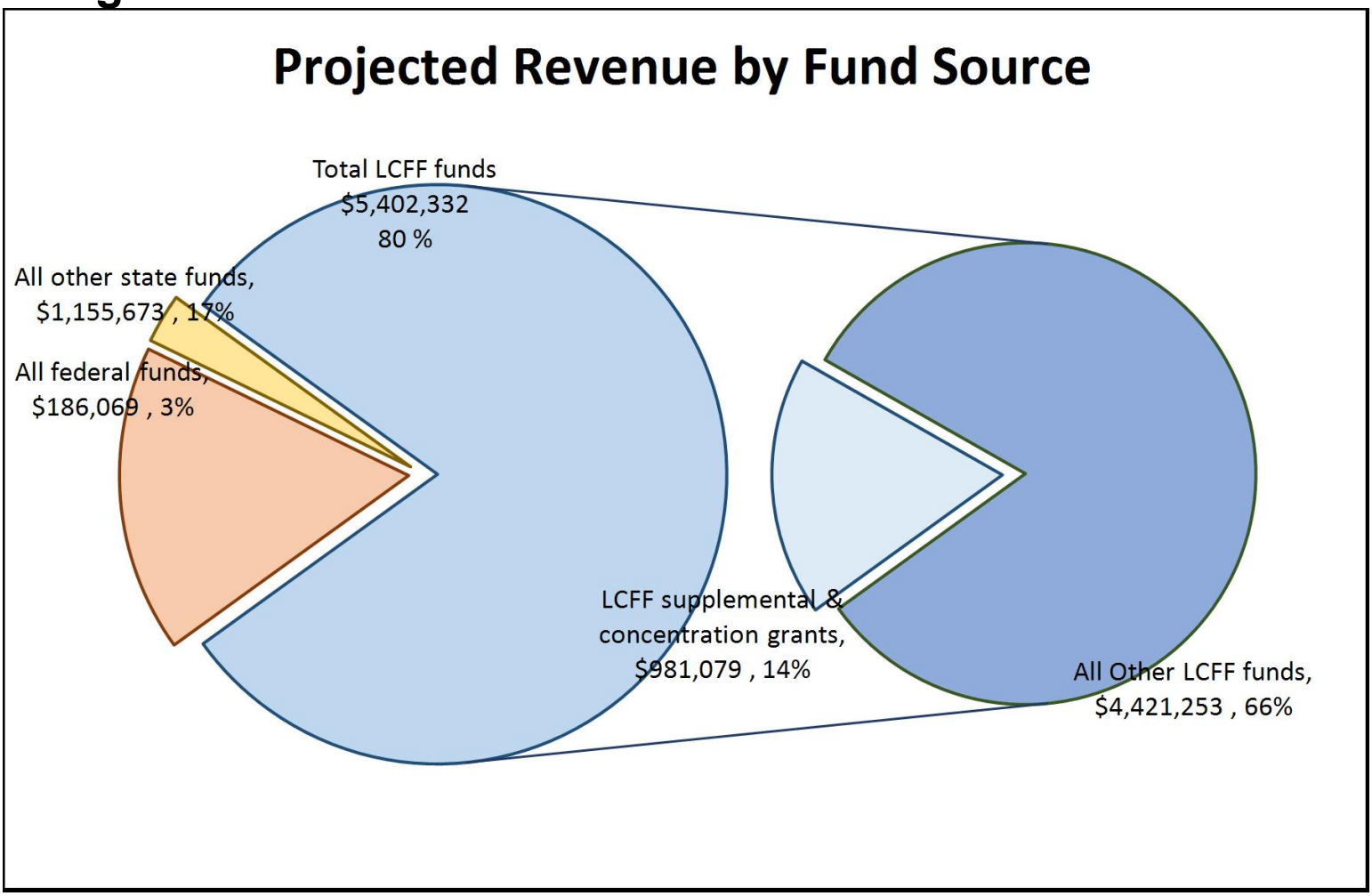
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maxwell Unified School District
CDS Code: 06616060600000
School Year: 2025-26
LEA contact information:
Summer Shadley
Superintendent
summershadley@maxwell.k12.ca.us
530-438-2052

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

Budget Overview for the 2025-26 School Year

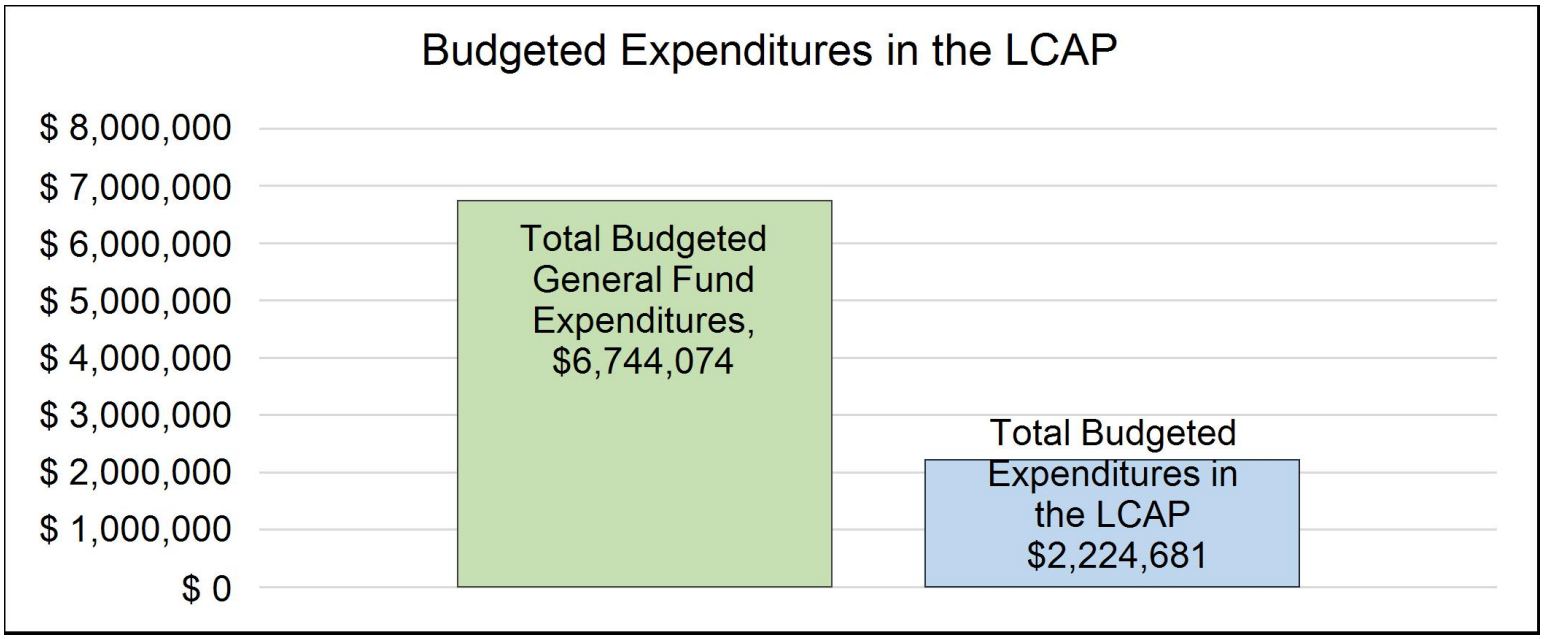


This chart shows the total general purpose revenue Maxwell Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Maxwell Unified School District is $5,402,332, of which $5402332 is Local Control Funding Formula (LCFF), $1155673 is other state funds, $0 is local funds, and $186069 is federal funds. Of the $5402332 in LCFF Funds, $981079 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 Maxwell Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

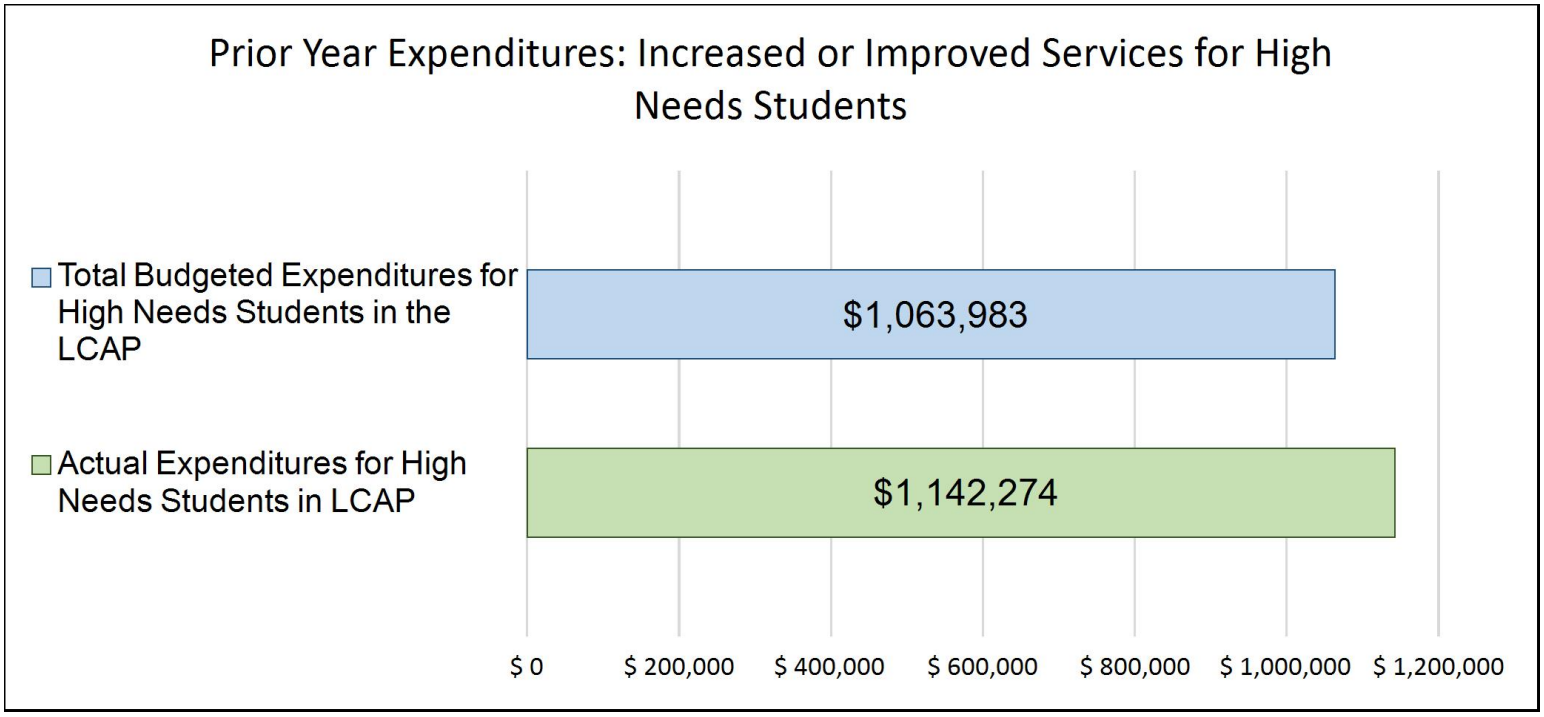
The text description of the above chart is as follows: Maxwell Unified School District plans to spend $6744074 for the 2025-26 school year. Of that amount, $2224681 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Maxwell Unified School District is projecting it will receive $981079 based on the enrollment of foster youth, English learner, and low-income students. Maxwell Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Maxwell Unified School District plans to spend $1214384 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 2024-25



This chart compares what Maxwell Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Maxwell Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Maxwell Unified School District's LCAP budgeted $1063983 for planned actions to increase or improve services for high needs students. Maxwell Unified School District actually spent $1142274 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $78291 had the following impact on Maxwell Unified School District’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures—$78,291—reflected MUSD’s commitment to exceeding its original plans to increase or improve services for high-needs students. MUSD had initially planned to allocate $1,063,983 to support services for high-needs students but ultimately spent $1,142,274, demonstrating a strategic decision to invest additional resources to meet student needs more effectively.

The additional expenditures enabled the district to expand and enhance programs and services in the following ways:

Field Trips: MUSD prioritized enriching student experiences by funding educational field trips, which provided students—many of whom have limited exposure to cultural or academic enrichment opportunities—with real-world learning experiences that reinforced classroom instruction, built background knowledge, and increased engagement.

Hiring a Music/Art Teacher: Recognizing the importance of a well-rounded education, MUSD hired a dedicated music and art teacher. This addition allowed high-needs students to access creative outlets that support emotional well-being, enhance cognitive development, and promote academic engagement.

Increasing Teacher Salary and Benefits for Retention: To retain high-quality educators and ensure continuity in instruction, MUSD increased teacher salaries and benefits. This investment is especially critical in rural or underserved areas where teacher retention can be a challenge. Stable, experienced teaching staff contribute directly to improved academic outcomes for high-needs students.

Hiring a Technology Director: A full-time technology director was brought on board to support the integration of instructional technology. This role ensured that digital resources—especially those needed for intervention, personalized learning, and distance access—were effectively implemented and maintained, benefiting all students, particularly those needing additional academic support.

Hiring 3 CTE Teachers: By hiring three Career and Technical Education (CTE) teachers, MUSD expanded hands-on, career-focused learning opportunities. These programs provided high-needs students with pathways to post-secondary success, improved student engagement, and helped reduce dropout rates by connecting learning to future careers.

Edgenuity and NWEA Software for Student Growth Monitoring: MUSD invested in Edgenuity and NWEA software to improve academic monitoring and personalized instruction. These tools allowed teachers to identify gaps in student learning, provide targeted interventions, and track progress over time—key strategies for closing achievement gaps among high-needs students.

In summary, the increased expenditures directly supported MUSD’s mission to improve educational outcomes for high-needs students. The district not only met its goals but surpassed them, enhancing both the scope and quality of services provided.

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
Maxwell Unified School District	Summer Shadley Superintendent	summershadley@maxwell.k12.ca.us 530-438-2052

Plan Summary [2025-26]

General Information

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

Maxwell Unified School District was established in March of 1908 and is located on I-5 north of Sacramento in a small, agricultural community. Its rural setting provides a unique surrounding where teachers take on an individual sense of personal ownership that contributes to a sense of interconnection among students, staff, and administrators. These relationships provide the students in Maxwell Unified School District with an environment where they feel safe as they steadily develop their academic skills. Maxwell Unified School District serves an area of 387 square miles. It consists of three schools, Maxwell Elementary (K-5), Maxwell Middle School (6-8), and Maxwell High School (9-12). Maxwell Elementary School and Maxwell Middle School are located on the same school site. Maxwell High School qualifies is a necessary small high school, which allows it to provide a number of programs, to include a broad course of study to support student learning. There are approximately 331 students in the district and 251 of these students are unduplicated, approximately 76%.

Maxwell Unified School Districrt has a diverse student population that it serves as represented below:
Hispanic Students: 56%
White Students: 40%
English Learners: 35%
Economically Disadvantaged: 64%
Homeless: 22%
Foster youth: .6%
Students with Disabilities: 14%

Maxwell Unified School District strives to provide a meaningful, rigorous academic program for all students within a safe and supportive environment, prepare students to be career or college ready, positive contributors to society, and promote academic excellence in the 2025-2026 Local Control and Accountability Plan for Maxwell Unified School District. Maxwell Unified School District serves the students through a strong standards based curriculum. Students, including unduplicated students and students with exceptional needs, are supported with after school and during school tutoring services, small group reading support, small classes, and high school credit recovery support.

Reflections: Annual Performance

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

Analyzing Maxwell Unified School District's performance using data from the California School Dashboard provides a comprehensive perspective on various academic and non-academic indicators. Let's delve into each area:

English Language Arts (ELA):
Overall, Maxwell Unified School District has shown steady improvement in ELA proficiency over the past few years, with the latest data indicating a 6% increase in proficiency rates compared to the previous year.
However, when disaggregated, data reveals a concerning achievement gap among certain student subgroups. For example, English Learners and socioeconomically disadvantaged students continue to struggle, with proficiency rates lagging behind their peers by 10%. The District fell in the yellow category for English Learner performance on the CA School Dashboard.

Mathematics:
In mathematics, Maxwell Unified has experienced mixed results. While there has been a slight improvement in proficiency rates among all students, the growth trajectory is slower compared to ELA.
Similar to ELA, subgroup data highlights disparities, particularly among students with disabilities, where proficiency rates have remained stagnant showing a decline in 5 points below the standard. The district fell in the orange category for math.

Science:
Maxwell Unified performed 15.2 points below the standard on the science test.
However, disparities persist among certain subgroups, such as English Learners and students with disabilities, who continue to trail behind their peers in science proficiency.

A-G Completion:
A-G completion rates in Maxwell Unified have seen a commendable improvement.
36% of MHS graduated meet the minimum requirements for admission to UC and CSU schools.

Graduation Rate:

Maxwell Unified celebrates a record-high graduation rate, exceeding the state average by 10% as we have a 95.7% graduation rate. This achievement signifies the district's commitment to ensuring student success and attainment of academic milestones.
Subgroup analysis reveals that historically marginalized groups, such as English Learners and students with disabilities, have also experienced an increase in graduation rates, albeit at a slower pace compared to their peers.

Chronic Absenteeism:
While Maxwell Unified has made strides in reducing chronic absenteeism, there is still room for improvement. The latest data shows a 3% decrease in chronic absenteeism rates compared to the previous year.
Subgroup data highlights the need for targeted interventions, particularly among students experiencing socioeconomic challenges, who exhibit higher rates of chronic absenteeism compared to their peers. The homeless subgroup fell in the red category on the 2024 dashboard.

In summary, Maxwell Unified School District has made significant progress across multiple indicators, including ELA, science, A-G completion, graduation rates, and chronic absenteeism. However, persistent achievement gaps among certain student subgroups underscore the importance of targeted interventions and equity-focused initiatives to ensure that all students have equitable access to high-quality education and opportunities for success.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Stakeholders including, teachers, principals, other school staff, students, parents and community members.	LCAP information meetings, ELAC/DELAC meetings, SSC meetings, PAC meetings, Student input meetings and surveys. MUSD Stakeholder Survey 3/2025, LCAP Discussion Board Meeting 4/9/25, LCAP Input/PAC Planning Meeting: 4/17/25, DELAC Meeting 3/27/25, 4/14/25 Met with Students about LCAP input, SSC Meeting 5/15/25, PAC Draft Review 5/29/25.

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

The Superintendent met with each of the educational partner groups to get feedback which was used to refine this LCAP. Notes were kept from each meeting and then utilized as part of the revision process for the 2025-2026 LCAP. Surveys were also given to staff, parents and students and results were utilized in the planning process. LCAP was presented to the school educational partner groups prior to going to the school board for approval. These included parents of foster youth, low income, English learners, and special education students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maxwell Unified School District will prepare students that are college and/or career ready.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Maxwell Unified strives to develop individuals that are productive and contributing citizens to society. It was identified after reviewing our data dashboard that we need to focus on the area of English language arts and mathematics. We have developed this goal to ensure all students have the foundation needed to be successful in college and/or career. The actions and metrics listed in this goal will ensure our students are prepared for college and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students proficient on CAASPP in ELA by school and District	2023 CAASPP- ELA District 31% High School 31% Middle School 30% Elementary 30%	2024 CAASPP-ELA District 37% High School 46% Middle School 34.7% Elementary 35%		2027 CAASPP-ELA District 50% High School 50% Middle School 50% Elementary 50%	2024 CAASPP-ELA District Improved 6% High School: Improved 15% Middle School: Improved 4.7% Elementary: Improved 5%
1.2	Percent of students proficient on CAASPP in	2023 CAASPP- Math District 23%	2024 CAASPP-Math		2027 CAASPP-Math	2024 CAASPP-Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	math by school and District	High School 5% Middle School 24% Elementary 40%	District 25% High School 23% Middle School 18.6% Elementary 38%		District 50% High School 50% Middle School 50% Elementary 60%	District Improved 2% High School Improved 18% Middle School Decreased 5.4% Elementary Decreased 2%
1.3	The number of students who have a work permit and/or participate in work experience at Maxwell High School	2023-2024 School Year 5% of our students have a work permit An additional 6% of our students participate in work experince	2024-2025 School Year 6% of our students have a work permit An additional 7% of our students participate in work experince		2026-2027 30% of our students have a work permit or are engaged in work experience.	2024-2025 School Year Increased 1% of our students have a work permit Increased 1% of our students participate in work experince
1.4	Reclassification Rate	2023-2024 School Year We reclassified 10% of our students	2024-2025 School Year We reclassified 10% of our students		2026-2027 Reclassify 20% of our students	No Change
1.5	Graduation Rate	2022-2023 Graduation Rate: 95.7%	2023-2024 Graduation Rate: 95.7%		2026-2027 Graduation Rate 100%	No change in graduation rate but is already significantly above the state rate.
1.6	Number of CTE pathway completers	2022-2023 3/110 (3%) students completed CTE pathway	2023-2024 8/1088 (7%) students completed CTE pathway		2026-2027 20% students complete CTE pathway	Increased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Number of certificate programs avaialble to students	2023-2024 4 Certificates ServSafe, YQCA, Floral I CRAECP Ag Align, Ag Biology Sustainable Ag CRAECP Ag Align.	2024-2025 6 Certificates ServSafe, YQCA, Floral I CRAECP Ag Align, Ag Biology Sustainable Ag, CRAECP Ag Align, Show Smart		2026-2027 7 Certificates	Increased 2 certificates

Goal Analysis [2024-25]

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

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

1.1 – Percent of Students Proficient on CAASPP in ELA
Implementation Overview (2023–2024):
There was a notable increase in ELA proficiency across all school levels. The District average increased from 31% to 37%, with the high school seeing the most significant gain from 31% to 46%.

Planned vs. Actual Actions:
Planned actions likely included targeted intervention programs, professional development focused on ELA instruction, and increased use of formative assessments. Actual implementation aligned well, particularly at the high school level, but varied at elementary and middle levels where gains were more modest.

Challenges:

Consistency in instructional quality across sites

Student attendance and engagement, particularly at the middle school level

Resource limitations for individualized ELA support

Successes:

Significant improvement at the high school level

Overall district-wide ELA improvement

Implementation of evidence-based strategies and stronger instructional focus

1.2 – Percent of Students Proficient on CAASPP in Math
Implementation Overview (2023–2024):
Math proficiency showed limited improvement. While the high school increased significantly from 5% to 23%, overall district growth was modest—from 23% to 25%. Middle school proficiency declined.

Planned vs. Actual Actions:
Plans likely included math intervention, improved curriculum alignment, and instructional support. However, implementation faced barriers in middle school, where proficiency dropped to 18.6%. Elementary schools maintained a relatively high level with a slight decline.

Challenges:

Shortage of credentialed math teachers or qualified substitutes

Math anxiety among students and inconsistent scaffolding

Need for differentiated instruction and stronger foundational skills

Successes:

High school showed notable growth, indicating successful intervention

District investment in math instructional tools and training began showing impact

1.3 – Work Permit and Work Experience Participation
Implementation Overview (2024–2025):
Student work engagement increased modestly. Work permits grew from 5% to 6%, and participation in work experience increased from 6% to 7%.

Planned vs. Actual Actions:
Efforts were made to promote real-world experience, though growth remained incremental. Planned actions may have included partnerships with local businesses, career fairs, or expanding school-site support. Actual progress suggests that outreach and infrastructure need to be scaled further to reach 30% by 2026–2027.

Challenges:

Limited job availability for minors in rural or small-town contexts

Need for expanded support from work-based learning coordinators

Lack of awareness among students/families about opportunities

Successes:

Steady year-over-year growth

Increased emphasis on career readiness pathways

1.4 – Reclassification Rate of English Learners
Implementation Overview (2024–2025):
Reclassification remained static at 10%, with no growth over the previous year.

Planned vs. Actual Actions:
The district likely planned for enhanced support for EL students through targeted instruction, ELD specialists, and professional development. However, limited progress suggests inconsistent implementation or other systemic barriers.

Challenges:

Need for stronger language support services

Inconsistent progress monitoring

Possible issues with ELPAC performance or support structures

Successes:

Maintained current reclassification levels

Set clear long-term targets for growth

1.5 – Graduation Rate
Implementation Overview (2023–2024):
Graduation rate remained at 95.7%, consistent with the previous year.

Planned vs. Actual Actions:

Actions such as credit recovery programs, counseling, and interventions for at-risk students continued to be effective. There appears to be a strong student support system in place.

Challenges:

Sustaining this high rate over time

Supporting students beyond graduation (college/career readiness)

Successes:

Demonstrates high levels of student completion and support

Continued success with retention and credit accumulation

1.6 – CTE Pathway Completers
Implementation Overview (2023–2024):
CTE pathway completion increased from 3% to 7%, indicating more than double the previous year's rate.

Planned vs. Actual Actions:
Efforts to increase pathway completion appear to have been partially successful. These likely included course sequencing, outreach, and advisory support. However, significant growth is still needed to reach the 20% target.

Challenges:

Scheduling conflicts and limited pathway options

Incomplete pathway access for all students

Need for more industry-aligned programs

Successes:

Positive momentum toward goal

Strengthened CTE programming and student interest

1.7 – Number of Certificate Programs Available
Implementation Overview (2024–2025):
Number of certificates increased from 4 to 6, showing meaningful progress in expanding student access to certifications.

Planned vs. Actual Actions:
Efforts to add certificate programs were implemented effectively. The inclusion of “Show Smart” and expansion of CRAECP certifications show responsiveness to student and industry needs.

Challenges:

Staffing and training required for certificate-aligned instruction

Resource availability (supplies, equipment, certifications)

Successes:

Expanded career readiness opportunities

Stronger student engagement in certification pathways

Summary of Key Insights:
Successes: Substantial ELA growth, especially at the high school level, increased CTE certificate offerings, and consistent 100% graduation rate reflect strong strides in several goal areas.

Challenges: Math proficiency, EL reclassification, and pathway completions require sustained focus, infrastructure, and strategic investment.

Overall Alignment: Most initiatives aligned well with planned actions, though the degree of success varied by focus area and school site. Continued refinement and differentiated support across schools are needed to reach ambitious 2027 goals.

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

There were a few material differences between our budgeted expenditures and the actual amounts we spent this year. One of the main differences was in our library services. We originally planned for full library staffing and related expenditures, but due to staffing challenges, we spent less than expected in this area. Fortunately, we were able to fill the position with a full-time staff member later in the year, which will allow us to move forward with our original plans going into next year.

Another key difference was in curriculum adoption. We had budgeted funds for adopting a new math curriculum; however, the state delayed the release of its approved instructional materials list until the 2025–2026 school year. As a result, we did not move forward with purchasing new curriculum materials this year, and those funds were not spent as planned. We will revisit this item once the approved list is finalized by the state.

Increased cost to CTE program, technology director, reading support teacher, music/art teacher due to negotiated salary increase.

Saw a large increase to our SELPA bill which wasn't forecasted.

We had budgeted to spend $30,000 on technology and only spent $20,500 partially due to just updating all Chromebooks and teacher devices coming off of COVID.

These differences affected the overall percentage of improved services slightly, as some of the funds intended to support targeted student groups through library access and updated math instruction were not used this year. However, now that staffing is in place and curriculum timelines are clearer, we anticipate being able to fully implement those planned services next year.

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

To date, the effectiveness of our planned actions has been mixed. Some actions, such as efforts to increase student access to library resources, were delayed due to staffing shortages, limiting their impact earlier in the year. However, now that a full-time library staff member is in place, we anticipate stronger progress moving forward. On the other hand, our plan to adopt a new math curriculum has not yet had the intended effect, as we were unable to move forward due to the state's delay in releasing the updated list of approved materials. While this has limited our progress toward strengthening math instruction, we've continued to support teachers with interim resources and professional development where possible. Overall, while some planned actions have not yet reached their full potential, the foundational steps we've taken this year have set the stage for more meaningful progress in the coming year.

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

Based on our reflections on prior practice, we did not make any changes to the planned goal, metrics, target outcomes, or actions for the coming year. While there were some delays in implementation—such as in library services and curriculum adoption—we believe the original plan remains appropriate and aligned with our long-term priorities. With staffing now in place and clearer timelines from the state, we are positioned to fully carry out the actions as originally intended in the upcoming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading Support Teacher TK-8	Reading specialist to give additional support in reading instruction 1:1 or small group instruction to students at middle and elementary school to support English learners. This includes PD for our teachers to address the learning needs of our English learners.	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Software Licensing for High School	Provide Edgenuity online classes and online credit recovery options to increase our broad course of study options and provide opportunities for our undersrved students needing to get on graduation track	$11,580.00	Yes
1.3	MyPath Software License	Purchase MyPath for individualized intervention using NWEA assessment scores.	$10,500.00	Yes
1.4	NWEA Assessment Software	Purchase NWEA assessment system to assess student learning and adjust instruction for our English Learners, foster youth and homless students.	$6,500.00	Yes
1.5	Library Services	Library services include librarian tiime, increasing book collections including literature books sets for English classes and software needed to run library and to provide access to literary opportunities for our underserved populations.	$32,000.00	No Yes
1.6	Curriculum Adoption	Purchase math curriculum to align to state standards.	$50,000.00	No
1.7	Tutoring and Instruction	Hire regular day teachers to provide tutoring and instruction after school for all student including English learners and all unduplicated students.	$10,000.00	No Yes
1.8	CTE Program	Maintain agriculture teachers and business teacher to broaden CTE pathway and course offerings for our foster youth, English learners and low income students who may not have these opportunities outside of school.	$362,902.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Technology Director	Maintain full-time FTE computer technology director to assist in connecting our low income, foster youth and english learners to internet in the home setting.	$94,000.00	Yes
1.10	Teacher Salary and Benefits	Teacher/staff salary and health and benefits increased in 19/20, 20/21, 21/22 tand 22/23 to retain experienced and qualified staff to provide high quality instruction to all students including foster youth, low income and English learners.	$491,861.00	Yes
1.11	Testing Fees	Cover student assessment fees for PSAT, SAT, etc and provide incentives for assessments	$500.00	Yes
1.12	Student Support Health Technician	Hire Student Support Health Technician to work under the direction of the site administrator, providing direct services to students on college and career counseling, oversee high quality heath, Monitor student attendance, chronic absenteeism, and serve as liason for home to school relations. There will be 2 in the District.	$127,391.00	No
1.13	Special Education Services	SELPA provides services to the district for students with IEPs	$504,000.00	No
1.14	Dual Enrollment	Continue partnership with Woodland Community College for dual enrollment courses for students and high school and purchase necessary curriculum	$5,000.00	Yes
1.15	Technology	Maintain and remain current with 1:1 technology devices for student access to technology while following 20-25% rotation each year with Chromebooks. Maintain teacher's classroom technology tools such as tablets, document cameras and smart boards.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Summer School and Expanded Learning Summer Opportunities	Summer school classes for enrichment, acceleration, intervention and credit recovery	$40,000.00	No
1.17	Awards	Purchase awards and incentives for students showing effort and progress in math and reading.	$5,000.00	Yes
1.18	English Learner Curriculum	Provide EL's with access to Rosetta Stone	$750.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maxwell Unified School District students will be connected academically, socially, emotionally and physically in their schools.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that students are successful at school and in life. We know that if a students doesn't feel connected to school, attendance and grades will fail and they will lack college and career readiness. Relationships are first. The actions in this goal will ensure our students are connected to school academically, socially and physically, Each of these actions grouped together will support the goal of student connectedness at school which we know is essential to student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	Chronic Absenteeism 22/23 17.2%	Chronic Absenteeism 23/24 13.1%		Chronic Absenteeism 22/23 10%	Decreased 4.1%
2.2	Suspension Rate	State Suspension 22/23 Rate 1.6% Elementary 0% Middle School 1% High School 1.8%	State Suspension 23/24 9.3% Elementary 4.8% Middle School 20.8% High School 5%		Maintain Suspension Rates Elementary 1% Middle School 3% High School 3%	State Suspension 23/24 -7.7% Elementary -4.8% Middle School 19.8% High School -3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Attendance Rate	Attendance Rate 22/23 94.62%	Attendance Rate 23/24 95.71%		Increase Attendance Rate to 97%	Increased 1.09%
2.4	District Expulsion Rate	District Expulsion 22/23 Rate 0%	District Expulsion 23/24 Rate 0%		Maintin Expulsion Rate	Maintained 0%
2.5	High School Dropout Rate	High School 22/23 Dropout Rate 0%	High School 23/24 Droupout Rate 0%		Maintain Dropout Rate	Maintained 0%

Goal Analysis [2024-25]

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

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

Analysis of Goal 2 Implementation: Student Engagement and School Climate

Overall Implementation:
In the 2023–2024 school year, the district remained committed to improving student engagement and maintaining a safe and supportive learning environment across all schools. While most actions were implemented as planned, there were some challenges in fully achieving targeted outcomes in certain areas—particularly related to suspension rates at the middle school level. However, the district experienced notable successes, especially in reducing chronic absenteeism and maintaining low dropout and expulsion rates.

2.1 Chronic Absenteeism
Planned Outcome: Reduce chronic absenteeism
2022–2023 Rate: 17.2%
2023–2024 Rate: 13.1%

Analysis:
Chronic absenteeism significantly improved this year, decreasing by over 4 percentage points. This positive trend reflects the success of targeted efforts, including increased parent communication, improved attendance monitoring systems, and support services for students struggling with consistent attendance. While the target was not explicitly stated, this decrease demonstrates meaningful progress in student engagement.

2.2 Suspension Rate

Planned Outcome: Maintain low suspension rates
2022–2023 Overall Rate: 1.6%
2023–2024 Overall Rate: 9.3%

Elementary: 4.8% (Target: 1%)
Middle School: 20.8% (Target: 3%)
High School: 5% (Target: 3%)

Analysis:
Suspension rates increased significantly across all levels, particularly at the middle school. While the district aimed to maintain low suspension rates, behavioral challenges at the middle school presented ongoing issues. These results indicate a need for greater investment in social-emotional supports, restorative practices, and proactive behavior interventions. This area will require targeted action in the coming year to realign with district goals.

2.3 Attendance Rate
Planned Outcome: Increase average daily attendance to 97%
2022–2023 Rate: 94.62%
2023–2024 Rate: 95.71%

Analysis:
Attendance improved over the previous year, suggesting positive effects from increased outreach, incentives, and early interventions for students with attendance concerns. While the goal of 97% was not reached, the upward trend indicates that the implemented strategies are having a positive impact and should be continued and enhanced moving forward.

2.4 Expulsion Rate
Planned Outcome: Maintain expulsion rate at 0%
2022–2023 Rate: 0%
2023–2024 Rate: 0%

Analysis:
The district successfully maintained a 0% expulsion rate, reflecting a consistent commitment to keeping students in school and addressing behavioral challenges through non-punitive supports. This aligns well with the district’s values around inclusive discipline practices.

2.5 High School Dropout Rate
Planned Outcome: Maintain dropout rate at 0%
2022–2023 Rate: 0%
2023–2024 Rate: 0%

Analysis:

The dropout rate remained at 0% for a second consecutive year, demonstrating effective student support systems at the high school level, including academic counseling, credit recovery options, and increased student engagement initiatives.

Conclusion:
Overall, Goal 2 was implemented with a mix of success and challenges. Significant gains were made in reducing chronic absenteeism and improving attendance rates. Expulsion and dropout rates remain at 0%, which is a major success. However, the spike in suspension rates—especially at the middle school level—represents a substantial challenge that will be a priority area for the 2024–2025 school year. Going forward, the district plans to review discipline policies, expand social-emotional learning, and strengthen behavioral interventions to address this concern.

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

There were no material differences between the planned and estimated actual percentages of improved services. However, there were some notable differences in expenditures due to adjustments that arose during implementation.

The counselor position, originally budgeted at $102,000, was finalized at $110,629 due to a negotiated increase in salary and benefits as part of districtwide compensation adjustments.

Similarly, the music teacher was budgeted at $73,480, but actual expenditures totaled $84,858, also due to salary negotiations and associated benefit increases.

The district had budgeted $5,000 for security cameras, but ultimately spent $7,700 to address additional safety needs identified after the initial planning, which required expanding the scope of the camera installation.

For the cellphone awareness campaign, $3,500 had been budgeted; however, only $350 was spent this year as the district is still testing out effective solutions, including sample lock boxes for teacher use, before committing to a larger purchase.

These variances in spending were driven by real-time needs and contract updates and did not significantly affect the district's ability to deliver the planned services. Overall, all other expenditures remained consistent with the original budget, and the integrity of the planned services for students—especially those classified as high-needs—was maintained.

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

The district's actions toward improving student engagement and maintaining a safe and supportive school climate have had mixed results in terms of effectiveness.

One of the most successful areas was the reduction in chronic absenteeism, which dropped from 17.2% in 2022–2023 to 13.1% in 2023–2024. This improvement suggests that actions related to attendance outreach, increased communication with families, and early intervention

strategies were effective. Additionally, the overall attendance rate increased from 94.62% to 95.71%, further supporting that efforts to improve daily attendance were impactful, though the district did not yet reach its goal of 97%.

In contrast, suspension rates significantly increased, particularly at the middle school level. While the district had aimed to maintain low suspension rates (Middle School target: 3%), the actual middle school suspension rate in 2023–2024 was 20.8%, a sharp increase from 1% the previous year. Similarly, the elementary rate rose to 4.8% (target: 1%), and the high school reached 5% (target: 3%). These increases indicate that current discipline systems and behavior interventions were not fully effective and that middle school, in particular, requires more focused support, including possibly expanding social-emotional learning (SEL), restorative practices, and Tier 2/3 behavior interventions.

Despite this, some positive indicators remained steady. The district maintained a 0% expulsion rate and a 0% high school dropout rate, showing that preventative and student support systems were successful in keeping students enrolled and in school, even when behavior concerns rose.

Additionally, the district implemented a conflict resolution program without incurring costs, which may contribute to long-term improvements in student behavior and peer relationships. However, the cellphone awareness campaign, intended to address a growing issue around classroom distractions, has not yet been implemented, as the district continues to explore the most effective approach. As a result, its effectiveness cannot yet be measured.

Conclusion:
Overall, some actions—particularly those related to attendance and student retention—have proven effective and resulted in measurable progress. However, the dramatic increase in suspension rates signals a need to reassess and strengthen behavior support systems, especially at the middle school level. Continued focus on positive behavior interventions, student engagement, and follow-through on planned campaigns like the cellphone initiative will be critical to further progress in the coming year.

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

Based on reflections from this past year’s implementation, a few key adjustments have been made to the planned actions and focus areas for the coming year, while the overall goal and metrics remain the same. The significant rise in suspension rates—particularly at the middle school level—has led the district to prioritize stronger behavioral support systems. As a result, new actions will include the introduction of additional social-emotional learning (SEL) programs, more consistent implementation of restorative practices, and staff training on proactive behavior management strategies.

Although the chronic absenteeism rate improved and the attendance rate increased, we did not reach our target of 97%. Therefore, the district will continue and expand efforts in family engagement, early attendance intervention, and incentive programs. No changes were made to the metrics themselves, but the strategies to achieve them are being refined based on what has proven to be most effective.

In summary, while the goals and key metrics remain the same, the district is making targeted adjustments to its actions in response to both successes and challenges experienced this past year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Prevention/Intervention Counselor	A fulltime prevention and intervention counselor will work throughout the District.	$111,156.00	No
2.2	Art Teacher Position	Increase fine arts offerings to enrich the lives of our unduplicated students.	$83,541.00	Yes
2.3	Enrichment Clubs	Add extra-curriculur funding and funding for school clubs and activities for academic enrichment after school.	$12,000.00	No
2.4	Field Trips	Attend fields trips for academic enrichment opportunities for students.	$12,000.00	Yes
2.5	Security Cameras	Maintain video camera systems on buses and school sites.	$5,000.00	No
2.6	Deferred Maintenance	Fund deferred maintenance plan to ensure clean and safe learning environments.	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Campus Supervision	Site administrator meet monthly with campus supervisors to provide training, support and feedback. Purchase supplies so that campus supervisors can be visbile to all students and visitors on campus.	$500.00	No
2.8	Conflict Resolution	Implement peer conflict resolution at elementary and middle school	$1,000.00	Yes
2.9	Purchase Playground Equipment	Provide playground equipment for students at school to ensure that our low income families have access to games that will increase their social skills while at school.	$2,500.00	No
2.10	Cell Phone Usage Campaign	Continue cell phone usage campaign to educate parents on how academics are being hindered due to cell phone usage in the classroom. Include assemblies and parent information nights.	$3,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maxwell Unified School District will engage with stakeholders as educational partners.	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.

Maxwell Unified understands the importance of home to school connection. It is only when our parents and stakeholders are connected that we see great gains with student success. Parents are the number one factor in a student's success and we want to leverage and support our parents so students become productive citizens for our greater community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of parent volunteers in District	23/24 62 volunteers cleared in District	24/25 65 Volunteers cleared in the District		80 volunteers cleared in District	Increased 3 volunteers
3.2	Number of parents that attended Conferences K-8	23/24 Kindergarten: 100% 1st Grade: 96% 2nd Grade: 91% 3rd Grade: 100% 4th Grade: 100% 5th Grade: 91% 6-8 Grades: 46%	24/25 Kinder 75% 1st Grade: 79% 2nd Grade: 79% 3rd Grade: 66% 4th Grade: 87% 5th Grade: 65% 6-8 Grade: 52%		Kindergarten: 100% 1st Grade: 100% 2nd Grade: 100% 3rd Grade: 100% 4th Grade: 100% 5th Grade: 100% 6-8 Grades: 50%	Kinder: Decrease 25% 1st Grade: Decrease 17% 2nd Grade: Decrease 12% 3rd Grade: Decrease 34% 4th Grade: Decrease 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						5th Grade: Decrease 65% 6-8 Grade: Increase 6%
3.3	Number of parents that attend parent information nights and trainings.	23/24 ELAC/DELAC- 2% DAC/LACP Information Nights- 3%	24/25 ELAC/DELAC- 1% DAC/LACP Information Nights- 2%		10% participation rate relevant to subgroup.	ELAC/DELAC- Decrease 1% DAC/LACP Information Nights- Decrease 1%

Goal Analysis [2024-25]

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

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

Overall Implementation:
During the previous year, Maxwell Unified School District continued its efforts to support students' social-emotional learning (SEL). Rather than purchasing a new program, the district implemented its existing SEL program with fidelity, utilizing current resources and staff to integrate SEL practices into daily instruction and schoolwide activities. This approach was carried out at no additional cost to the district.

To further support students and families, the district provided parent training and workshops on digital citizenship, helping families understand how to support their children’s well-being and safe technology use at home.

Substantive Differences Between Planned and Actual Implementation:
The primary difference in implementation was that no new SEL program was purchased, as originally considered. Instead, the district leveraged existing resources to deliver SEL instruction effectively. This strategic decision ensured continuity and consistency while maintaining fiscal responsibility.

Challenges and Successes:
One notable success was the effective integration of SEL into classroom routines without incurring additional expenses. Staff reported increased student engagement and improved emotional regulation, indicating that the existing program continues to meet student needs. The digital citizenship workshops were also a success, with positive parent feedback and increased participation.

There were no significant challenges in the implementation of this goal. Staff training and support played a critical role in ensuring the SEL program was implemented consistently across 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.

Maxwell Unified School District had originally budgeted $5,000 for the purchase of a new Social-Emotional Learning (SEL) program. However, after reviewing available resources and staff capacity, the district determined that it could effectively implement the existing SEL program without the need for additional expenditures. As a result, the $5,000 was not spent, and the current program was utilized at no additional cost.

This adjustment did not impact the overall percentage of improved services provided to high-needs students, as the district continued to meet its goals for SEL implementation using existing resources. The decision reflects a strategic use of funds while maintaining a strong commitment to student well-being and emotional development.

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

The actions taken to support social-emotional learning (SEL) and parent engagement have been partially effective in making progress toward the goal. Implementing the existing SEL program at no additional cost allowed the district to maintain consistent support for students' emotional and behavioral well-being. Teachers effectively incorporated SEL strategies into instruction, contributing to a more positive school climate and improved student self-regulation.

Parent engagement efforts included digital citizenship workshops and the implementation of a new communication tool aimed at improving outreach and strengthening the home-school connection. While these resources were made available and well-planned, the overall parent turnout remained low, despite multiple outreach efforts. The district has observed that parent participation tends to increase only when there are concerns or dissatisfaction with the school system, rather than for informational or supportive events.

This remains a challenge and an area of focus for future improvement. The district is continuing to explore new strategies to build trust, foster collaboration, and increase proactive engagement from families.

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

As a result of reflections on prior practice, no changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year. Instead, Maxwell Unified School District will continue to build on existing efforts, with a focus on strengthening implementation and increasing effectiveness.

The district remains committed to supporting social-emotional learning through the continued use of the current SEL program and will maintain efforts to engage families through communication tools and parent workshops. Lessons learned from the past year—particularly the

challenge of low parent turnout—will inform continued outreach and relationship-building strategies to foster stronger connections with families and encourage more proactive engagement.

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	Communication Tools	District will utilize a message system to communicate with all parents, including parents of unduplicated pupils.	$3,500.00	No
3.2	Parent Trainings/Workshops	District and school sites will offer trainings/workshops to parents on pertinent topics that support student growth and achievement with a specific emphasis to encourage parents of EL, low-income, special education, foster youth and homeless. Attendance incentives and light meals may be offered to entice addtional attendance.	$3,000.00	No
3.3	SEL Program	Purchase Incentives for Attendance and Implementation of SEL Program	$5,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$981079	$81703

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
22.090%	0.000%	$0.00	22.090%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Reading Support Teacher TK-8 **Need:** Having a reading specialist on campus is essential to address these learning gaps through targeted, research-based instruction and intervention. A reading specialist can work directly with struggling readers, provide small group or one-on-one support, and help identify students in need of early intervention.	A reading specialist supports unduplicated pupils by providing targeted reading intervention and helping close literacy gaps that often impact English learners, low-income students, and foster youth. With 76% of our students identified as unduplicated, offering this support schoolwide ensures those most in need receive help, while also strengthening reading instruction for all students.	CAASPP ELA Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Additionally, they can coach teachers on effective literacy strategies and support the implementation of structured literacy practices across grade levels. For our district, where a large percentage of students are unduplicated (76%), a reading specialist ensures these students receive the focused, individualized literacy support they need to meet academic standards, close achievement gaps, and build the foundational reading skills necessary for long-term success. **Scope:** Schoolwide		
1.2	**Action:** Software Licensing for High School **Need:** Our socioeconomically disadvantaged students are in need of ways to make up credits to be on graduation track. **Scope:** LEA-wide Schoolwide	This program allows students to take classes and get back on graduation track. We are a small school district and to keep continuity we offer program district-wide. However, it is mainly used at high school for credit recovery.	Number of students enrolled in the classes as well as the graduation rate.
1.3	**Action:** MyPath Software License **Need:** District fell is the red category for EL performance on dashboard.	This program will proivide individualized instruction based on student need and current levels. MyPath software is used at the elementary and middle school for intervention program in conjunction with NWEA assessments. Doen'st apply to high school.	NWEA and CAASPP test scores.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.4	**Action:** NWEA Assessment Software **Need:** CAASPP scores demonstrate large gaps in student proficiency. **Scope:** LEA-wide	The NWEA assessment system will allow us to monitor student progress throughout the year. For continuity reasons this is a district wide measure.	Assessment will be administered 3x a year. CAASPP scores.
1.5	**Action:** Library Services **Need:** Our students don't have acess to books at home. This includes English learners, foster youth, and low income students. Reading assessment scores are low. **Scope:** LEA-wide	Library services will give our students an opportunity to check out books and practice reading. For continuity reasons this is a district wide measure.	NWEA and CAASPP assessment scores.
1.7	**Action:** Tutoring and Instruction **Need:** Low CAASPP scores **Scope:**	Hiring teachers after school hours will support our low income, foster youth and English learners who need additional support. For continuity reasons this is a district wide measure.	% of students meeting or exceeding in their perspective 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
	LEA-wide		
1.8	**Action:** CTE Program **Need:** Our EL, foster youth and low income students need access to skills they can take in the workforce. **Scope:** LEA-wide	CTE courses will expand our course offerings to support students with job skills for use after high school. For continuity reasons this is a district wide measure.	Graduation rate, pathway completers
1.9	**Action:** Technology Director **Need:** Families don't have access to devices at home for students. **Scope:** LEA-wide	IT director facilitiates inventory and prodcution of all technology in District to ensure students can access the curriculum no matter what resources they have available to them. For continuity reasons this is a district wide measure.	CAASPP Scores
1.10	**Action:** Teacher Salary and Benefits **Need:** We need to retain highly qualified teachers. **Scope:** LEA-wide	Teacher turnover negatively impacts students test scores. This is a problem LEA wide. Increasing salary to stay competitive will ensure we have the best teachers in the classroom. For continuity reasons this is a district wide measure.	CAASPP Scores
1.11	**Action:** Testing Fees	Paying all fees will eliminate any divides that are created in our small school setting when some	Participation on assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Students don't take assessments if fee is involved. **Scope:** LEA-wide	students have to pay and others do not. For continuity reasons this is a district wide measure.	
1.14	**Action:** Dual Enrollment **Need:** Unduplicated pupils often face barriers to accessing college-level courses. Paying teacher stipends for dual enrollment classes ensures these students have free, on-campus opportunities to earn college credit, increasing equity, access, and college readiness. **Scope:** Schoolwide	This action supports unduplicated pupils by making college courses more accessible at no cost, removing common barriers like transportation and fees. Since 76% of our students are unduplicated, offering dual enrollment schoolwide ensures equitable access and expands college readiness for all students, especially those who need it most.	Number of dual enrollment classes offered and collgege and career readiness.
1.17	**Action:** Awards **Need:** Unduplicated pupils often face barriers that can impact academic motivation, such as limited academic support at home, economic challenges, or disrupted schooling. Purchasing incentives for students who perform well or show growth in ELA and Math helps increase motivation, engagement, and effort—especially for students who may not always see immediate rewards for academic success.	Providing incentives for academic achievement in ELA and Math addresses the need to boost motivation and engagement among unduplicated pupils, who may face barriers that impact their academic confidence or effort. Incentives serve as a tangible way to recognize growth and success, reinforcing positive academic behaviors. Since 76% of our students are unduplicated, offering this support schoolwide ensures that all students—especially those most in need of encouragement—have access to the same recognition and motivation to achieve.	CAASPP ELA and Math Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These incentives provide positive reinforcement and help build a culture where academic achievement is recognized and celebrated, encouraging unduplicated pupils to stay focused and strive for growth. **Scope:** LEA-wide		
1.18	**Action:** English Learner Curriculum **Need:** Provide Rosetta Stone curriculum for English Learners and newcomers. **Scope:** LEA-wide	For continuity reasons this is a district wide measure.	
2.2	**Action:** Art Teacher Position **Need:** Teacher planning time, student access to the arts. **Scope:** LEA-wide	Hiring music teacher allowes our teachers to get prep time while their students are engaged in an enriching activity that wouldn't otherwise be available. For continuity reasons this is a district wide measure.	CAASPP scores, student discipline rates.
2.4	**Action:** Field Trips **Need:**	Exposes our unduplicated students to experiences that might not be available otherwise. For continuity reasons this is a district wide measure.	School climate data found in suspension rates, attendnace rates, supporting school culture/climate.

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
	Surveys state stakeholders value field trip opportunities for students **Scope:** LEA-wide		
2.8	**Action:** Conflict Resolution **Need:** Peer to peer conflicts take up a lot of adult time. **Scope:** LEA-wide	Teaching students how to resolve conflicts amongst peers will give them lifelong skills. For continuity reasons this is a district wide measure for elementary and middle school.	Amount of suspensions. Number of peer conflict forms.
3.3	**Action:** SEL Program **Need:** Unduplicated pupils—including English learners, low-income students, and foster youth—are more likely to face barriers that contribute to chronic absenteeism, such as transportation challenges, family responsibilities, or inconsistent access to healthcare and basic needs. These attendance incentives are designed to provide positive reinforcement, increase school engagement, and support consistent attendance, which is essential for academic progress and school connectedness among these student groups.	Since 76% of our student population is made up of unduplicated pupils, providing this action on an LEA-wide basis ensures equity and allows all students—particularly those most at risk—to benefit from consistent attendance encouragement. Implementing the incentives across the district also supports a unified message about the importance of attendance and strengthens school culture at every site.	Chronic Abseentism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.18	**Action:** English Learner Curriculum **Need:** English learner's make up 34% of our student population. Enlgish learner in the red category for English proficiency. **Scope:** Limited to Unduplicated Student Group(s)	Exposing students to 1:1 indiviudalized support to develop English language.	Reclassification rate, ELPAC growth for each student from year to year. CAASPP test scores.

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.

Maxwell Unified School District operates within a unique context where a substantial majority of our student population falls under the category of unduplicated students. With approximately 70% of our students falling into this category, it's imperative for us to design our goals, actions, and services in a manner that benefits all students, regardless of subgroup distinctions.

In a small school setting like ours, every action and service we undertake is inherently relevant to the entire student body. We don't have goals or actions specifically tied to individual subgroups because our student population is diverse yet interconnected. Each initiative we implement aims to uplift every student, ensuring equitable access to resources, opportunities, and support systems.

Our approach is rooted in the belief that every student deserves an excellent education, regardless of their background or circumstances. By focusing on comprehensive strategies that benefit all students, we foster a sense of unity, inclusivity, and collective success within our school community.

Furthermore, our commitment to serving all students equally aligns with the principles of equity and fairness. It ensures that no student is left behind and that everyone has the opportunity to thrive academically, socially, and emotionally.

In summary, our small school environment, coupled with a high percentage of unduplicated students, underscores the importance of adopting inclusive practices where every action and service contributes to the holistic development and success of all students.

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 additional concentration grant add-on funding will be strategically utilized to enhance and maintain the number of staff providing direct services to students at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students. The goal is to address the unique needs of these students by offering targeted support through various educational interventions and specialized staff.

We will maintain reading specialists to implement intensive reading intervention programs aimed at improving literacy skills among students who are below grade level. These programs will integrate evidence-based strategies focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension, with ongoing progress monitoring to adjust intervention strategies as needed.

To provide more personalized instruction, we will imaintain the number of paraeducators who can deliver small group instruction and one-on-one support. Paraeducators will receive ongoing professional development to equip them with effective strategies for supporting diverse learners, including those with special needs and English learners, and will collaborate regularly with classroom teachers to ensure consistency in support.

Additionally, we will maintain academic technician to assist in the delivery of instructional support, such as tutoring and homework help, particularly in subjects where students demonstrate significant gaps. They will develop and curate educational resources and use data-driven approaches to identify student needs and track academic progress.

To support our English learners and their families, we will maintain the bilingual clerk position who can provide effective communication and access to school resources. The clerk will enhance parent engagement by offering translation services during parent-teacher conferences, school meetings, and other events, and will assist in administrative tasks related to English learner programs.

We expect these initiatives to lead to improved literacy rates through targeted reading interventions, increased student engagement from personalized support provided by paraeducators, significant academic gains in core subjects due to the support of academic technicians, and better communication between the school and non-English-speaking families, fostering a more inclusive and supportive school environment.

To ensure the effectiveness of these interventions, we will conduct regular assessments, implement feedback mechanisms for students, parents, and staff, and review student performance data to make informed decisions about necessary adjustments. By strategically utilizing the additional concentration grant add-on funding, we aim to create a supportive educational environment that meets the needs of our most vulnerable students, helping them achieve academic success and personal growth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Maxwell Elementary: 1:33 Maxwell Middle School: 1:42 Maxwell High School: 1:42
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Maxwell Elementary: 1:16 Maxwell Middle School: 1:20 Maxwell High School: 1:12

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4441253	981079	22.090%	0.000%	22.090%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,298,384.00	$860,547.00	$0.00	$65,750.00	$2,224,681.00	$2,005,851.00	$218,830.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Reading Support Teacher TK-8		Yes	School wide				$125,000.00	$0.00	$125,000.00				$125,000.00	
1	1.2	Software Licensing for High School	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$11,580.00	$11,580.00				$11,580.00	
1	1.3	MyPath Software License	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$0.00	$10,500.00	$10,500.00				$10,500.00	
1	1.4	NWEA Assessment Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$6,500.00	$6,500.00				$6,500.00	
1	1.5	Library Services	All	No Yes	LEA-wide		All Schools		$32,000.00	$0.00				$32,000.00	$32,000.00	
1	1.6	Curriculum Adoption	All	No			All Schools		$0.00	$50,000.00		$50,000.00			$50,000.00	
1	1.7	Tutoring and Instruction	All	No Yes	LEA-wide		All Schools		$10,000.00	$0.00		$10,000.00			$10,000.00	
1	1.8	CTE Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$362,902.00	$0.00	$362,902.00				$362,902.00	
1	1.9	Technology Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth			$94,000.00	$0.00	$94,000.00				$94,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.10	Teacher Salary and Benefits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$491,861.00	$0.00	$491,861.00				$491,861.00	
1	1.11	Testing Fees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$500.00	$0.00	$500.00				$500.00	
1	1.12	Student Support Health Technician	All	No			All Schools		$127,391.00	$0.00		$127,391.00			$127,391.00	
1	1.13	Special Education Services	Students with Disabilities	No			All Schools		$504,000.00	$0.00		$504,000.00			$504,000.00	
1	1.14	Dual Enrollment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$5,000.00	$0.00	$5,000.00				$5,000.00	
1	1.15	Technology	All	No			All Schools		$0.00	$30,000.00				$30,000.00	$30,000.00	
1	1.16	Summer School and Expanded Learning Summer Opportunities	All	No			All Schools		$40,000.00	$0.00		$40,000.00			$40,000.00	
1	1.17	Awards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.18	English Learner Curriculum	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners			$0.00	$750.00				$750.00	$750.00	
2	2.1	Prevention/Intervention Counselor	All Students with Disabilities	No			All Schools		$111,156.00	$0.00		$111,156.00			$111,156.00	
2	2.2	Art Teacher Position	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$83,541.00	$0.00	$83,541.00				$83,541.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Enrichment Clubs	All	No			All Schools		$12,000.00	$0.00		$12,000.00			$12,000.00	
2	2.4	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.5	Security Cameras	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.6	Deferred Maintenance	All	No			All Schools		$0.00	$75,000.00	$75,000.00				$75,000.00	
2	2.7	Campus Supervision	All Students with Disabilities	No			All Schools		$0.00	$500.00	$500.00				$500.00	
2	2.8	Conflict Resolution	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$500.00	$500.00	$1,000.00				$1,000.00	
2	2.9	Purchase Playground Equipment	All	No			All Schools		$0.00	$2,500.00		$2,500.00			$2,500.00	
2	2.10	Cell Phone Usage Campaign	All	No			All Schools		$0.00	$3,500.00		$3,500.00			$3,500.00	
3	3.1	Communication Tools	All	No			All Schools		$3,500.00	$0.00	$3,500.00				$3,500.00	
3	3.2	Parent Trainings/Workshops	All	No			All Schools		$2,500.00	$500.00				$3,000.00	$3,000.00	
3	3.3	SEL Program		Yes	LEA-wide School wide				$0.00	$5,000.00	$5,000.00				$5,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4441253	981079	22.090%	0.000%	22.090%	$1,214,384.00	0.000%	27.343 %	**Total:**	$1,214,384.00
								LEA-wide Total:	$1,073,884.00
								Limited Total:	$0.00
								Schoolwide Total:	$157,080.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Reading Support Teacher TK-8	Yes	Schoolwide			$125,000.00	
1	**1.2**	Software Licensing for High School	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$11,580.00	
1	**1.3**	MyPath Software License	Yes	Schoolwide	English Learners Foster Youth Low Income		$10,500.00	
1	**1.4**	NWEA Assessment Software	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,500.00	
1	**1.5**	Library Services	Yes	LEA-wide				
1	**1.7**	Tutoring and Instruction	Yes	LEA-wide				
1	**1.8**	CTE Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$362,902.00	
1	**1.9**	Technology Director	Yes	LEA-wide	English Learners Foster Youth		$94,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.10	Teacher Salary and Benefits	Yes	LEA-wide	English Learners Foster Youth Low Income		$491,861.00	
1	1.11	Testing Fees	Yes	LEA-wide	English Learners Foster Youth Low Income		$500.00	
1	1.14	Dual Enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income		$5,000.00	
1	1.17	Awards	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
1	1.18	English Learner Curriculum	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners			
2	2.2	Art Teacher Position	Yes	LEA-wide	English Learners Foster Youth Low Income		$83,541.00	
2	2.4	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income		$12,000.00	
2	2.8	Conflict Resolution	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
3	3.3	SEL Program	Yes	LEA-wide Schoolwide			$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,139,160.00	$2,351,232.68

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**	Reading Support Teacher TK-8	No	$123,676.00	134331
1	**1.2**	Software Licensing for High School	Yes	$11,580.00	11580
1	**1.3**	MyPath Software License	Yes	$10,500.00	10500
1	**1.4**	NWEA Assessment Software	Yes	$6,160.00	6438
1	**1.5**	Library Services	No	$34,751.00	25127.68
1	**1.6**	Curriculum Adoption	No	$50,000.00	63900
1	**1.7**	Tutoring and Instruction	No	$10,000.00	10000
1	**1.8**	CTE Program	Yes	$362,902.00	396731
1	**1.9**	Technology Director	Yes	$94,000.00	103080
1	**1.10**	Teacher Salary and Benefits	Yes	$491,861.00	516454
1	**1.11**	Testing Fees	Yes	$500.00	633

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	1.12	College and Career Integration	No	$60,000.00	55203
1	1.13	Special Education Services	No	$504,000.00	634218
1	1.14	Dual Enrollment	No	$5,000.00	5000
1	1.15	Technology	No	$30,000.00	20500
1	1.16	Summer School and Expanded Learning Summer Opportunities	No	$40,000.00	40000
1	1.17	Awards	No	$5,000.00	5000
1	1.18	English Learner Curriculum		$750.00	750
2	2.1	Prevention/Intervention Counselor	No	$102,000.00	110629
2	2.2	Music Position	Yes	$73,480.00	84858
2	2.3	Enrichment Clubs	No	$12,000.00	12000
2	2.4	Field Trips	Yes	$12,000.00	12000
2	2.5	Security Cameras	No	$5,000.00	7700
2	2.6	Deferred Maintenance	No	$75,000.00	75000
2	2.7	Campus Supervision	No	$500.00	250

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.8**	Conflict Resolution	Yes	$1,000.00	0
2	**2.9**	Purchase Playground Equipment	No	$2,500.00	2500
2	**2.10**	Cell Phone Usage Campaign	No	$3,500.00	350
3	**3.1**	Communication Tools	No	$3,500.00	3500
3	**3.2**	Parent Trainings/Workshops	No	$3,000.00	3000
3	**3.3**	SEL Program	No	$5,000.00	0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
875628	$1,063,983.00	$1,142,274.00	($78,291.00)	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)
1	1.2	Software Licensing for High School	Yes	$11,580.00	11580		
1	1.3	MyPath Software License	Yes	$10,500.00	10500		
1	1.4	NWEA Assessment Software	Yes	$6,160.00	6438		
1	1.8	CTE Program	Yes	$362,902.00	396731		
1	1.9	Technology Director	Yes	$94,000.00	103080		
1	1.10	Teacher Salary and Benefits	Yes	$491,861.00	516454		
1	1.11	Testing Fees	Yes	$500.00	633		
2	2.2	Music Position	Yes	$73,480.00	84858		
2	2.4	Field Trips	Yes	$12,000.00	12000		
2	2.8	Conflict Resolution	Yes	$1,000.00	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4222774	875628	0	20.736%	$1,142,274.00	0.000%	27.050%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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