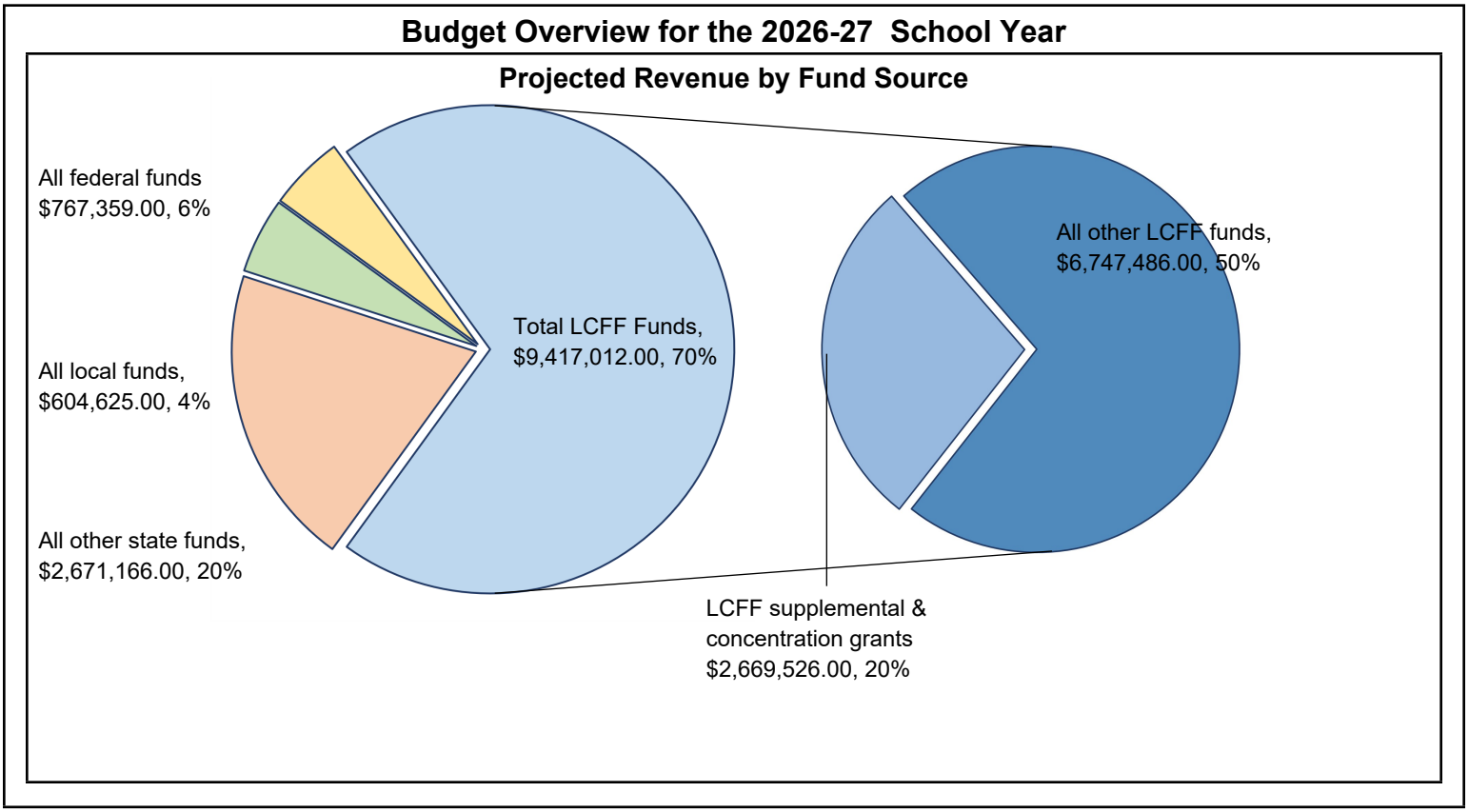
LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: Le Grand Union High School District
CDS Code: 24 65730 0000000
School Year: 2026-27
LEA contact information: Dr. Matthew Roberts, (209) 389-9403, mroberts@lghs.k12.ca.us

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).

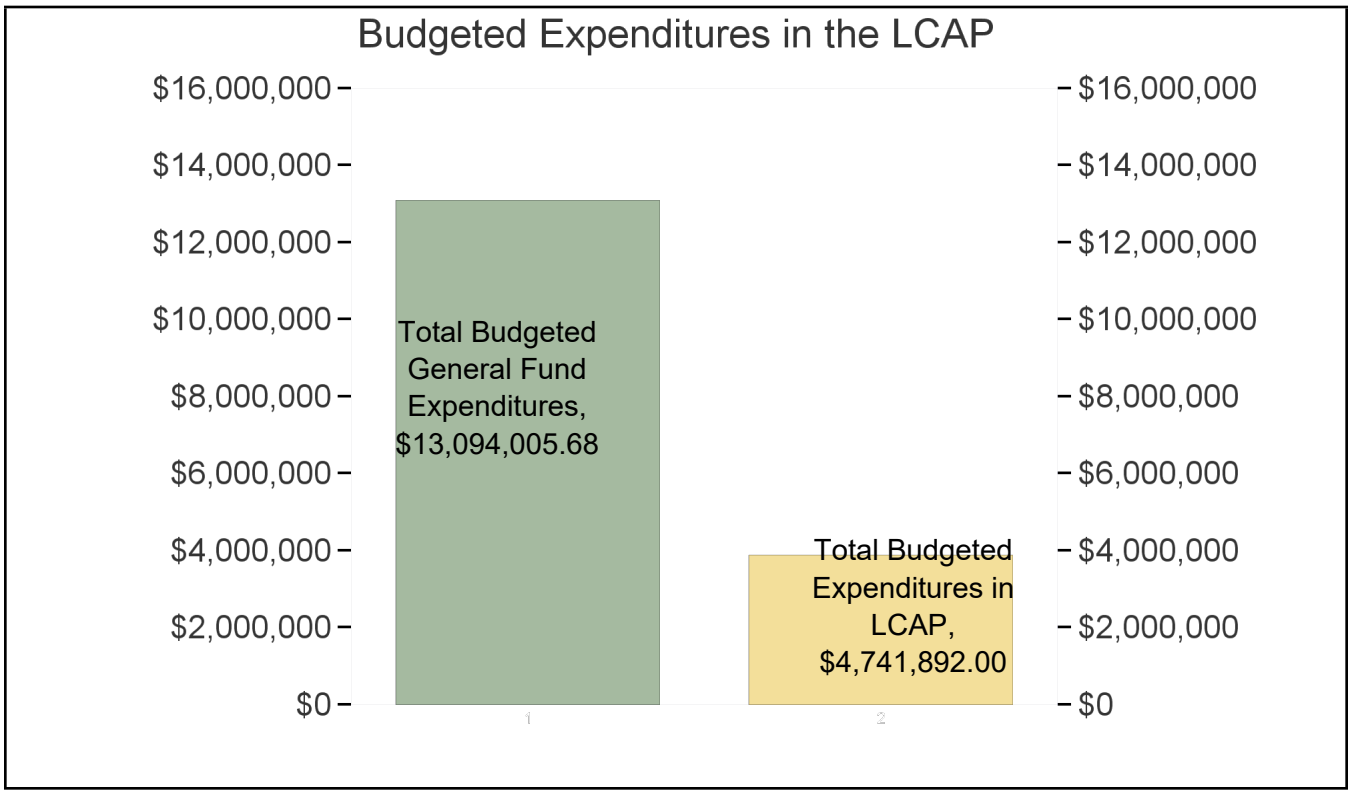


This chart shows the total general purpose revenue Le Grand Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Le Grand Union High School District is $13,460,162.00 of which $9,417,012.00 is Local Control Funding Formula (LCFF), $2,671,166.00 is other state funds, $604,625.00 is local funds, and $767,359.00 is federal funds. Of the $9,417,012.00 in LCFF Funds, $2,669,526.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Le Grand Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

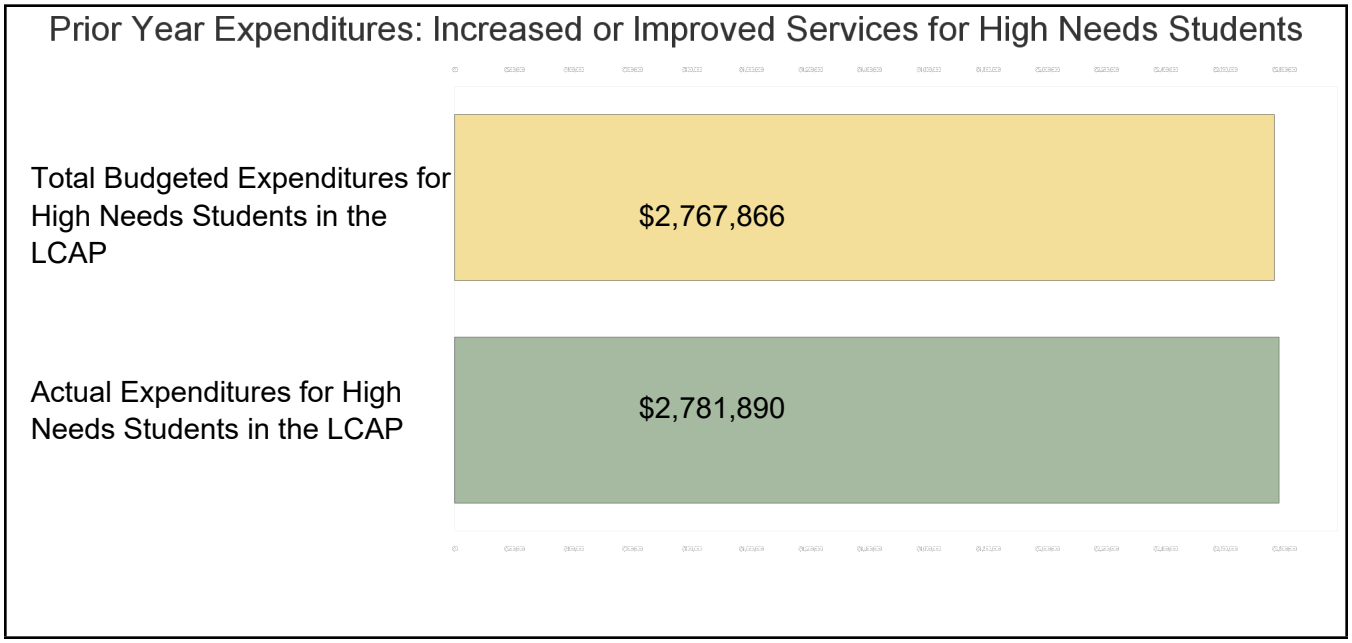
The text description for the above chart is as follows: Le Grand Union High School District plans to spend $13,094,005.68 for the 2026-27 school year. Of that amount, $4,741,892.00 is tied to actions/services in the LCAP and $8,352,113.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: general operating costs such as facilities, leasing, and some contracts with service providers as well as the majority of staff costs.

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

In 2026-27, Le Grand Union High School District is projecting it will receive $2,669,526.00 based on the enrollment of foster youth, English learner, and low-income students. Le Grand Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Le Grand Union High School District plans to spend $2,955,394.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Le Grand Union High 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 Le Grand Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Le Grand Union High School District's LCAP budgeted $2,767,866.00 for planned actions to increase or improve services for high needs students. Le Grand Union High School District actually spent $2,781,890.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $14,024.00 had the following impact on LGUHSD's ability to increase or improve services for high needs students: All staffing budgets in the LCAP were based on the average cost per FTE for a particular job category. The actual costs for these actions were lower while providing for the same number of FTE's and the same services.

Local Control 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
Le Grand Union High School District	Matthew Roberts Superintendent	mroberts@lghs.k12.ca.us (209) 389-9403

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

The Le Grand Union High School District is a high school district in Merced county serving a rural community in grades 9-12. The current enrollment is 510 students of which 122 are ELs, 453 are socio-economically disadvantaged, 29 are white, 467 are hispanic, 40 are students with disabilities and the district has no foster youth. The district has 2 schools.

The district maintains a co-ed athletic program 4 boys and 4 girls teams and 3 co-ed teams. The district has medical and agricultural academies along with an extensive after school program that services more than 150 students. US News & World Report gave LGHS the Silver award for outstanding high schools in CA for the 14-15, 16-17, 17-18, 19-20, 20-21 and 21-22 school years. In 23-24 US News gave the district the *Best High School* award.

According the to CA Dashboard 28.6% of LGUHSD students are college ready by the end of 11th grade. Twenty-four percent of juniors or seniors take an AP exams and 56.4 % of these students pass an AP exam. The district serves three feeder districts.

The mission of LGUHSD is to promote college and career readiness through Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character.

To achieve this mission the district has chose the following learner outcomes: that all students must possess and demonstrate the following skills upon completion of their learning experience: Communication, Collaboration, Critical thinking, Creativity, Citizenship, and Character.

The district's vision is to light the way to a brighter future by creating a distinguished learning community that fosters socially responsible citizens determined to succeed.

Granada HS is receiving Equity Multiplier funds in the amount of $51,697 for the 26-27 LCAP year.

Reflections: Annual Performance

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

The LEA is most proud of the progress on the following CAASPP data as well as the following state and local indicators on the 2025 (25-26) Dashboard.

48.2% in 24-25; 43.3% in 23-24; % meeting standard on CAASPP ELA (baseline = 30.5% in 22-23) Data Source: CA CAASPP
18.5% in 24-25; 13.5% in 23-24; % meeting standard on CAASPP Math (baseline = 10.1% in 22-23) Data Source: CA CAASPP

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 01.01, 01.04 and 03.03. These actions will expand and improve the district's MTSS program, staff additional teaching positions in math, science and ag and staff additional 1.0 FTE teacher to be 0.5 ELD and 0.5 english for class size reduction purposes..

Instances of Lowest Performance on CA Dashboard:
LEA:
The following state indicators were in the Lowest Performance Band overall or for at least one student group on the 2023 (22-23) CA Dashboard (the baseline year for this LCAP).

- % meeting standard on CAASPP ELA - Socioeconomically Disadvantaged
- % meeting standard on CAASPP Math - All Students, Hispanic and Socioeconomically Disadvantaged

The LEA has included the following actions in the LCAP to improve performance on these indicators: 01.01, 01.04 and 03.01. These actions will expand and improve the district's MTSS program, staff additional teaching positions in math, science and ag and provide PD to staff on the district's language acquisition program.

Schools:
On the 2023 (22-23) CA Dashboard no schools were in the Lowest Performance Band on any metric.

Student Groups within Schools:
There were no schools with on the 2023 (22-23) CA Dashboard in which any student group was in the Lowest Performance Band.

LREBG:
LGUHSD received or expects to receive the following amounts in LREBG funds: 25-26 = $84,824, 26-27 = $84,824.
LGUHSD will have the following carryover of LREBG funds from the 25-26 to the 26-27 year: $245,041.16
LGUHSD plans to expend the following amount in LREBG funds: 26-27 = $83,000.
LGUHSD will use the following metrics to determine LREBG success: 01.06: % meeting standard on CAASPP ELA, and 1.07: % meeting standard on CAASPP Math.
LGUHSD's 26-27 LREBG expenditures can be found in actions: 01.14
LREBG Use Justification -
Needs Assessment: Metric 4.A.1: % meeting standard on CAASPP ELA went from 30.5% (22-23) to 43.3% (23-24) to 48.2% (24-25) and Metric 4.A.2: % meeting standard on CAASPP Math went from 10.1% (22-23) to 13.5% (23-24) to 18.5% (24-25).
Use of Funds: Staff to Pupil Ratios: tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Design Principles For Accelerating Student Learning With High-Impact Tutoring: https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review_The-

Transformative-Potential-of-Tutoring.pdf

Reflections: Technical Assistance

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

N/A

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.

No schools were 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.

No schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools were identified for CSI.

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.

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.

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 Partners	Process for Engagement
Administration	The LGUHSD administration team met to discuss both current year and next year's LCFF, LCAP, and progress towards completion of LCAP Actions on 11/5/2025 and 5/13/2026. During these meetings the admin team discussed all five sections of the LCAP and how all goals and the eight state priorities are covered by various actions in the plan. The group specifically discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.
Certificated	LGUHSD conducted a focus group with all teachers including certificated staff local bargaining unit members 1/28/2026. During the focus group a facilitator reviewed: the LCFF, the LCAP's purpose, the eight state priorities, the district's current LCAP including the district's goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could take that would assist students in developing these traits. The groups then wrote the student traits and supporting actions on "digital" posters. These posters were then shared out with the rest of the group. After the focus group meeting the traits and actions on the posters were then aggregated and used to modify the district's goals as well as identify new and continued actions for the LCAP. The results can be found in the 2nd response section of this educational partner engagement section of the LCAP. An identical focus group process was used for the classified staff, student and parent / community educational partner groups.
Classified	LGUHSD conducted a focus group with the non certificated staff on 1/28/2026. The LEA does not have a classified staff bargaining unit.
Student	LGUHSD conducted a focus group with the student educational partner group on 1/28/2026.
Parent / Community	LGUHSD conducted a focus group with the parent / community educational partner group on 2/5/2026.

Educational Partners	Process for Engagement
LCAP Committee	LGUHSD 's LCAP Committee met on 3/11/2026 and 5/7/2026. The committee consists of certificated, classified staff, parents of: low income students, English learners, and students with special needs. The committee also has two students. This body serves as the district's Parent Advisory Committee. During this meeting the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were covered the committee began a review of both the progress on the current LCAP (Annual Update), and the coming year's Draft LCAP. All five sections of the Draft LCAP were reviewed. The committee members were asked for any concerns about or comments to the draft. The members were also asked if anyone wanted to submit written questions to be answered by the superintendent.
DELAC	LGUHSD 's DELAC met on 3/11/2026 and 5/7/2026. During this meeting the DELAC reviewed the purpose of the LCAP and the eight state priorities. A process similar to that used with the LCAP Committee meetings was followed in the DELAC meetings.
Public Posting	The Draft LCAP was posted on LGUHSD's website for review on 5/4/2026.
Annual Update Committee	A group of certificated staff, classified staff, parents, and students served as the primary group used to conduct the Annual Update. This group consisted of parents of; low income students, english learners, and students with disabilities along with certificated and classified bargaining unit members, administrators, and students. This committee met on 2/10/2026 to review the progress made on the previous LCAP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.
SELPA	On 5/9/2026 the LGUHSD administration and LCAP team met with representatives of the SELPA to discuss the coming year's LCAP and how the LCAP might support the Special Education program.
Equity Multiplier Schools	LGUHSD conducted a focus group with parents including Granada HS parents on 1/31/2024. LGUHSD also conducted a focus group with Granada staff 1/31/2024. The LGUHSD administration team and the Granada administration team met to discuss plans for equity multiplier fund use on 4/15/2024 and 4/30/2024.
Local Bargaining Units	On the LGUHSD LCAP team met with representatives of the local bargaining units to discuss goals, actions, budgets, etc. of the coming year's LCAP.

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

Influence:

LGUHSD values the significant role that all educational partners played in contributing to the development of this LCAP. The process used for educational partner engagement is reflective of LGUHSD's commitment to all members of the school community. The input of educational partners was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success. The following traits and actions were cited repeatedly by multiple educational partner groups signaling the importance attached to these and the desire to see these reflected in the LCAP.

Traits:

- 9% - Critical Thinker (Analytical, Independent)
- 9% - College / Career Ready
- 7% - Communicators (Active listener, articulate speaker)
- 7% - Socially Responsible
- 7% - Financially Literate

The traits College / Career Ready and Academically Proficient (Reading, Writing, Math) helped to inform the development of goal 01. The traits Self Disciplined helped to inform the development of goal 02. These two goals are:
01: Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and independent studies instructional opportunities.
02: Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.

Actions:

- 5% - Provide financial literacy instruction.
- 4% - Teach organization and responsibility through senior portfolio, community service projects, interactive notebooks, etc.
- 4% - Provide ethics instruction to students.
- 3% - Increase the academic rigor.
- 3% - Provide planners to all students.

The suggested actions listed above helped to inform the development of the following actions within the LCAP.
01.01: Continue to modify and expand the MTSS tiered intervention system's academic supports for all students in need of strategic or intensive academic support. The academic interventions will include both ELA and Math and will comply with SBE time requirements. (LPLP)
01.05: Increase dual enrollment classes with Merced College and West Hills in all core subjects.

Goals and Actions

Goal

Goal #	Description	Type of Goal
01	Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and independent studies instructional opportunities.	Broad

State Priorities addressed by this goal.
1: Basics 2: State Standards 4: Pupil Achievement 7: Broad Course of Study

An explanation of why the LEA has developed this goal.
Analysis of metric 4.A.1: % meeting standard on CAASPP ELA - 30.5% (22-23) to 43.3% (23-24) to 48.2% (24-25) and metric 4.A.2: % meeting standard on CAASPP Math - 10.1% (22-23) to 13.5% (23-24) to 18.5% (24-25) shows that the overall trend was in a positive direction on the key indicators for this goal. Educational partner focus groups expressed that having students be academically proficient in reading, writing and math was a top priority for a majority of educational partner groups. Educational partner focus groups showed that having students be academically proficient in reading, writing and math as well as being college or career ready were top priorities for a majority of educational partner groups. We plan to improve ELA and Math skills performance by closely monitoring metrics 4.A.1 - CAASPP ELA and metrics 4.A.2 - CAASPP Math. LGUHSD will implement action 01.01: MTSS (Academic) and action 01.04: Additional Math, Science, Ag and PE Teachers, in order to increase performance on these metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
01.01	1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at (BL Yr: 22-23)	81.9% (22-23)	78.9% (23-24)	71.5% (24-25)	100%	-10.4%
01.02	1.B.1: Increase the % of students with CA State Standards aligned core curriculum to (BL Yr: 22-23)	100% (22-23)	100% (23-24)	100% (24-25)	100%	0%
01.03	2.A: Increase the % implementation of CA State Standards for all students to (BL Yr: 23-24)	74% (23-24)	86.4% (24-25)	76.7% (25-26)	80%	2.7%

01.04	4.A.1: Increase the % meeting standard on CAASPP ELA to (BL Yr: 22 -23)	30.5% (22-23)	43.3% (23-24)	48.2% (24-25)	35%	17.7%
01.05	4.A.2: Increase the % meeting standard on CAASPP Math to (BL Yr: 22-23)	10.1% (22-23)	13.5% (23-24)	18.5% (24-25)	15%	8.4%
01.06	4.B: Increase the % of students successfully completing CTE pathways to (BL Yr: 22-23)	39.5% (22-23)	44.4% (23-24)	44.1% (24-25)	45%	4.6%
01.07	4.C: Increase the % of students successfully completing A-G requirements to (BL Yr: 22-23)	42.6% (22-23)	27.8% (23-24)	34.5% (24-25)	45%	-8.1%
01.08	4.C.2: Increase the % of students successfully completing A-G requirements and CTE pathways to (BL Yr: 22-23)	27.1% (22-23)	19.5% (23-24)	20.0% (24-25)	30%	-7.1%
01.09	4.F: Increase the % of AP exam passes to total students with a three or higher to (BL Yr: 22-23)	7.8% (22-23)	6.5% (23-24)	6.8% (24-25)	8.0%	-1%
01.10	4.G: Increase the % of students CCR based on CCI (CA Dashboard, Status) to (BL Yr: 22-23)	39.4% (22-23)	28.6% (23-24)	37.9% (24-25)	45%	-1.5%
01.11	4.G.1: Increase the % of students CCR based on CCI (CAASPP ELA) to (BL Yr: 22-23)	30.5% (22-23)	43.3% (23-24)	48.2% (24-25)	35%	17.7%
01.12	4.G.2: Increase the % of students CCR based on CCI (CAASPP Math) to (BL Yr: 22-23)	10.1% (22-23)	13.5% (23-24)	18.5% (24-25)	15%	8.4%
01.13	7.A: Maintain the % of students enrolled in required courses of study at (BL Yr: 23-24)	100% (23-24)	100% (24-25)	100% (25-26)	100%	0%
01.14	7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS (per UDS average) above (BL Yr: 23 -24)	6.1 (23-24)	6.2 (24-25)	7.0 (25-26)	4.3	.9
01.15	7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) above (BL Yr: 23-24)	4.1 (23-24)	3.1 (24-25)	3.0 (25-26)	3.0	-1.1
01.16	4.A.3: % meeting standard on CA Science Test (CAST) (BL Yr: 22 -23)	10.7% (22-23)	22.0% (23-24)	23.0% (24-25)	15.0%	12.3%

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant

challenges and successes experienced with implementation.

The following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Substantive Differences:
There were no actions in this goal with substantive differences.

Successes:
01.01: MTSS (Academic) - *The Math intervention in conjuction with UC Merced has been a success.*
01.03: Seminar Support - *All classrooms have effective qualified teachers.*
01.04: Additional Math, Science, Ag and PE Teachers - *These positions have been successfully filled.*
01.05: Dual Enrollment Classes - *Beggining BRIDGE with Mr. Hansen on campus. If students pass they receive college credit. There is a continued focus from admin/counseling to increase participation in dual enrollment.*
01.06: Online Summer Courses - *Credit recovery is available in person during summer school and through the paid service EDMENTUM.*
01.07: Special Education Coordinator - *Standardized process to onboard students into the MTSS program has been a big step forward.*
01.08: Special Ed Teachers - *Staffed 2 fully credentialed special ed teachers are in place.*
01.09: Instructional Aides - *There are 4 FTE special ed classified instructional support staff working with our students.*
01.10: CTE Program - *Funding through grants has allowed for the purchase of CTE Supplies such as a new van for site travel.*
01.11: ROP Budget Maintenance Agreement - *Students are doing well participating in CTSO Activities such as DECA and HOSA events as well as learning essential industry skills.*
01.12: MSEFCU Credit Union - *The branch is always staffed by students with career goals in finance. Some students are actually working for pay at main branches now.*
01.13: Tech Support Department - *We have an IT coordinator and support positions that have been staffed.*
01.14: LREBG Instructional Aides - *The district has a large number of instructional aides.*

Challenges:
01.01: MTSS (Academic) - *The English department has tried to do an intervention in conjunction with UC Merced in the last couple of years but it has been difficult to do on weekends.*
01.05: Dual Enrollment Classes - *Lack of real time student teacher interaction can be a problem.*
01.13: Tech Support Department - *The district decided not to hire someone for the webmaster position.*
01.14: LREBG Instructional Aides - *It can be a challenge managing the aides including: retention and longevity, professional development, etc.*

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.

No actions in this goal had significant differences between the budgeted and the actual expenditures.

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

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

01.01: MTSS (Academic) - *Math and ELA scores have consistently increased Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 30.5% (22-23) to 43.3% (23-24) to 48.2% (24-25). Metric 4.A.2: % meeting standard on CAASPP Math went from 10.1% (22-23) to 13.5% (23 -24) to 18.5% (24-25).*
01.02: Professional Development Plan - *The effectiveness for the goal can be measured using the district's CAASPP scores. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 43.3% (23-24) to 48.2% (24-25). Metric 4.A.2: % meeting standard on CAASPP Math went from 13.5% (23-24) to 18.5% (24-25).*
01.03: Seminar Support - *Evidence of effectiveness: Metric 1.A: % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching went from 81.9% (22-23) to 78.9% (23-24) to 71.5% (24-25).*
01.04: Additional Math, Science, Ag and PE Teachers - *Evidence of effectiveness: Metric 4.A.2: % meeting standard on CAASPP Math went from 10.1% (22 -23) to 13.5% (23-24) to 18.5% (24-25).*
01.05: Dual Enrollment Classes - *Proficiency in math and literacy skills has been increasing with the increased use of dual enrollment. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 30.5% (22-23) to 43.3% (23-24) to 48.2% (24-25). Metric 4.A.2: % meeting standard on CAASPP Math went from 10.1% (22-23) to 13.5% (23-24) to 18.5% (24-25).*
01.06: Online Summer Courses - *Evidence of effectiveness: Metric 5.E: % on High school graduation rate (CA Dashboard, Status) went from 95.5% (23-24) to 95.5% (24-25).*
01.07: Special Education Coordinator - *The numbers of students that demonstrate proficiency in math and literacy are increasing. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 30.5% (22-23) to 43.3% (23-24) to 48.2% (24-25).*
01.08: Special Ed Teachers - *These teachers are highly effective in supporting students in the special ed program. Evidence of effectiveness is from Educational Partner focus groups.*
01.09: Instructional Aides - *Effective support for students in special ed classrooms so that students can demonstrate proficiency in math and literacy skills. Evidence of effectiveness is from Educational Partner focus groups.*
01.10: CTE Program - *The metric for this action has been maintained at a high level the last two years. Evidence of effectiveness: Metric 4.B: % of students successfully completing CTE pathways went from 39.5% (22-23) to 44.4% (23-24) to 44.1% (24-25).*
01.11: ROP Budget Maintenance Agreement - *Students show interests in the courses and reflect positive experiences in each. Evidence of effectiveness: Metric 4.B: % of students successfully completing CTE pathways went from 39.5% (22-23) to 44.4% (23-24) to 44.1% (24-25).*
01.12: MSEFCU Credit Union - *This is an active branch open on campus for the community to use as well as offering services for the students. Evidence of effectiveness is from Educational Partner focus groups.*
01.13: Tech Support Department - *67%. There is an IT coordinator and technology support position, but the webmaster role has been tacked on to the support position. Evidence of effectiveness: Metric 8.B.1: % of educational partners that report the district provides sufficient high quality technology support went from N/D (24-25) to 74.9% (25-26).*
01.14: LREBG Instructional Aides - *Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 30.5% (22-23) to 43.3% (23 -24) to 48.2% (24-25). Metric 4.A.2: % meeting standard on CAASPP Math went from 10.1% (22-23) to 13.5% (23-24) to 18.5% (24-25).*

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response.

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.

This goal remains unchanged in the 2026-27 LCAP.

No metrics in this goal were added as new or deleted in the 2026-27 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2026-27 LCAP.
- 01.06: (Modified Budget) - Online Summer Courses:

- 01.14: (Modified Wording) - LREBG Instructional Aides:
25-26: Staff additional instructional aides above and beyond those in other actions. These aides will be paid out of LREGB funds. This action will utilize $210,904 in LREBG funds. Research shows that increased instructional support through skilled aides can improve student academic achievement. It will be measured by monitoring metrics 4.A.1 and 4.A.2, the % meeting standard on CAASPP ELA and Math.
Modified to read
26-27: Staff additional instructional aides above and beyond those in other actions. These aides will be paid out of LREGB funds. This action will utilize $100,000 in LREBG funds. It will be measured by monitoring metrics 4.A.1 and 4.A.2, the % meeting standard on CAASPP ELA and Math.

All actions that staff positions have updated expenditure amount per FTE as well as an updated expenditure amount in the Total Funds column. This updated amount reflects the annual increase in compensation. An action that has only this change, and everything else is the same as the previous year, is not considered a modified actions for box 4 purposes. Goal Explanations were updated to include the most recent year's data.

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
01.01	MTSS (Academic)	01.01: Continue to modify and expand the MTSS tiered intervention system's academic supports for all students in need of strategic or intensive academic support. The academic interventions will include both ELA and Math and will comply with SBE time requirements. (LPLP)	$1,300.00	No
01.02	Professional Development Plan	01.02: Continue to identify structured and targeted professional development and review LCAP goals in light of professional development needs.	$48,000.00	No

01.03	Seminar Support	01.03: Staff all classrooms with appropriately assigned, and fully credentialed teachers during Seminar Support Period. This period functions as a Tier I support including homework support and other interventions. for unduplicated students in the academic, social emotional and behavioral areas. (2.08 FTE @ $146,965 / FTE)	$305,687.00	Yes
01.04	Additional Math, Science, Ag and PE Teachers	01.04: Continue to staff an additional 1.0 math, a 0.5 science teacher and a 0.5 Ag, and a 1.0 PE teaching position to increase opportunities for targeted support in these subjects: (reduced class size, senior math, intervention classes, enhancement, etc.) (3 FTE @ $146,965 / FTE) (LPLP)	$440,895.00	Yes
01.05	Dual Enrollment Classes	01.05: Increase dual enrollment classes with Merced College and West Hills in all core subjects.	$40,824.00	Yes
01.06	Online Summer Courses	01.06: Provide opportunities for students to take on campus summer courses that use some online resources, that offer advanced credit and credit recovery.	$47,072.00	No
01.07	Special Education Coordinator	01.07: Staff a Special Ed Coordinator to oversee the district special education program and to implement the MTSS tiered intervention system for all students (9-12) in need of strategic or intensive academic, behavioral (Restorative Justice), and social emotional interventions and to sponsor coordination with feeder districts for SWD services such as: Vertical team meetings, Parent visitations, Manifest determinations, transition IEPs, SCOE/IEP meetings, etc. (.5 FTE @ $221,616 / FTE) (Special Ed Plan)	$110,808.00	No
01.08	Special Ed Teachers	01.08: Staff all special ed positions with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching. This action includes an additional special ed teacher FTE to reduce class sizes for the unduplicated special education population. (2.76 FTE @ $146,965 / FTE) (Special Ed Plan)	$403,029.00	Yes
01.09	Instructional Aides	01.09: Staff all classified aide instructional support positions in special education. (4 FTE @ $52,175 / FTE) (Special Ed Plan)	$208,700.00	No
01.10	CTE Program	01.10: Provide resources to the CTE program including materials, PD for teachers, supplies, etc.	$186,071.00	No

01.11	ROP Budget Maintenance Agreement	01.11: Continue the BMA (Budget Maintenance Agreement) with ROP to provide a 0.8 FTE and LGUHSD to provides 0.2 FTE marketing teacher and 1.0 FTE for the Medical Academy. (1.2 FTE @ $146,965 / FTE)	$176,358.00	No
01.12	MSEFCU Credit Union	01.12: Continue to operate a credit union branch staffed by students and partnered with MSEFCU.	$0.00	No
01.13	Tech Support Department	01.13: Staff a classified IT Coordinator, 1 technology support position and 1 webmaster.	$256,608.00	Yes
01.14	LREBG Instructional Aides	01.14: Staff additional instructional aides above and beyond those in other actions. These aides will be paid out of LREGB funds. This action will utilize $100,000 in LREBG funds. It will be measured by monitoring metrics 4.A.1 and 4.A.2, the % meeting standard on CAASPP ELA and Math. (5.1 FTE @ $44,733 / FTE) (LREBG)	$228,138.00	No

Goal

Goal #	Description	Type of Goal
02	Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.	Maintenance

State Priorities addressed by this goal.

1: Basics
3: Parental Involvement
5: Pupil Engagement
6: School Climate
8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Analysis of metric 6.D: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) - 78.5% (23-24) to 77.7% (24-25) to 77.3% (25-26) and metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) - 66.8% (23-24) to 61.2% (24-25) to 66.7% (25-26) shows that the outcome of this goal was maintained at a high level on the key indicators for this goal. Educational partner surveys expressed that having students be safe was a top priority for a large number of educational partner groups. While not expressed in the data from the educational partner focus groups the desire was always expressed that students must attend school in safe and healthy environment. LGUHSD plans to maintain the *Facilities Inspection Tool* overall rating above 90% and the *District School Climate Survey* overall index rating above 75%. LGUHSD will implement action 02.02: MTSS (Behavioral) and action 02.04: Counselors, in order to increase performance on these metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
02.01	1.C: Maintain the *%* on the *Facilities Inspection Tool* overall rating above (BL Yr: 23-24)	98.0% (23-24)	98.0% (24-25)	98.0% (25-26)	90%	0%
02.02	3.A.1: Increase the % on the *District Parent Survey* agreeing that district seeks parent input (Item 24) to (BL Yr: 23-24)	55% (23-24)	68.6% (24-25)	78.9% (25-26)	60.0%	23.9%
02.03	3.A.2: Increase the % of households responding to the *District Parent Survey* to (BL Yr: 23-24)	5% (23-24)	9% (24-25)	9% (25-26)	20%	4%

02.04	3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) above (BL Yr: 23-24)	0.2 (23-24)	0.2 (24-25)	0.2 (25-26)	0.3	0
02.05	3.C: Maintain the # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS average) above (BL Yr: 23-24)	2.1 (23-24)	1.7 (24-25)	2.0 (25-26)	2.0	-.1
02.06	5.A: Increase the School attendance rate to (BL Yr: 23-24)	95.4% (23-24)	97.8% (24-25)	98.1% (25-26)	96%	2.7%
02.07	5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to (BL Yr: 22-23)	31.3% (22-23)	22.5% (23-24)	9.4% (24-25)	12%	-21.9%
02.08	5.D: Decrease the % on High school dropout rate to (BL Yr: 22-23)	3.5% (22-23)	3.0% (23-24)	0.4% (24-25)	2%	-3.1%
02.09	5.E: Maintain the % on High school graduation rate (CA Dashboard, Status) above (BL Yr: 22-23)	96.9% (22-23)	95.5% (23-24)	95.5% (24-25)	97%	-1.4%
02.10	6.A: Decrease the % on Suspension rate (CA Dashboard, Status) to (BL Yr: 22-23)	1.6% (22-23)	4.4% (23-24)	3.8% (24-25)	1.0%	2.2%
02.11	6.B: Maintain the % on Expulsion rate at (BL Yr: 22-23)	0% (22-23)	0.2% (23-24)	0.9% (24-25)	0%	.9%
02.12	6.C.1: Increase the # on the *District School Climate Survey* overall index School Climate Rating (out of 100) to (BL Yr: 23-24)	74.6 (23-24)	74.1 (24-25)	76.6 (25-26)	80	2
02.13	6.C.2: Increase the % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) to (BL Yr: 23-24)	78.5% (23-24)	77.7% (24-25)	77.3% (25-26)	80%	-1.2%
02.14	6.C.3: Increase the % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) to (BL Yr: 23-24)	66.8% (23-24)	61.2% (24-25)	66.7% (25-26)	70%	-.1%
02.15	8.A: Increase the % of students completing 2 formative local assessments to (BL Yr: 23-24)	68% (23-24)	89.6% (24-25)	90.0% (25-26)	100%	22%
02.16	8.B.1: % of educational partners that report the district provides sufficient high quality technology support (BL Yr: 25-26)	N/D (23-24)	N/D (24-25)	74.9% (25-26)	75%	N/D

Goal Analysis for 2025-26

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

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

The following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Substantive Differences:
There were no actions in this goal with substantive differences.

Successes:
02.01: MTSS (Social Emotional) - *Students receive SEL support in all tiers, from their teachers, counselors and MTSS aides.*
02.02: MTSS (Behavioral) - *One-on-one conflict mediation is being done more frequently than in previous years.*
02.03: MTSS Support Staff - *MTSS support staff provides support for students and teachers by building trusting relationships with Tier 2 and 3 students. Through the MTSS tutorial class student academic success has improved with students learning accountability and communication with teachers.*
02.04: Counselors - *LGUHSD have 3 counselors on campus and UC Talent search actively talks to our students from each grade to develop career plans.*
02.05: Psychologists and Speech Pathologist - *This has been implemented through an MOU. The speech pathologist is an independent contractor and the psychologist is shared with PESD.*
02.06: Staff the Academies' Tutor positions. - *The tutors support students in the classroom along with transporting students to worksites.*
02.07: Learning Device Access - *They continue to provide internet for those that do not have internet at home (Mifi).*
02.09: Health Aide for Special Education - *Staff is is involving teachers in implementing 504 and IEP plans.*
02.10: Adult Education Programs - *School continues to drive parent empowerment as well as adult education programs.*
02.11: Parent Liaison - *Parent Laison is involved with students and family needs. She communicates over parentsquare, emails, calls, flyers, and newsletter. Families are getting more resources and family nights increased.*
02.12: Online Health and Wellness Tool - *Students are able to get access to medicine as needed, keeping students at school and missing less.*
02.13: MTSS and Health and Wellness Facilities - *Students have a safe place to access school resources in the after school program portable. Confidential space for students and families to meet with staff.*
02.15: ActVnet Safety and Security - *The service has been installed.*

Challenges:
02.02: MTSS (Behavioral) - *Scheduled mediations aren't completed in a timely manner. This causes too much time out of class.*
02.05: Psychologists and Speech Pathologist - *Keeping these positions staff in a tight job market.*
02.07: Learning Device Access - *There are not enough loner devices or chargers.*
02.08: After School Program - *Staffing the program can be a challenge along with sometimes low participation from students.*
02.12: Online Health and Wellness Tool - *Sometimes students have to wait in the online que for a long time before they are seen by a provider.*
02.15: ActVnet Safety and Security - *Not all features are working on the app and the app does not always run smoothly*

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.

No actions in this goal had significant differences between the budgeted and the actual expenditures.

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

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

02.01: MTSS (Social Emotional) - *Evidence of effectiveness: Metric 6.D: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) went from 78.5% (23-24) to 77.7% (24-25) to 77.3% (25-26).*
02.02: MTSS (Behavioral) - *Evidence of effectiveness: Metric 6.D: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) went from 78.5% (23-24) to 77.7% (24-25) to 77.3% (25-26).*
02.03: MTSS Support Staff - *The MTSS tutorial class and support staff have helped improve student success. Evidence of effectiveness: Metric 4.A.1: % meeting standard on CAASPP ELA went from 30.5% (22-23) to 43.3% (23-24) to 48.2% (24-25).*
02.05: Psychologists and Speech Pathologist - *Evidence of effectiveness is from Educational Partner focus groups.*
02.06: Staff the Academies' Tutor positions. - *The Academy tutors do a wonderful job. Evidence of effectiveness is from Educational Partner focus groups.*
02.07: Learning Device Access - *Evidence of effectiveness: Metric 8.B.1: % of educational partners that report the district provides sufficient high quality technology support went from N/D (24-25) to 74.9% (25-26).*
02.08: After School Program - *Continued improvements are being made while program continues to be monitored for improvements. Alternative programs are being taken into consideration to drive student interest in more afterschool participation. Evidence of effectiveness: Metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from 61.2% (24-25) to 66.7% (25 -26).*
02.09: Health Aide for Special Education - *Additional support staff had been hired to assist in implementing goal. Evidence of effectiveness: Metric 5.A: School attendance rate went from 95.4% (23-24) to 97.8% (24-25) to 98.1% (25-26).*
02.10: Adult Education Programs - *School utilizes tools such as Parent Square to effectively communicate and engage parental involvement. Evidence of effectiveness: Metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from 61.2% (24-25) to 66.7% (25-26).*
02.11: Parent Liaison - *This position is highly effective at meeting goal 2. Evidence of effectiveness: Metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from 61.2% (24-25) to 66.7% (25-26).*
02.12: Online Health and Wellness Tool - *It is effective to keep students on campus and give them access to health providers. Evidence of effectiveness is from Educational Partner focus groups.*
02.13: MTSS and Health and Wellness Facilities - *Students, families and community members have a place to meet and also resources to access. Evidence of effectiveness: Metric 7.C: # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) went from 3.1 (24 -25) to 3.0 (25-26). Metric 3.B: # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) went from 0.2 (24-25) to 0.2 (25-26).*
02.15: ActVnet Safety and Security - *When there are emergencies we do get the alert on the app. Evidence of effectiveness: Metric 6.D: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) went from 77.7% (24-25) to 77.3% (25-26).*

Below is a list of actions that educational partners found were not effectively contributing to achieving the stated goal and improving the metrics listed above

during the current year. The action is followed by a brief description of the action's effectiveness in italics.

02.04: Counselors - *More students need to be completing the A-G and CTE pathways. Evidence of effectiveness: Metric 4.C.2: % of students successfully completing A-G requirements and CTE pathways went from 27.1% (22-23) to 19.5% (23-24) to 20.0% (24-25).*

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.

This goal remains unchanged in the 2026-27 LCAP.

No metrics in this goal were added as new or deleted in the 2026-27 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2026-27 LCAP.
- 02.01: (Modified Wording) - MTSS (Social Emotional):
25-26: Continue to modify and expand the SEL / MTSS tiered intervention system's supports for all students in need of social emotional intervention. Social emotional supports will include a variety of strategies and interventions including 1 Wellness Counselor and 2 SEL student support specialist.
  Modified to read
26-27: Continue to modify and expand the SEL / MTSS tiered intervention system's supports for all students in need of social emotional intervention. Social emotional supports will include a variety of strategies and interventions including 1 mental health counselor and 2 SEL student support specialist.

- 02.08: (Modified Wording) - After School Program:
25-26: Continue the After School Program by offering activities (including boxing) that support students' personal goals and parent requests that can be delivered in a social distancing environment. Staffing the program: will consist of one program coordinator, after schools assistants, teacher stipends, etc.
  Modified to read
26-27: Continue the After School Program by offering activities that support students' personal goals and parent requests that can be delivered in a social distancing environment. Staffing the program: will consist of one program coordinator, after schools assistants, teacher stipends, etc.

- 02.10: (Modified Budget) - Adult Education Programs:

- 02.11: (Modified Budget) - Parent Liaison:

- 02.13: (Modified Wording) - MTSS and Health and Wellness Facilities:
25-26: Continue to utilize 2 new portable classrooms for student and teacher health and wellness, SEL support, the After School program and professional development all related to the unduplicated student population.
  Modified to read
26-27: Continue to utilize 2 portable classrooms for unduplicated student and parent outreach.

- 02.15: (Modified Budget) - ActVnet Safety and Security:

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
02.01	MTSS (Social Emotional)	02.01: Continue to modify and expand the SEL / MTSS tiered intervention system's supports for all students in need of social emotional intervention. Social emotional supports will include a variety of strategies and interventions including 1 mental health counselor and 2 SEL student support specialist.	$291,600.00	Yes
02.02	MTSS (Behavioral)	02.02: Continue to modify and expand the MTSS tiered intervention system's supports for all students in need of behavioral intervention. Behavioral supports will be provided using the Restorative Justice program and the Conflict Resolution Program Coordinator as well as other appropriate interventions. (1 FTE @ $152,798 / FTE)	$152,798.00	Yes
02.03	MTSS Support Staff	02.03: Provide MTSS Lead and 2 classified positions to support Tiers II and Tier III of the MTSS program. Provide additional tutors for one on one and small group support for unduplicated students. (3 FTE @ $64,558 / FTE)	$193,674.00	Yes
02.04	Counselors	02.04: Staff 3.0 counselors: 1 to provide general counseling services, CTE / CCR pathways and academy offerings, 2 to ensure that every 10th grader participates in a student / parent / counselor meeting to create an A-G plan, and 3 to promote EL applications to 4-year colleges through UC Talent Search (paid for by UC Merced).	$271,041.00	Yes
02.05	Psychologists and Speech Pathologist	02.05: Provide services of a speech pathologist and school psychologist. The speech pathologist will be contracted and the school psychologist is through an MOU with PESD. The the school psychologist will be a board certified behavioral psychologist to assist with the implementation of the MTSS tiered intervention systems and to support special education services. These will be included in the Personal Data Report (PDR). (Special Ed Plan)	$200,000.00	Yes
02.06	Staff the Academies' Tutor positions.	02.06: Staff the Academies' Tutor positions. (2 FTE @ $55,674 / FTE)	$111,348.00	Yes
02.07	Learning Device Access	02.07: Purchase additional laptops / chromebooks and mifis to ensure that all students have access to a learning device and the ability to access online curriculum.	$30,000.00	No

02.08	After School Program	*02.08*: Continue the After School Program by offering activities that support students' personal goals and parent requests that can be delivered in a social distancing environment. Staffing the program: will consist of one program coordinator, after schools assistants, teacher stipends, etc.	$388,137.00	No
02.09	Health Aide for Special Education	02.09: Staff a full time health aide for special education classes and for campus-wide health assistance. (Special Ed Plan)	$48,000.00	No
02.10	Adult Education Programs	02.10: Continue to promote parent empowerment and the Adult Education programs to assist the community and parents in their efforts to support themselves and their children academically and to assist in educating parents on students engagement in distance learning.	$4,000.00	No
02.11	Parent Liaison	02.11: Staff a parent liaison position to promote stronger relations with parents of unduplicated students and the English Learner and Low Income community at large.	$30,421.00	Yes
02.12	Online Health and Wellness Tool	02.12: Provide an online health and wellness tool for students with the purpose of increasing student health and attendance.	$5,000.00	No
02.13	MTSS and Health and Wellness Facilities	*02.13*: Continue to utilize 2 portable classrooms for unduplicated student and parent outreach.	$0.00	Yes
02.15	ActVnet Safety and Security	02.15: Subscribe to ActVnet web-based solution to improve emergency response processes as well as school safety and security.	$20,000.00	No

Goal

Goal #	Description	Type of Goal
03	Ensure that all ELs make progress towards proficiency on the ELPAC and on CAASPP ELA. The English Learner Progress metric will be 55% by the 26-27 school year Dashboard.	Focus

State Priorities addressed by this goal.

1: Basics
2: State Standards
4: Pupil Achievement

An explanation of why the LEA has developed this goal.

Analysis of metric 4.D: % of English Learner Progress (CA Dashboard, Status) - 38.0% (22-23) to 40.7% (23-24) to 39.8% (24-25) and shows that the outcome of this goal was maintained at a moderate level on the key indicators for this goal. Educational partner focus groups expressed that having students be proficient in english was a top priority for a majority of educational partner groups. Educational partner focus groups discussed how having EL students become more proficient in english was critical to improving their outcome on CAASPP Math and English assessments. We plan to improve EL student progress towards English proficiency using this focus goal. LGUHSD will implement action 03.02: Intervention and ELD Teachers, in order to increase performance on these metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
03.01	1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum to (BL Yr: 22-23)	100% (22-23)	100% (23-24)	100% (24-25)	100%	0%
03.02	2.B: Increase the % implementation of SBE adopted ELD standards for all ELs to (BL Yr: 23-24)	66% (23-24)	80.0% (24-25)	90.0% (25-26)	90%	24%
03.03	4.D: Increase the % of English Learner Progress (CA Dashboard, Status) to (BL Yr: 22-23)	38.0% (22-23)	40.7% (23-24)	39.8% (24-25)	55%	1.8%
03.04	4.E: Increase the % of ELs reclassified (Reclassification Rate) to (BL Yr: 22-23)	44.6% (22-23)	45.7% (23-24)	47.2% (24-25)	45%	2.6%

Goal Analysis for 2025-26

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

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

The following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Substantive Differences:
There were no actions in this goal with substantive differences.

Successes:
03.01: Professional Development (ELD) - *MCOE is present on campus providing teachers with ELD professional development. Teachers have received Ellavation system training.*
03.02: Intervention and ELD Teachers - *With the PD the teachers are receiving we are seeing better progress in the English language development.*
03.03: Additional ELD / English Teacher - *A new ELD teacher has been hired. These sections have been filled with highly qualified teachers.*

Challenges:
03.01: Professional Development (ELD) - *Achieving district-wide implementation with Mastery Connect has been a challenge.*

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.

No actions in this goal had significant differences between the budgeted and the actual expenditures.

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

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

03.01: Professional Development (ELD) - *Ellavation is working well. Teachers are getting a lot of good feedback. Giving good tools like how to help the teachers out with giving good strategies, improving NWEA scores, etc. Evidence of effectiveness: Metric 4.A.1-EL: % meeting standard on CAASPP ELA (English Learners) went from 0.0% (22-23) to 14.3% (23-24) to 19.2% (24-25).*
03.02: Intervention and ELD Teachers - *With the teacher using the different strategies from ellavation it is helping the student have better progress. Evidence of effectiveness: Metric 4.A.1-EL: % meeting standard on CAASPP ELA (English Learners) went from 0.0% (22-23) to 14.3% (23-24) to 19.2% (24-25).*
03.03: Additional ELD / English Teacher - *Evidence of effectiveness: Metric 4.E: % of ELs reclassified (Reclassification Rate) went from 44.6% (22-23) to*

45.7% (23-24) to 47.2% (24-25).

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response.

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.

This goal remains unchanged in the 2026-27 LCAP.

No metrics in this goal were added as new or deleted in the 2026-27 LCAP.

The following are lists of actions that were added, deleted, modified, deleted and combined, or completed in the 2026-27 LCAP.
- 03.02: (Modified Budget) - Intervention and ELD Teachers:

- 03.03: (Modified Wording) - Additional ELD / English Teacher:
25-26: Continue to staff additional 1.0 FTE teacher to be 0.25 ELD and 0.75 english for class size reduction purposes. This position shall be appropriately assigned, and fully credentialed teachers in all subject areas listed above in order to improve the English Learner Progress indicator on the CA Dashboard and increase reclassification rates for both EL and LTEL students.
Modified to read
26-27: Continue to staff additional 1.0 FTE teacher above the LEA's base program (0.5 ELD and 0.5 english) for class size reduction purposes. This position shall be appropriately assigned, and fully credentialed teachers in all subject areas listed above in order to improve the English Learner Progress indicator on the CA Dashboard and increase reclassification rates for both EL and LTEL students.

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
03.01	Professional Development (ELD)	03.01: Provide PD to staff on language acquisition programs included training to the ELD teachers on use of the ELD program, development of lesson plans for the language acquisition program including Mastery Connect for ELD Standards aligned assessments and use of the NWEA assessment systems for EL and LTEL students. (LPLP)	$28,076.00	Yes

03.02	Intervention and ELD Teachers	03.02: Staff all MTSS Intervention and ELD classrooms (using the district approved ELD program) with appropriately assigned, and fully credentialed teachers in all subject areas, and appropriate to the students they are teaching in order to improve the English Learner Progress indicator for both EL and LTEL students on the CA Dashboard and increase reclassification rates. ELD 3 & 4 will be split into separate section starting in 25-26. (2 FTE @ $146,965 / FTE)	$293,930.00	Yes
03.03	Additional ELD / English Teacher	*03.03*: Continue to staff additional 1.0 FTE teacher above the LEA's base program (0.5 ELD and 0.5 english) for class size reduction purposes. This position shall be appropriately assigned, and fully credentialed teachers in all subject areas listed above in order to improve the English Learner Progress indicator on the CA Dashboard and increase reclassification rates for both EL and LTEL students. (1 FTE @ $146,965 / FTE)	$146,965.00	Yes

Goal

Goal #	Description	Type of Goal
04	Ensure that student performance on ELA CAASPP increases by year 3 of the LCAP.	Equity Multiplier

State Priorities addressed by this goal.

4: Pupil Achievement

An explanation of why the LEA has developed this goal.

Analysis of and shows that the overall trend was in a positive direction on the key indicators for this goal. Educational partner focus groups expressed that having students be academically proficient in reading, writing and math was a top priority for a majority of educational partner groups. Educational partner focus groups discussed how having EL students become more proficient in english was critical to improving their outcome on CAASPP Math and English assessments. We plan to improve CAASPP ELA performance using this focus goal. LGUHSD will implement action 04.01: Additional Staff Sections and action 04.02: Additional Instructional Assistant, in order to increase performance on these metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for year 3 Outcome	Current Difference from Baseline
04.01	4.A.1-GHS: Increase the % meeting standard on CAASPP ELA (Granada HS) to (BL Yr: 21-22)	4.6% (21-22)	20.7% (22-23)	ND (23-24)	25.0%	-4.6%

Goal Analysis for 2025-26

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

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

The following are some of the actions that had particular substantive differences, successes and/or challenges. First is a list of actions with substantive difference, then a list of actions with successes and after that a list of actions with challenges. The action number is listed with the Action Title and the success or challenge is written in italics.

Substantive Differences:
There were no actions in this goal with substantive differences.

Successes:
04.01: Additional Staff Sections - *This position was staffed.*
04.02: Additional Instructional Assistant - *Many of the students are motivated to graduate and do complete their work.*

Challenges:
04.01: Additional Staff Sections - *Ensuring a high attendance rate for Granada can be a challenge at times.*

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.

No actions in this goal had significant differences between the budgeted and the actual expenditures.

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

Below is a list of actions that educational partners found were contributing to achieving the stated goal and improving the metrics listed above. The action is followed by a brief description of the action's effectiveness in italics.

04.01: Additional Staff Sections - *Evidence of effectiveness: Metric 4.A.1-GHS: % meeting standard on CAASPP ELA (Granada HS) went from 20.7% (23 -24) to ND (24-25).*
04.02: Additional Instructional Assistant - *Evidence of effectiveness: Metric 4.A.1-GHS: % meeting standard on CAASPP ELA (Granada HS) went from 20.7% (23-24) to ND (24-25).*

There were no actions that the educational partner focus groups found to be sufficiently ineffective to be listed in this response.

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.

This goal remains unchanged in the 2026-27 LCAP.

No metrics in this goal were added as new or deleted in the 2026-27 LCAP.

No actions in this goal were added, completed, deleted or deleted and combined or had wording changes in the 2026-27 LCAP.

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
04.01	Additional Staff Sections	04.01: Staff an additional 0.2 FTE at Granada to lower the student to teacher ration (.2 FTE @ $133,673 / FTE)	$25,956.00	No
04.02	Additional Instructional Assistant	04.02: Staff an additional 1.0 FTE instructional assistant at Granada to provide additional support during the instructional day. (1 FTE @ $47,456 / FTE)	$47,456.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,669,526.00	$343,018.00

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
40.46%	0.00%	$0	40.46%

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 # (s)	Identified Needs	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
01.03	An analysis of metric data shows that unduplicated students performance on Metric 4.A.1: % meeting standard on CAASPP ELA went from 30.5% (22-23) to 43.3% (23-24) to 48.2% (24-25). To improve performance the educational partners believe the LEA needs additional support SEL and academic support for all unduplicated students in who are in need of these interventions.	01.03: Seminar Support This additional paid teacher time provides unduplicated students with additional SEL and academic support for which they are earning a low grade. Unduplicated students need systemic support in order to close the achievement gap with other students. For example on the most recent CAASPP ELA 5.9% of English Learners were proficient while 41.8% of reclassified students were proficient. The MTSS is principally directed at increasing the performance of unduplicated students, but due to the design of MTSS it may also serve a handful of non unduplicated students.	% meeting standard on CAASPP ELA

01.04	An analysis of metric data shows that unduplicated students performance on Metric 4.A.2: % meeting standard on CAASPP Math went from 10.1% (22-23) to 13.5% (23-24) to 18.5% (24-25). To improve performance the educational partners believe the LEA needs additional support for all unduplicated students in Math and Science classes through reduced student to teacher ratios.	01.04: Additional Math, Science, Ag and PE Teachers The math position will allow the district to provide smaller math classes plus 2 additional math labs primarily targeting unduplicated students. The science and Ag positions will allow the district to offer 3 more Ag classes and 3 more science classes, while the PE position will allow for significantly reduced class sizes in PE. All of these provide more opportunities for A-G courses. These positions were created because of requests from unduplicated students and their parents for more opportunities in math, science ad Ag instruction and because of partner input that PE class sizes are too big.	% meeting standard on CAASPP Math
02.04	An analysis of metric data shows that unduplicated students performance on Metric 4.C.2: % of students successfully completing A-G requirements and CTE pathways went from 27.1% (22-23) to 19.5% (23-24) to 20.0% (24-25). To improve performance the educational partners believe the LEA needs to increase the percentage of unduplicated students who complete A-G and CTE Pathways. While this number dropped from 22-23 to 23-24, educational partners agree that this action is important to increasing the number of students who meet this metric. We are confident that this metric will improve when the 24-25 data is released.	02.04: Counselors The additional two counselors will provide increased academic support and guidance that will be principally directed to unduplicated students. While this action calls for 3 counselors one of the positions will be a full-time counselor for Low Income students. Low Income students will still have access to the services of the other counselors, but they will also have a counselor devoted to increasing applications to post secondary education. Only 49.5% of Low Income students are College / Career Ready upon graduation according to the latest CA School Dashboard data.	% of students successfully completing A-G requirements and CTE pathways

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 # (s)	Identified Needs	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
01.05	An analysis of metric data shows that unduplicated students performance on Metric 4.C: % of students successfully completing A-G requirements went from 42.6% (22-23) to 27.8% (23-24) to 34.5% (24-25). To improve performance the educational partners believe the LEA needs to provide increased opportunities for college level classes to the unduplicated student population. While this number dropped from 22-23 to 23-24, educational partners agree that this action is important to increasing the number of students who meet this metric. We are confident that this metric will improve when the 24-25 data is released.	01.05: Dual Enrollment Classes The increased dual enrollment will provide increased opportunities for unduplicated students who want to become more college career ready.	% of students successfully completing A-G requirements

01.08	An analysis of metric data shows that unduplicated students performance on Metric 4.A.1: % meeting standard on CAASPP ELA went from 30.5% (22-23) to 43.3% (23-24) to 48.2% (24-25). To improve performance the educational partners believe the LEA needs to ensure that all unduplicated students in special education have access to quality teachers at a student to teacher ratio that improves learning opportunities for students.	01.08: Special Ed Teachers This additional resource will provide for lower class sizes and more specialized attention for the unduplicated special ed population. During the 22-23 school year 100% of students with an IEP were also unduplicated.	% meeting standard on CAASPP ELA
01.13	An analysis of educational partner feedback reveals that unduplicated students to ensure that students and teachers have access to working technology to utilize technology infused instruction. The district will begin collecting data on this metric beginning with the 25-26 Parent, Student and Staff surveys.	01.13: Tech Support Department The unduplicated student population needs increased access to well functioning technology to access technology enriched instruction. This action will expand technology access for the unduplicated students.	% of educational partners that report the district provides sufficient high quality technology support

02.01	An analysis of metric data shows that unduplicated students performance on Metric 6.E: % of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) went from 66.8% (23-24) to 61.2% (24 -25) to 66.7% (25-26). To improve performance the educational partners believe the LEA needs additional support for all unduplicated students in social emotional interventions. While this metric decreased from 23-24 to 24-25 this action is crucial to achieving this goal.	02.01: MTSS (Social Emotional) This is a new service designed to provide increased social-emotional support to unduplicated students within the MTSS framework. This action is intended to increase the % of educational partners that report high connectedness with district.	% of educational partners that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents)
02.02	An analysis of metric data shows that unduplicated students performance on Metric 6.D: % of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) went from 78.5% (23-24) to 77.7% (24 -25) to 77.3% (25-26). To improve performance the educational partners believe the LEA needs to increase the percentage of educational partners who perceive the schools as safe or to maintain this about 80%.	02.02: MTSS (Behavioral) The MTSS program will also be expanded to include social emotional supports. This is above and beyond the standard intervention and is a qualitatively better more systemic intervention system with more regular assessment of needs and multiple tiers. This action is principally directed to the unduplicated students who make up the majority of the students in the intervention program. This action is intended to decrease the Suspension Rate.	% of educational partners that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents)

02.03	An analysis of metric data shows that unduplicated students performance on Metric 4.A.1: % meeting standard on CAASPP ELA went from 30.5% (22-23) to 43.3% (23-24) to 48.2% (24-25). To improve performance the educational partners believe the LEA needs additional support for all unduplicated students in intervention.	02.03: MTSS Support Staff This is a new service designed to provide increased instructional support to unduplicated students within the MTSS framework. See explanation of needs and outcomes for Action 01.03. In addition, the district ran preliminary analysis and determined that over 90% of students in MTSS were unduplicated; therefore, the decision was made to run this program district-wide.	% meeting standard on CAASPP ELA
02.05	An analysis of educational partner feedback reveals that unduplicated students to ensure that all unduplicated special ed students receive the support they need to succeed.	02.05: Psychologists and Speech Pathologist The behavioral psychologist works with unduplicated students to improve behavior and health outcomes. The services of the speech pathologist will be directed towards the unduplicated students in need of speech services mostly from within the special ed program. These services will enrich the MTSS Tier I supports for unduplicated students.	# of instances each exceptional needs student participates in programs or services for ENS (per ENS average)
02.06	An analysis of metric data shows that unduplicated students performance on Metric 4.B: % of students successfully completing CTE pathways went from 39.5% (22-23) to 44.4% (23-24) to 44.1% (24-25). To improve performance the educational partners believe the LEA needs additional support for all unduplicated students in the LEA's academies.	02.06: Staff the Academies' Tutor positions. This tutors positions will provide academic support to at-risk students being principally directed to unduplicated students. Unduplicated students need additional support to feel a connection with the schools. This action is designed to have tutors that will support students in their work within the academies, to increase academic success and increase student connectedness with the academy.	% of students successfully completing CTE pathways

02.11	An analysis of metric data shows that unduplicated students performance on Metric 3.A.1: % on the District Parent Survey agreeing that district seeks parent input (Item 24) went from 55% (23-24) to 68.6% (24-25) to 78.9% (25-26). To improve performance the educational partners believe the LEA needs increased parent participation in school planning and in supporting student learning from unduplicated families.	02.11: Parent Liaison This position is designed to provide additional support to the families of unduplicated students through the activities described in the action.	% on the District Parent Survey agreeing that district seeks parent input (Item 24)
02.13	An analysis of educational partner feedback reveals that unduplicated students to increae the overall health and wellness of the LEA's unduplicated students.	02.13: MTSS and Health and Wellness Facilities This is a new service designed to provide increased social-emotional support to unduplicated students within the MTSS framework. These facilities will provide a safe productive environment for additional tutoring, testing, health services and social emotional counseling. The improved service is the space being provided exclusively for these services. The LEA has estimated that leasing this space would cost $21 / sqft or approximately $40,000. Dividing this amount by the LCFF projected base of $6,597,777 results in approximately 0.6% planned improvement.	School attendance rate
03.01	An analysis of metric data shows that English Learner performance on Metric 4. D: % of English Learner Progress (CA Dashboard, Status) went from 38.0% (22 -23) to 40.7% (23-24) to 39.8% (24-25). To improve performance the educational partners believe the LEA needs improved performance on the ELPAC.	03.01: Professional Development (ELD) This additional PD for ELD will provide improved instruction for ELs and especially the LEA's long term ELs..	% of English Learner Progress (CA Dashboard, Status)

03.02	An analysis of metric data shows that English Learner performance on Metric 4. D: % of English Learner Progress (CA Dashboard, Status) went from 38.0% (22 -23) to 40.7% (23-24) to 39.8% (24-25). To improve performance the educational partners believe the LEA needs to continue providing additional intervention and ELD sections with smaller class sizes to the EL population.	03.02: Intervention and ELD Teachers This position is principally targeted towards improving the academic proficiency of English Learner students.	% of English Learner Progress (CA Dashboard, Status)
03.03	An analysis of metric data shows that unduplicated students performance on Metric 4.D: % of English Learner Progress (CA Dashboard, Status) went from 38.0% (22-23) to 40.7% (23-24) to 39.8% (24 -25). To improve performance the educational partners believe the LEA needs to continue providing additional sections with smaller class sizes to the EL population.	03.03: Additional ELD / English Teacher This position is principally targeted towards improving the academic proficiency of English Learner students through additional sections of ELD and a reduction in the size of English classes that EL students take with a special focus on the LEA's long term English Learners by helping them through lower class size in the ELD class.	% meeting standard on CAASPP ELA

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.

02.13 - MTSS and Health and Wellness Facilities: These facilities will provide a safe productive environment for additional tutoring, testing, health services and social emotional counseling. The improved service is the space being provided exclusively for these services. The two portables have 1,920 ft^2. The LEA has estimated that leasing this space would cost $21 / sqft or approximately $40,000. Dividing this amount by the LCFF projected base of $6,597,777 results in approximately 0.6% planned improvement.

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.

These funds will be used to staff an additional 4.0 FTEs in Math, Science, Ag, ELD, and English. These staffing increases are found in actions 01.04 and 03.03.

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	1 : 13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 : 15

2026-27 Total Expenditures Table

LCAP Year 26-27	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	$6,597,777.00	$2,669,526.00	40.46%	0.00%	40.46%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,698,878.00	$898,901.00	$300.00	$143,813.00	$4,741,892.00	$4,049,664.00	$692,228.00

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
01	01	MTSS (Academic)	All	No	LEA-wide	All	All Schools	ongoing	$1,300	$0	$1,000.00	$0.00	$300.00	$0.00	$1,300.00	0.0%
01	02	Professional Development Plan	All	No	LEA-wide	All	All Schools	ongoing	$22,100	$25,900	$25,900.00	$0.00	$0.00	$22,100.00	$48,000.00	0.0%
01	03	Seminar Support	Low Income English Learners	Yes	LEA-wide	Low Income English Learners	All Schools	ongoing	$305,687	$0	$305,687.00	$0.00	$0.00	$0.00	$305,687.00	0.0%

2026-27 Total Expenditures Table

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
01	04	Additional Math, Science, Ag and PE Teachers	Low Income English Learners	Yes	LEA-wide	Low Income English Learners	All Schools	ongoing	$440,895	$0	$440,895.00	$0.00	$0.00	$0.00	$440,895.00	0.0%
01	05	Dual Enrollment Classes	Low Income English Learners	Yes	Limited to Unduplicated Student Group(s)	Low Income English Learners	All Schools	ongoing	$40,824	$0	$40,824.00	$0.00	$0.00	$0.00	$40,824.00	0.0%
01	06	Online Summer Courses	All	No	LEA-wide	All	All Schools	ongoing	$0	$47,072	$5,000.00	$0.00	$0.00	$42,072.00	$47,072.00	0.0%
01	07	Special Education Coordinator	All	No	LEA-wide	All	All Schools	ongoing	$110,808	$0	$110,808.00	$0.00	$0.00	$0.00	$110,808.00	0.0%
01	08	Special Ed Teachers	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$403,029	$0	$191,527.00	$211,502.00	$0.00	$0.00	$403,029.00	0.0%

2026-27 Total Expenditures Table

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
01	09	Instructional Aides	Students with Disabilities	No	LEA-wide	Students with Disabilities	All Schools	ongoing	$208,700	$0	$151,565.00	$0.00	$0.00	$57,135.00	$208,700.00	0.0%
01	10	CTE Program	All	No	LEA-wide	All	All Schools	ongoing	$0	$186,071	$0.00	$167,565.00	$0.00	$18,506.00	$186,071.00	0.0%
01	11	ROP Budget Maintenance Agreement	All	No	LEA-wide	All	All Schools	ongoing	$176,358	$0	$176,358.00	$0.00	$0.00	$0.00	$176,358.00	0.0%
01	12	MSEFCU Credit Union	All	No	LEA-wide	All	All Schools	ongoing	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	0.0%
01	13	Tech Support Department	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$256,608	$0	$256,608.00	$0.00	$0.00	$0.00	$256,608.00	0.0%

2026-27 Total Expenditures Table

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
01	14	LREBG Instructional Aides	All	No	LEA-wide	All	All Schools		$228,138	$0	$148,138.00	$80,000.00	$0.00	$0.00	$228,138.00	
02	01	MTSS (Social Emotional)	Low Income English Learners	Yes	Limited to Unduplicated Student Group(s)	Low Income English Learners	All Schools	ongoing	$291,600	$0	$291,600.00	$0.00	$0.00	$0.00	$291,600.00	0.0%
02	02	MTSS (Behavioral)	Low Income English Learners	Yes	Limited to Unduplicated Student Group(s)	Low Income English Learners	All Schools	ongoing	$152,798	$0	$152,798.00	$0.00	$0.00	$0.00	$152,798.00	0.0%
02	03	MTSS Support Staff	English Learners Low Income Foster Youth	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income Foster Youth	All Schools	ongoing	$193,674	$0	$193,674.00	$0.00	$0.00	$0.00	$193,674.00	0.0%
02	04	Counselors	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$271,041	$0	$271,041.00	$0.00	$0.00	$0.00	$271,041.00	0.0%

2026-27 Total Expenditures Table

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
02	05	Psychologists and Speech Pathologist	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$0	$200,000	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0.0%
02	06	Staff the Academies' Tutor positions.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$111,348	$0	$111,348.00	$0.00	$0.00	$0.00	$111,348.00	0.0%
02	07	Learning Device Access	All	No	LEA-wide	All	All Schools	ongoing	$0	$30,000	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	0.0%
02	08	After School Program	All	No	LEA-wide	All	All Schools	ongoing	$242,028	$146,109	$0.00	$388,137.00	$0.00	$0.00	$388,137.00	0.0%
02	09	Health Aide for Special Education	Students with Disabilities	No	LEA-wide	Students with Disabilities	All Schools	ongoing	$48,000	$0	$48,000.00	$0.00	$0.00	$0.00	$48,000.00	0.0%

2026-27 Total Expenditures Table

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
02	10	Adult Education Programs	All	No	LEA-wide	All	All Schools	ongoing	$0	$4,000	$0.00	$0.00	$0.00	$4,000.00	$4,000.00	0.0%
02	11	Parent Liaison	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$30,421	$0	$30,421.00	$0.00	$0.00	$0.00	$30,421.00	0.0%
02	12	Online Health and Wellness Tool	All	No	LEA-wide	All	All Schools	ongoing	$0	$5,000	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0.0%
02	13	MTSS and Health and Wellness Facilities	Low Income English Learners Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Low Income English Learners Foster Youth	All Schools	ongoing	$0	$0	$0.00	$0.00	$0.00	$0.00	$0.00	0.6%
02	15	ActVnet Safety and Security	All	No	LEA-wide	All	All Schools	ongoing	$0	$20,000	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	0.0%

2026-27 Total Expenditures Table

Goal	Action	Action Title	Students Group (s)	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
03	01	Professional Development (ELD)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$0	$28,076	$28,076.00	$0.00	$0.00	$0.00	$28,076.00	0.0%
03	02	Intervention and ELD Teachers	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	ongoing	$293,930	$0	$293,930.00	$0.00	$0.00	$0.00	$293,930.00	0.0%
03	03	Additional ELD / English Teacher	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	ongoing	$146,965	$0	$146,965.00	$0.00	$0.00	$0.00	$146,965.00	0.0%
04	01	Additional Staff Sections	Students with Disabilities	No	Schoolwide	Students with Disabilities	Specific Schools:		$25,956	$0	$18,992.00	$6,964.00	$0.00	$0.00	$25,956.00	0.0%
04	02	Additional Instructional Assistant	Students with Disabilities	No	Schoolwide	Students with Disabilities	Specific Schools:		$47,456	$0	$2,723.00	$44,733.00	$0.00	$0.00	$47,456.00	0.0%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6,597,777	$2,669,526	40.46%	0.00%	40.46%	$2,955,394	0.60%	45.39%	Total:	$2,955,394
								LEA-wide Total:	$1,017,623
								Limited Total:	$1,937,771
								Schoolwide Total:	$0

Goal	Action	Action Title	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned % of Improved Services
01	03	Seminar Support	Yes	LEA-wide	Low Income English Learners	All Schools	$305,687.00	0.0%
01	04	Additional Math, Science and Ag Teachers	Yes	LEA-wide	Low Income English Learners	All Schools	$440,895.00	0.0%
01	05	Dual Enrollment Classes	Yes	Limited to Unduplicated Student Group(s)	Low Income English Learners	All Schools	$40,824.00	0.0%
01	08	Special Ed Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$191,527.00	0.0%
01	13	Tech Support Department	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$256,608.00	0.0%

2026-27 Contributing Actions Table

Goal	Action	Action Title	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned % of Improved Services
02	01	MTSS (Social Emotional)	Yes	Limited to Unduplicated Student Group(s)	Low Income English Learners	All Schools	$291,600.00	0.0%
02	02	MTSS (Behavioral)	Yes	Limited to Unduplicated Student Group(s)	Low Income English Learners	All Schools	$152,798.00	0.0%
02	03	MTSS Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income Foster Youth	All Schools	$193,674.00	0.0%
02	04	Counselors	Yes	LEA-wide	Low Income	All Schools	$271,041.00	0.0%
02	05	Psychologists and Speech Pathologist	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$200,000.00	0.0%
02	06	Staff the Academies' Tutor positions.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$111,348.00	0.0%
02	11	Community Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$30,421.00	0.0%
02	13	MTSS and Health and Wellness Facilities	Yes	Limited to Unduplicated Student Group(s)	Low Income English Learners Foster Youth	All Schools	$0.00	0.6%
03	01	Professional Development (ELD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$28,076.00	0.0%

2026-27 Contributing Actions Table

Goal	Action	Action Title	Contributing to Increased or Improved Services	Scope	Unduplicated Students Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned % of Improved Services
03	02	Intervention and ELD Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$293,930.00	0.0%
03	03	Additional ELD / English Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$146,965.00	0.0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$4,448,702.86	$4,468,670.00

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)
01	01	MTSS (Academic)	No	$1,300.00	$1,300.00
01	02	Professional Development Plan	No	$48,363.00	$47,373.00
01	03	Seminar Support	Yes	$283,047.00	$281,830.00
01	04	Additional Math, Science, Ag and PE Teachers	Yes	$408,240.00	$412,560.00
01	05	Dual Enrollment Classes	Yes	$37,800.00	$39,180.00
01	06	Online Summer Courses	No	$5,000.00	$5,000.00
01	07	Special Education Coordinator	No	$102,600.00	$107,020.00
01	08	Special Ed Teachers	Yes	$372,943.00	$378,270.00

2025-26 Annual Update Table

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)
01	09	Instructional Aides	No	$194,106.00	$192,760.00
01	10	CTE Program	No	$186,071.00	$187,760.00
01	11	ROP Budget Maintenance Agreement	No	$163,296.00	$160,220.00
01	12	MSEFCU Credit Union	No	$0.00	$0.00
01	13	Tech Support Department	Yes	$237,600.00	$240,650.00
01	14	LREBG Instructional Aides	No	$228,137.86	$228,260.00
02	01	MTSS (Social Emotional)	Yes	$270,000.00	$282,320.00
02	02	MTSS (Behavioral)	Yes	$141,480.00	$142,950.00
02	03	MTSS Support Staff	Yes	$179,331.00	$175,410.00
02	04	Counselors	Yes	$347,805.00	$340,560.00

2025-26 Annual Update Table

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)
02	05	Psychologists and Speech Pathologist	Yes	$200,000.00	$194,000.00
02	06	Staff the Academies' Tutor positions.	Yes	$103,102.00	$102,470.00
02	07	Learning Device Access	No	$30,000.00	$31,800.00
02	08	After School Program	No	$359,431.00	$359,480.00
02	09	Health Aide for Special Education	No	$54,000.00	$55,410.00
02	10	Adult Education Programs	No	$15,000.00	$15,150.00
02	11	Parent Liaison	Yes	$58,321.00	$60,130.00
02	12	Online Health and Wellness Tool	No	$5,000.00	$5,000.00
02	13	MTSS and Health and Wellness Facilities	Yes	$0.00	$0.00
02	15	ActVnet Safety and Security	No	$5,000.00	$5,000.00

2025-26 Annual Update Table

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)
03	01	Professional Development (ELD)	Yes	$28,076.00	$26,880.00
03	02	Intervention and ELD Teachers	Yes	$175,543.00	$175,600.00
03	03	Additional ELD / English Teacher	Yes	$136,080.00	$141,040.00
04	01	Additional Staff Sections	No	$25,956.00	$26,856.00
04	02	Additional Instructional Assistant	No	$46,074.00	$46,431.00

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$2,544,008.00	$2,767,866	$2,781,890	-$14,024	0.60%	0.00%	-0.60%

Goal	Action	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Action (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input %)
01	03	Seminar Support	Yes	$283,047	$281,830	0.0%	0.0%
01	04	Additional Math, Science, Ag and PE Teachers	Yes	$408,240	$412,560	0.0%	0.0%
01	05	Dual Enrollment Classes	Yes	$37,800	$39,180	0.0%	0.0%
01	08	Special Ed Teachers	Yes	$161,441	$166,310	0.0%	0.0%
01	13	Tech Support Department	Yes	$237,600	$240,650	0.0%	0.0%
02	01	MTSS (Social Emotional)	Yes	$270,000	$282,320	0.0%	0.0%

2025-26 Contributing Actions Annual Update Table

Goal	Action	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Action (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input %)
02	02	MTSS (Behavioral)	Yes	$141,480	$142,950	0.0%	0.0%
02	03	MTSS Support Staff	Yes	$179,331	$175,410	0.0%	0.0%
02	04	Counselors	Yes	$347,805	$340,560	0.0%	0.0%
02	05	Psychologists and Speech Pathologist	Yes	$200,000	$194,000	0.0%	0.0%
02	06	Staff the Academies' Tutor positions.	Yes	$103,102	$102,470	0.0%	0.0%
02	11	Parent Liaison	Yes	$58,321	$60,130	0.0%	0.0%
02	13	MTSS and Health and Wellness Facilities	Yes	$0	$0	0.6%	0.0%
03	01	Professional Development (ELD)	Yes	$28,076	$26,880	0.0%	0.0%
03	02	Intervention and ELD Teachers	Yes	$175,543	$175,600	0.0%	0.0%

2025-26 Contributing Actions Annual Update Table

Goal	Action	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Action (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input %)
03	03	Additional ELD / English Teacher	Yes	$136,080	$141,040	0.0%	0.0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	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 9)	13. LCFF Carryover Percentage (12 divided by 9)
$6,331,448	$2,544,008	0.00%	40.18%	$2,781,890	0.00%	43.94%	$0	0.00%

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

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).

Expenditures by Resource Code

	2024-2025			2025-2026			2026-2027		
	Allocation	In LCAP	Difference	Allocation	In LCAP	Difference	Allocation	In LCAP	Difference
LCFF	$6,482,855	$517,426	$5,965,429	$6,455,949	$779,438	$5,676,511	$6,747,486	$1,029,352	$5,718,134
LCFF, S&C	$2,398,394	$2,398,394		$2,533,949	$2,533,949		$2,669,526	$2,669,526	
Title I	$340,719	$15,000	$325,719	$339,072	$15,000	$324,072	$296,205	$4,000	$292,205
Title II	$33,131	$23,805	$9,326	$22,463	$22,463		$22,100	$22,100	
Title III	$15,729		$15,729	$16,287		$16,287	$1,116		$1,116
Title III, Immig				$1,007		$1,007	$15,328		$15,328
SpEd (Fd)	$57,135	$57,135		$57,997	$57,997		$58,037	$57,135	$902
SpEdDisc (Fd)	$6,007		$6,007	$5,996		$5,996	$5,996		$5,996
ESSA	$300,027	$247,500	$52,527	$282,254		$282,254	$279,872	$42,072	$237,800
Carl Perkins	$19,536	$19,536		$18,506	$18,506		$18,506	$18,506	
Other Federal	$3,000		$3,000	$3,000		$3,000	$70,199		$70,199
SpEd (CA)	$214,684	$214,684		$211,502	$211,502		$340,032	$211,502	$128,530
Mandated Cost	$37,111		$37,111	$36,574	$20,000	$16,574	$38,386		$38,386
Lottery	$118,068		$118,068	$133,235		$133,235	$131,717		$131,717
CTEIG	$499,561	$167,565	$331,996	$450,905	$167,565	$283,340	$576,659	$167,565	$409,094
LREBG					$210,904	$(210,904)	$84,824	$80,000	$4,824
Prop 28							$99,809		$99,809
Equity M		$70,525	$(70,525)		$51,648	$(51,648)	$51,697	$51,697	
Other State	$450,905		$450,905	$450,905	$359,431	$91,474	$1,348,042	$388,137	$959,905
Interest	$95,970	$300	$95,670	$95,970	$300	$95,670	$143,580	$300	$143,280
Interagency							$128,307		$128,307
Other Local							$332,738		$332,738

	$11,072,832	$3,731,870		$11,115,571	$4,448,703		$13,460,162	$4,741,892	
	$11,072,832	$3,731,870		$11,115,571	$4,448,703		$13,460,162	$4,741,892	
		$3,870,470			$4,432,172			$4,724,087	

Expenditures by Object Code

	2024-2025			2025-2026			2026-2027		
	SACS 01	In LCAP	Difference	SACS 01	In LCAP	Difference	SACS 01	In LCAP	Difference
1000	$3,546,743	$1,650,603	$1,896,140	$3,403,026	$1,799,043	$1,603,983	$3,317,756	$1,938,894	$1,378,862
2000	$2,248,521	$641,155	$1,607,366	$2,543,707	$830,480	$1,713,227	$2,361,163	$871,666	$1,489,497
3000	$3,365,663	$1,019,635	$2,346,028	$3,549,622	$1,163,802	$2,385,820	$3,720,635	$1,239,104	$2,481,531
4000	$1,096,830	$139,536	$957,294	$1,114,819	$141,706	$973,113	$1,306,458	$145,162	$1,161,296
5000	$1,485,830	$383,976	$1,101,854	$1,682,021	$464,576	$1,217,445	$2,047,708	$496,696	$1,551,012
6000	$243,621	$35,565	$208,056	$177,638	$32,565	$145,073	$121,411	$32,565	$88,846
7400	$193,239		$193,239	$164,979		$164,979	$253,478		$253,478
7300	$(30,003)		$(30,003)	$(30,896)		$(30,896)	$(34,604)		$(34,604)
7600									
	$12,150,444	$3,870,470		$12,604,916	$4,432,172		$13,094,006	$4,724,087	

Priority 1: Basic Services and Conditions

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

28%

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

0%

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

4

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities. (1500 character limit)

Priority 2: Implementation of State Academic Standards

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. (3000 character limit) 1400

The LEA uses an internally developed self assessment tool to measure the implementation of the CA State Academic Standards (CASS). The survey is taken by each teacher in a facilitated focus group environment. This setting allows the teachers to ask clarifying questions of the facilitator and each other. The self assessment tool asks questions about the number of students taught, how many have the most current CASS aligned curriculum, and what percentage of instruction in the various content areas is rigorously aligned to the most recently adopted CASS.

The LEA chose this particular tool because it focuses on the implementation of standards in the instructional process and gives the district one number to simply and effectively measure annual progress. In addition this tool was developed before the CDE's self-reflection tools and thus provides annual growth going back three academic years.

The LEA asks the same question each year of all language arts, math, social science, science, and ELD teachers. The question is, "Of the daily instruction your students receive from you, what percentage is rigorously aligned to the current CASS in your content area."

For all core non ELD instruction, the 2024-25 average response was 85% and the 2025-26 average response was 76.7%. For all ELD instruction, the 2024-25 average response was 80% and the 2025-26 average response was 90.0%.

Priority 3: Parent and Family Engagement

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

- The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
- The key findings from the survey related to promoting parental participation in programs; and
- Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

(3000 character limit)

1093

The parent survey was administered to a random sample of parents in all grades served by the LEA during the spring of 2026. The sample included 36 responses in an LEA with an estimated family count of 416 for a response rate of 8.7%.

The key findings of the survey were:
1. Parent Input: 68.6% of parents agreed with the statement that, The school or district actively seeks the input of parents before making important decisions.
2. Parent Participation: 78.6% agreed with the survey statements suggesting that, the district provides multiple forms of support to parents.

The LEA chose this parent survey tool because it is based on research by Michael Krist SBE President on what effective districts do to involve parents. It has also been used by the district for 4 years of LCAP, so there is longitudinal data to compare growth.

The survey assists the LEA in measuring the outcomes of goal 02 Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.

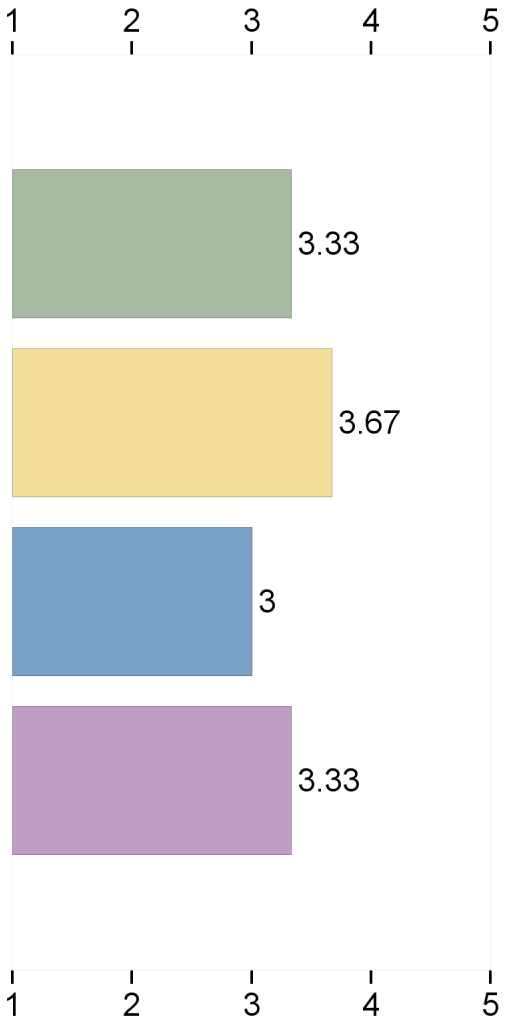
Priority 3 CDE Self Reflection Tool: Section 1: Building Relationships Between School Staff and Families

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.



The following are practices that educational partners have said are the LEA's current strengths and focus areas in Building Relationships Between School Staff and Families. Following these is a list of actions that educational partners say are needed to build better relationships between school staff and underrepresented families.

Current Strengths:
- Communicating with families via ParentSquare
- Providing families with a calendar of events
- Communicating non-curricular information to parents
- Providing all written communication in both English and Spanish
- Holding parent conferences and SST meetings
- Setting up open lines of communication with all stakeholders
- Being present and positive at drop off and pick up
- Hosting family night activities
- Providing a variety of times for family information sessions
- Working regularly with community partnership programs and organizations
- Being equitable in holding kids accountable for following school policies
- Treating all families' needs and beliefs with equal care
- Utilizing the community liaison to reach out to underrepresented families
- Continuing to serve underrepresented populations through the adult education program

- Connect families to outside support organizations
- Providing resources to help families guide their children academically
- Providing workshops for parents

Current Focus Area:
- Communicating with families via social media
- Communicating updates on behavior and grades
- Providing frequent positive communication
- Ensuring underrepresented families are present at DELAC, SSC and other committee meetings
- Creating an anti-bullying environment
- Creating an environment where all students and families feel safe and respected
- Ensuring underrepresented families feel included in district parent activities and decision making
- Hiring, training, and retaining staff with the best interests of students and families

Needed Action:
- Sending updates of classroom occurrences
- Having friendly office staff
- Hosting before and after-school social functions
- Inviting parents to attend and participate in school functions
- Providing more opportunities for parents to be on campus
- Offering more sports activities
- Providing professional development for all staff
- Creating transparent plans for the future of the district / school

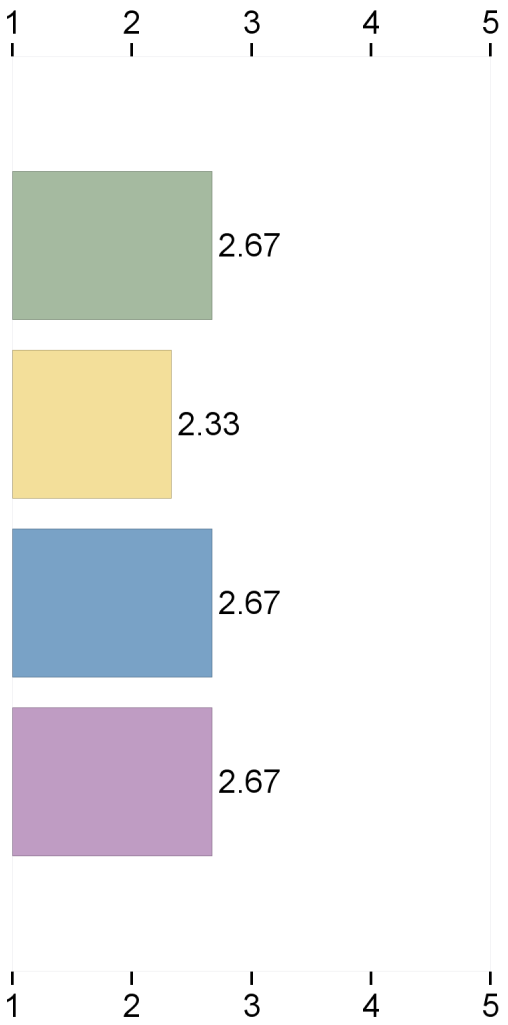
Priority 3 CDE Self Reflection Tool: Section 2: Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.



The following are practices that educational partners have said are the LEA's current strengths and focus areas in Building Partnerships for Student Outcomes. Following these is a list of actions that educational partners say are needed to build better partnerships for student outcomes with underrpresented families.

Current Strengths:
- Communicating with families via ParentSquare
- Providing all written communication in both English and Spanish
- Hosting family night activities
- Creating an environment where all students and families feel safe and respected
- Continuing to serve underrepresented populations through the adult education program

Current Focus Area:
- Communicating non-curricular information to parents
- Providing more opportunities for parents to be on campus
- Creating an anti-bullying environment
- Being equitable in holding kids accountable for following school policies
- Hiring, training, and retaining staff with the best interests of students and families
- Providing professional development for all staff
- Providing workshops for parents

Needed Action:
- Sending updates of classroom occurrences
- Communicating updates on behavior and grades
- Providing frequent positive communication
- Having friendly office staff
- Being present and positive at drop off and pick up
- Inviting parents to attend and participate in school functions
- Offering more sports activities
- Providing resources to help families guide their children academically
- Creating transparent plans for the future of the district / school

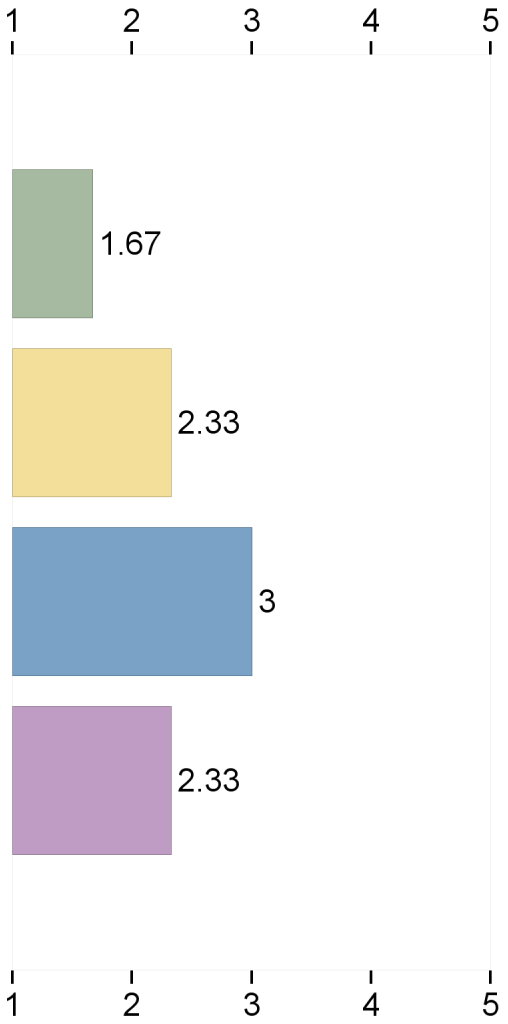
Priority 3 CDE Self Reflection Tool: Section 3: Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.



The following are practices that educational partners have said are the LEA's current strengths and focus areas in Seeking Input for Decision Making. Following these is a list of actions that educational partners say are needed to better seek input for decision making from underrepresented families.

Current Strengths:
- Collecting information from families through web surveys
- Providing all written communication in both English and Spanish
- Ensuring underrepresented families are present at DELAC, SSC and other committee meetings
- Holding parent conferences and SST meetings
- Holding regular School Site Council Meetings
- Working regularly with community partnership programs and organizations
- Treating all families' needs and beliefs with equal care
- Utilizing the community liaison to reach out to underrepresented families
- Continuing to serve underrepresented populations through the adult education program
- Providing workshops for parents on School Site Council purpose and rules

Current Focus Area:
- Holding regular DELAC / ELAC Meetings
- Providing workshops for parents on ELAC and DELAC purpose and rules

Needed Action:

- Providing families with a calendar of district meetings

Priority 6: School Climate

Local educational agencies will provide a narrative summary of the local administration as analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12). Specifically, local educational agencies will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that are particularly relevant to school safety and connectedness.
(3000 character limit) 575

The *ESE Student Climate Survey* was administered to grades 9-12 by the LEA during the spring of 2025.

Two questions that were of particular import to the LEA in evaluating priority 6 were:
1. The questions relating to school connectedness. These questions differ slightly at each grade level, but they measure students' sense of connectedness to the school. 59% of students say they feel connected with their school.

2. The questions relating to school safety. These questions measure whether students feel safe at school. 69.9% of students say they feel safe at school.

Priority 7: Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.
(3000 character limit) 532

The district developed a self evaluation tool to determine the percentage of students (including unduplicated and exceptional needs students) that have access to each required course of study. This percentage is evaluated at each grade level and for each required course of study per Ed Code EC 51210 and 51220. These percentages are then aggregated to give the district a percentage score on the access that students have to the broad course of study. The self evaluation tool for the 2025-26 school year gave a score of 100%.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (3000 character limit) 418

The self evaluation tool for the 2025-26 school year gave a score of 100%. There is only one site per grade range; therefore, there are no access differences across sites. It was the determination of the district while using the self evaluation tool, that both the unduplicated sub group and the students with exceptional needs sub group had the same access to the broad range of study that the general population had.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
(3000 character limit) 274

One large barrier to providing a broad course of study to all students is the limited number of teachers within the district. With only 25.2 teachers for grades 9-12 it is a challenge to provide adequate access in areas like foreign language and applied and performing arts.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (3000 character limit) 388

The district will work to increase student access to visual and performing arts and career technical education and physical education. The district will provide an animal ag science class and foreign language classes as well as promoting the Ag Academy as well as the Medical Academy. The district also plans to continue increasing dual enrollment classes with local community colleges.