,600.00 | | $12,600.00 | | | $12,600.00 | N/A |
| 3 | 3.5 | Provide targeted additional services for Long-term English Learners (LTELs), including intensive English Language Development in the area of Reading. | Long-term English Learners (LTELs) | No | | | All Schools | 3 year span | $5,500.00 | $0.00 | | $5,500.00 | | | $5,500.00 | N/A |
| 3 | 3.6 | Provide teachers with ongoing professional development specific to English Learners and English Language Development | English Learners | No | | | All Schools | 3 year span | $1,000.00 | $0.00 | | $1,000.00 | | | $1,000.00 | N/A |
| 3 | 3.7 | Districtwide Homeless students support | Homeless | No | | | All Schools | 3 year span | $0.00 | $1,500.00 | | | | $1,500.00 | $1,500.00 | N/A |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 17,518,150.00 | 1,345,751.00 | 7.682% | 0.000% | 7.682% | $1,345,751.00 | 0.000% | 7.682 % | **Total:** | $1,345,751.00 |
| | | | | | | | | **LEA-wide Total:** | $1,345,751.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **2** | **2.2** | Actively Engage Students in the Learning Process | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $653,072.00 | N/A |
| **3** | **3.2** | Instructional Aides | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $692,679.00 | N/A |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $3,097,436.00 | $3,418,897.02 |

| 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** | Provide all students access to Basic Services | No | $282,940.00 | $261,079.31 |
| **1** | **1.2** | Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard. | No | $0.00 | $0.00 |
| **1** | **1.3** | Broad Course of Study | No | $0.00 | $0.00 |
| **2** | **2.1** | Actively engage Parents in the learning process. | No | $15,918.00 | $15,918.00 |
| **2** | **2.2** | Actively Engage Students in the Learning Process | Yes | $1,217,138.00 | $1,244,913.32 |
| **2** | **2.3** | Create and sustain a School Climate of Safety and Connectedness, with intentional focus on Students with Disabilities, LTELs, American Indian students, and Neutra School's African American subgroup | No | $84,749.00 | $97,280.16 |
| **3** | **3.1** | Implement Multi Tiered Systems of Support (MTSS) and Professional Learning Communities (PLC) Process. | No | $84,998.00 | $57,489.66 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **3** | **3.2** | Instructional Aides | Yes | $1,206,989.00 | $1,536,370.66 |
| **3** | **3.3** | Replace Technology Devices | No | $185,104.00 | $185,104.00 |
| **3** | **3.4** | Provide targeted additional services for English Learners, including intensive English Language Development in the area of Reading. | No | $12,600.00 | $12,746.91 |
| **3** | **3.5** | Provide targeted additional services for Long-term English Learners (LTELs), including intensive English Language Development in the area of Reading. | No | 4,500.00 | $5,529.91 |
| **3** | **3.6** | Provide teachers with ongoing professional development specific to English Learners and English Language Development | No | $1,000.00 | $1,106.38 |
| **3** | **3.7** | Districtwide Homeless students support | No | $1,500.00 | $1,358.71 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,450,846 | $1,472,577.00 | $1,450,846.00 | $21,731.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.2** | Actively Engage Students in the Learning Process | Yes | $716,485.00 | $705,619.500 | N/A | N/A |
| **3** | **3.2** | Instructional Aides | Yes | $756,092.00 | $745,226.50 | N/A | N/A |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $17,449,847.00 | $1,450,846 | 0% | 8.314% | $1,450,846.00 | 0.000% | 8.314% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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