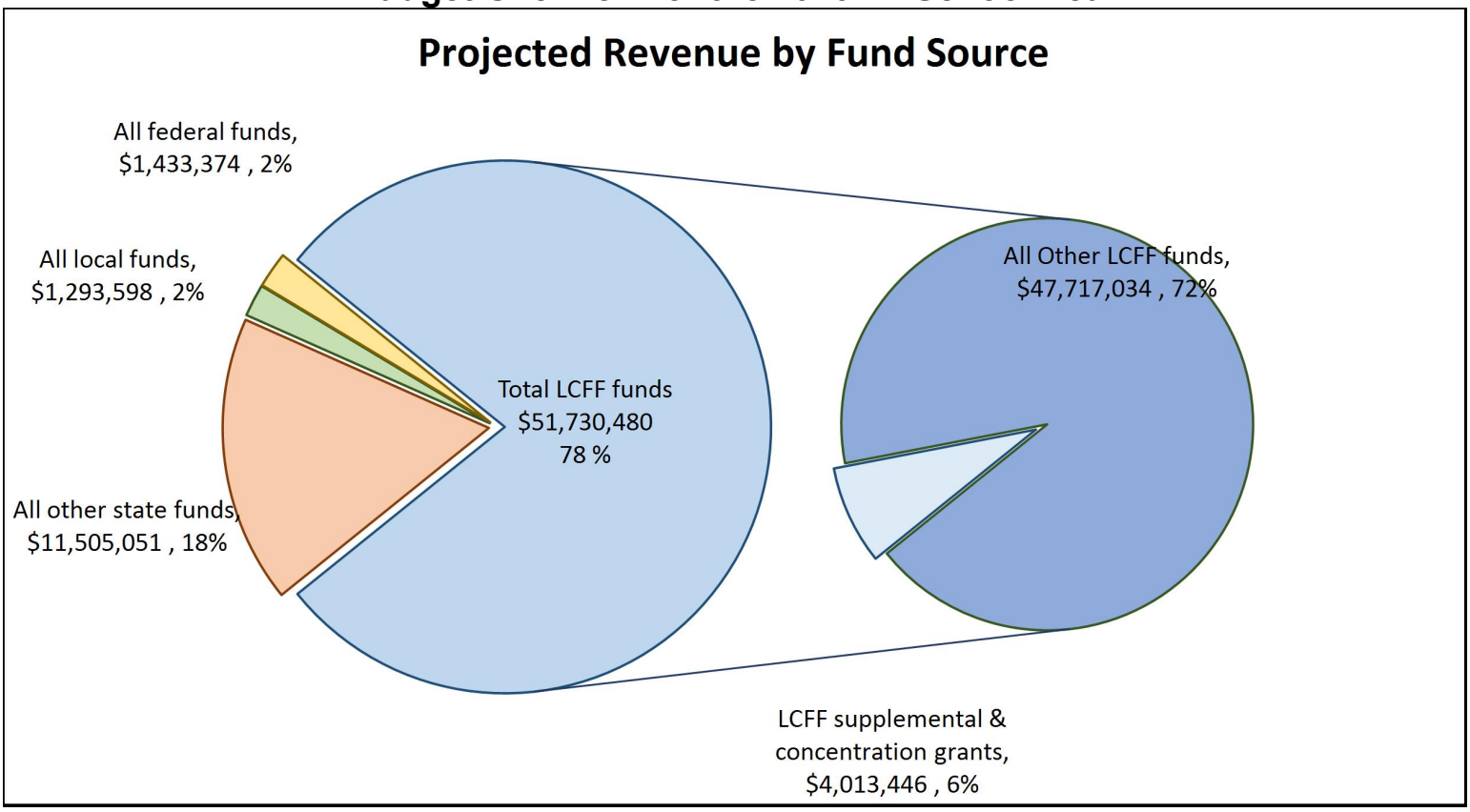
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Amador County Unified School District
CDS Code: 03739810000000 / 03100330000000
School Year: 2026-27
LEA contact information:
Patricia Horn
Assistant Superintendent, Educational Services
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209-257-5334

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

Budget Overview for the 2026-27 School Year

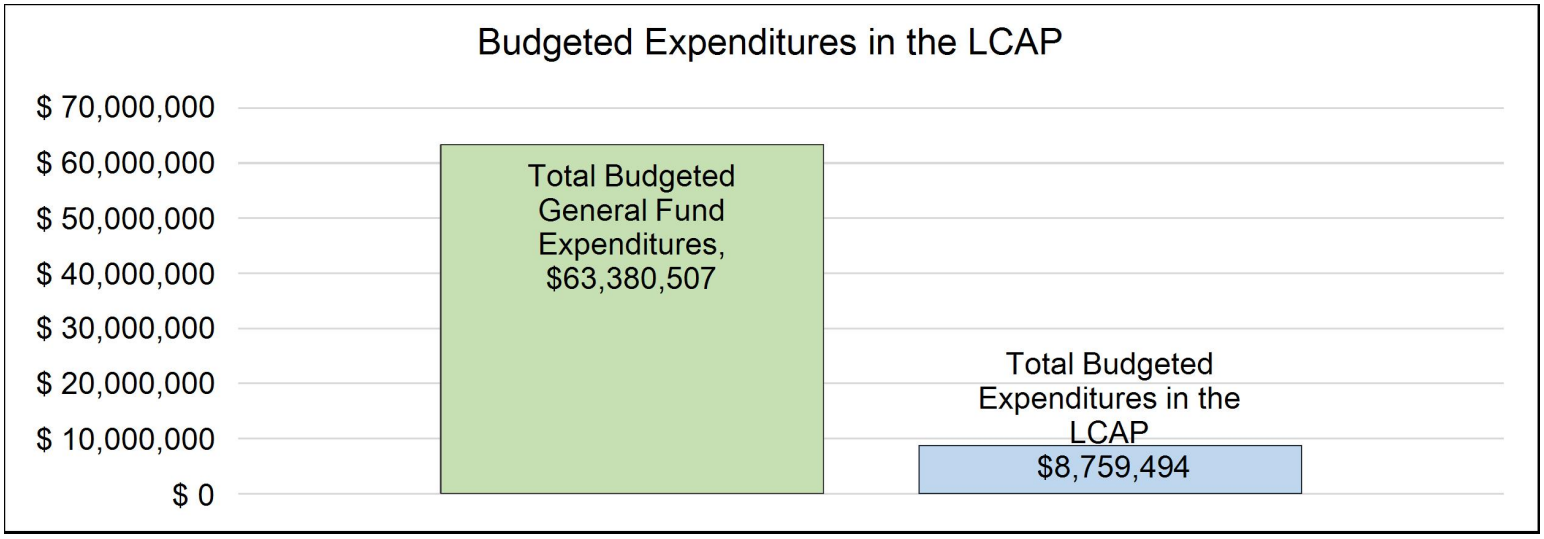


This chart shows the total general purpose revenue Amador County Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Amador County Unified School District is $65,962,503, of which $51730480 is Local Control Funding Formula (LCFF), $11505051 is other state funds, $1293598 is local funds, and $1433374 is federal funds. Of the $51730480 in LCFF Funds, $4013446 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Amador County Unified School District plans to spend $63380507 for the 2026-27 school year. Of that amount, $8759494 is tied to actions/services in the LCAP and $54,621,013 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

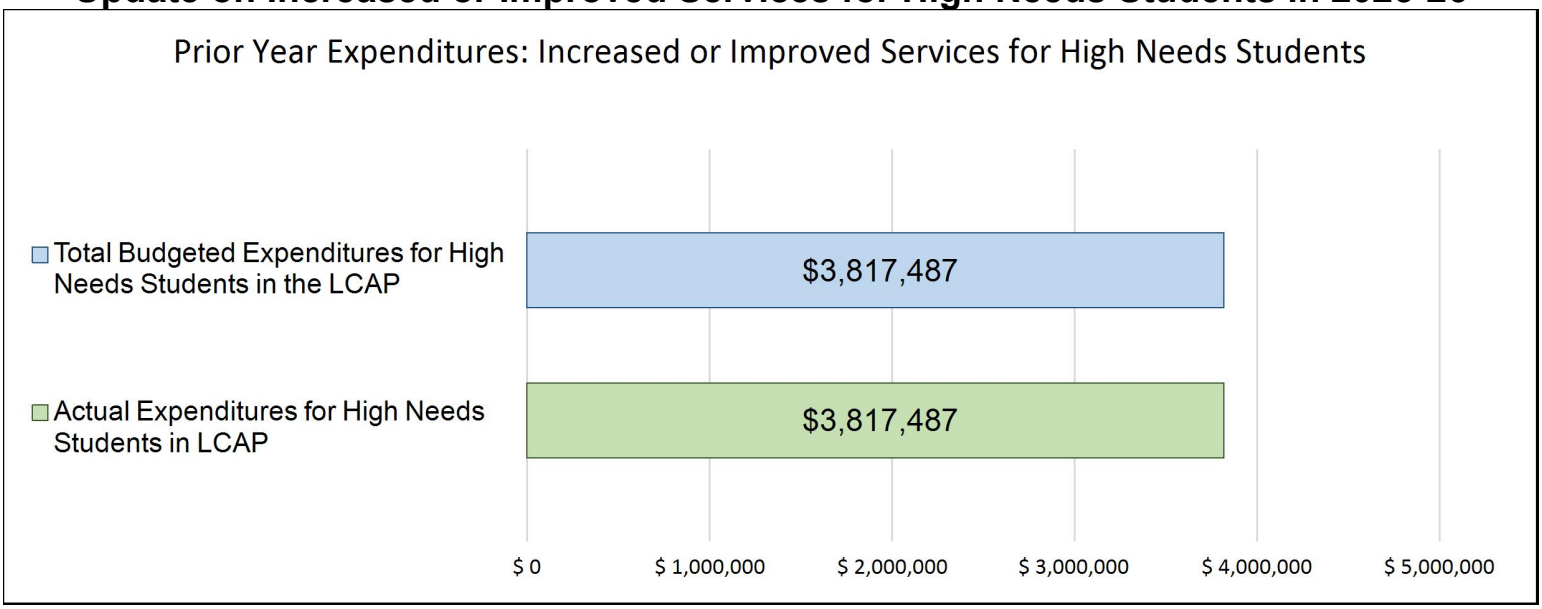
In addition to the targeted actions and services outlined in the Local Control and Accountability Plan (LCAP), the COE utilizes General Fund expenditures to support a broad range of essential operational needs that ensure the effective functioning of schools and the delivery of high-quality instruction. These expenditures include, but are not limited to, facilities maintenance and operations, transportation services, districtwide technology infrastructure and support, employee salaries and benefits not tied to specific LCAP actions, utilities, safety and security services, and administrative functions such as human resources, payroll, and business services. These foundational investments are critical to sustaining a safe, supportive, and efficient learning environment for all students, and they complement and extend the work described in the LCAP by supporting the overall capacity and infrastructure of the district.

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

In 2026-27, Amador County Unified School District is projecting it will receive $4013446 based on the enrollment of Foster Youth, English learner, and low-income students. Amador County Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Amador County Unified School District plans to spend $4013446 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 Amador County Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Amador County Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Amador County Unified School District's LCAP budgeted $3817487 for planned actions to increase or improve services for high needs students. Amador County Unified School District actually spent $3817487 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Amador County Unified School District	Patricia Horn Assistant Superintendent, Educational Services	patty.horn@acusd.org 209-257-5334

Plan Summary [2026-27]

General Information

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

Amador County Unified School District (ACUSD) and Amador County Office of Education's (ACOE) community and schools are nestled in the heart of the Gold Country in the Sierra Nevada foothills. A wonderful place to raise a family, Amador County is close to the urban environments of Sacramento and San Francisco, but also close to the natural beauty of Yosemite and Lake Tahoe. We offer a variety of high quality schools, including two comprehensive high schools, one alternative high school, two junior high schools, six elementary schools, an independent study school, a community court school, and an adult education school.

In ACUSD / ACOE, we believe that continuous improvement and learning are vital, and we support this belief for all individuals within the educational community. Our mission is to prepare, support, and inspire each student to achieve college and career readiness in a rapidly evolving world through highly engaging teaching, rigorous learning, and innovative pathways supported by strong partnerships in a safe, caring, and collaborative manner. We continue to implement strategies to focus on the whole child and are widening the array of services to meet students' academic, physical, and social-emotional needs via our multi-tiered system of supports (MTSS). We also focus on providing a safe learning environment for all students.

A major focus area for us is working to support equitable access to all opportunities for all students, including our numerically significant groups: students with disabilities, students from low-income families, and our growing population of students of Hispanic / Latino descent to not only a broad course of study but all educational opportunities.

As a single school district county, our school district and county office of education work closely together to ensure our families receive a

variety of educational services in the most effective way. We are a unified preschool through adult education school district, offering a variety of programs, including a STEM magnet school, a VAPA magnet school, state preschools, career-technical education, dual enrollment classes, an adult education school, a variety of special education services, as well as traditional programs.

We serve approximately 4,100 preschool through grade 12 and adult students. Our talented and committed teachers, support staff, and administrators work hard to meet the individual needs of all students. We encourage family and community engagement at all levels, including through school site councils, parent-teacher organizations, booster clubs, Amador Parent Advisory Committee (APAC), District English Learner Advisory Council (DELAC), Community Advisory Committee (CAC) for families of students with exceptional needs, and more.

ACUSD / ACOE serves an increasingly diverse student body:

- Approximately 62% of our students are white, approximately 25% are Hispanic, and approximately 2% are American Indian or Alaska Native.
- Approximately 41% of our students are socioeconomically disadvantaged (SED).
- Approximately 3% of our students are English learners, however that percentage has been slowly increasing in recent years.
- Approximately 18% of our students have an Individualized Educational Plan (IEP).

Reflections: Annual Performance

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

A review of the California School Dashboard (Dashboard) and local data shows many areas of strength, as well as some opportunities for growth.

We are pleased to report that our review of the data associated with goal 1 shows widespread improvement and progress toward our goals, including for almost every subgroup in every area. California Assessment of Student Performance and Progress (CAASPP) scores from Spring 2025 showed gains over the 2024 scores in both English language arts and mathematics with almost all numerically significant student subgroups (all students, socioeconomically disadvantaged, students with disabilities, Hispanic or Latino students, and English learners) experiencing increased scores.

We are extremely pleased to see the efforts and resources we have put into our Career Technical Education (CTE) program pay off, with the number of pathway completers in the 2025 school increasing by 18 from the year before. The fact that of the 55 pathway completers, 24 of them were socioeconomically disadvantaged, and 10 of them were Hispanic or Latino is impressive.

We continue to perform at or near the state average for English learner (EL) students making progress towards English language proficiency, with 36.2% of our EL’s making progress or maintaining the highest level.

We also saw our Advanced Placement (AP) test pass rate maintain the previous significant increase at 69% in 2024.

Student groups for the Amador County Unified School District receiving the lowest performance level on one or more state indicators on the 2023 Dashboard include:

- "English Learners" subgroup in the area of chronic absenteeism, Math, Suspension Rate
- "Long Term English Learners" subgroup in the area of ELA and Suspension Rate
- "Homeless" subgroup for ELA, Math, Suspension Rate
- "Socio-economically Disadvantaged students" subgroup in the area of suspension rate and Chronic Absenteeism
- "Students with Disabilities" subgroup in the area of ELA, Math, and suspension rate and Chronic Absenteeism
- "American Indian" subgroup in the area of ELA and Math
- "Hispanic" subgroup in the area of Chronic Absenteeism

The following schools were identified as low performing as noted:
Amador High school in the area of suspension rates for students with disabilities
Argonaut High School in the area of suspension rates for students with disabilities
Plymouth Elementary in the area of suspension rate for students with disabilities and English learners
Jackson Junior High in the area of suspension rate for students with two or more races

For Language Arts and math improvements we are focusing on intervention time with certificated teachers at every site (including the sites mentioned above), five days a week as noted in goal 1.2. Also in goal 1.2 are EL aides that will support EL students with ELA and math instruction. We are also adopting supplementary intervention/special education curriculum for ELA/ELD and math as noted in goal 1.1. We are beginning a professional development series on TK-12 UDL strategies across all content areas as noted in 1.6.

In the area of suspension rate the district is focusing on PBIS at all sites with ongoing professional development as well as Restorative Justice training for staff both certificated and classified at all sites as noted in goal 2.1.
In the area of Chronic absenteeism the district will maintain two district community outreach workers for the purpose of creating a home to school connection for students that are absent more than 10% as noted in goal 2.3.

Reflections: Technical Assistance

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

According to the California Accountability Model and School Dashboard, Amador County Unified was identified as needing technical assistance in the following area:

The subgroups identified were our Students With Disabilities. English Learners, students experiencing homelessness, socioeconomically disadvantaged
The state priorities identified were pupil achievement according to ELA and math CAASPP scores, ELPI, Chronic Absenteeism and Suspension Rates.

During the process of developing the Local Control and Accountability Plan (LCAP) for Amador County Unified, our focus was on providing adequate support and resources for our students with disabilities and our ELs. These subgroups require special attention and tailored interventions to ensure their academic success and holistic development. As such, we identified two critical state priorities to address their needs effectively: pupil achievement in English Language Arts (ELA) and math, as measured by CAASPP scores, and outcomes in a broad course of study, as indicated by career/college readiness.

Technical assistance played a pivotal role in this endeavor, facilitating our understanding of best practices, data analysis, and the implementation of evidence-based strategies. Through collaborative efforts with experts in the field and leveraging resources from the California Department of Education, we were able to devise targeted interventions that address the unique challenges faced by students with disabilities.

One key aspect of the technical assistance received was the emphasis on data-driven decision-making. By analyzing CAASPP scores and other relevant metrics, we gained valuable insights into the academic performance of our students with disabilities, Els. This enabled us to identify areas of improvement, set realistic goals, and track progress over time. Additionally, technical assistance provided guidance on interpreting and utilizing data effectively, empowering us to make informed decisions that positively impact student outcomes.

Furthermore, technical assistance helped us align our strategies with the broader goals of the LCAP, particularly those related to pupil achievement and college/career readiness. By integrating interventions for students with disabilities and Els/LTELs into the overall framework of the LCAP, we ensured coherence and synergy across initiatives aimed at improving student outcomes district-wide. This holistic approach fosters a supportive and inclusive learning environment where all students can thrive academically and socially.

In conclusion, technical assistance has been instrumental in guiding the development and implementation of strategies to support students with disabilities and Els in Amador County Unified. By leveraging data, expertise, and collaborative partnerships, we are better equipped to address their unique needs and promote their success in both academic and post-secondary endeavors. As we continue to refine and adapt our approach, technical assistance will remain a valuable resource in our ongoing efforts to enhance the quality of education for all students.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council Meetings, All Sites (including students council members)	The engagement process of a School Site Council (SSC), including students, in developing the Local Control and Accountability Plan (LCAP) for Amador County Unified School District involves a series of strategic steps aimed at involving educational partners in providing valuable feedback. This process ensures that the development of the LCAP is comprehensive, inclusive, and reflective of the community's needs. Below is a structured approach to facilitate this engagement: 1. Preparation and Planning Identify Educational Partners: School Site Councils are made up of administrator, teachers, other classified staff, parents and students. Develop an Engagement Strategy: Create a plan detailing how each group of educational partners will be engaged. Consider the unique perspectives and contributions of each group to the LCAP. 2. Communication Announcement: Send out communications through multiple channels (newsletters, emails, social media, school website) announcing the initiation of the LCAP development process and the importance of stakeholder input. Information Sessions: Organize informational sessions to educate stakeholders about the LCAP, its objectives, and the engagement process. Ensure clarity on how their feedback will influence the plan. Site administrators will present the draft LCAP to their respective

Educational Partner(s)	Process for Engagement
	school site councils with an opportunity to gather feedback via online survey. 3. Engagement Activities Survey: Gather preliminary input on the needs and priorities from the School Site Council's perspectives. 4. Feedback Collection and Analysis Collect Feedback: Ensure that all feedback from surveys is documented accurately. Analyze Feedback: Analyze the collected feedback to identify common themes, priorities, and concerns that emerge from the school site council. 5. Drafting the LCAP Incorporate Feedback: Use the analyzed feedback to inform the development of the LCAP draft, ensuring that the plan addresses the identified needs and priorities of the school site council. 6. Public Review and Finalization Publicize Draft LCAP: Share the draft LCAP with the broader community for review and comment, ensuring transparency and further opportunity for input. Final Stakeholder Meeting: Host a final meeting with educational partners to discuss any additional feedback on the draft LCAP before finalization. Approval: Submit the final LCAP to the school board for approval. 7. Ongoing Communication and Evaluation Communicate the Final LCAP: Once approved, ensure the final LCAP is communicated back to all educational partners, highlighting how their input was incorporated. Monitor and Evaluate: Set up a system for ongoing monitoring and evaluation of the LCAP's implementation, with regular check-ins and updates to educational partners. By following this structured engagement process, the SSC can effectively incorporate the insights and feedback of educational

Educational Partner(s)	Process for Engagement
	partners into the LCAP, ensuring it truly reflects the community's educational priorities and contributes to the continuous improvement of student outcomes in Amador County Unified School District.
Community Advisory Committee (CAC) (Special Education Parent Board)	Engaging educational partners through the Community Advisory Committee (CAC), particularly for special education parents in the development of the Local Control and Accountability Plan (LCAP) for Amador County Unified School District, requires a thoughtful and inclusive approach. The CAC can serve as a powerful conduit for ensuring that the needs and priorities of students with disabilities are well-represented in the LCAP. Here's a step-by-step process to facilitate this engagement: 1. Initial Preparation Understand LCAP Requirements: Ensure the CAC has a deep understanding of LCAP requirements, especially concerning students with disabilities. Identify Stakeholders: The CAC is made up of parents and administrators of Special Education Students. 2. Strategic Planning Develop an Engagement Plan: Present a detailed plan for how to reach out to and involve various stakeholders in the LCAP development process. Set Clear Objectives: Define what feedback is needed and the best methods to collect this feedback (surveys, forums, meetings). 3. Outreach and Communication Announcement: Publicize the intent to engage the CAC in the LCAP development, emphasizing the role of the CAC and the focus on students with disabilities. Informational Materials: Distribute clear, accessible information about the LCAP process, timelines, and how stakeholders can participate. 4. Engagement Activities Survey: Design and distribute a survey focused on gathering insights about the needs of students with disabilities.

Educational Partner(s)	Process for Engagement
	5. Collection and Synthesis of Feedback Consolidate Feedback: Gather all feedback from the various engagement activities for analysis. Identify Themes: Analyze the feedback to identify common themes, concerns, and recommendations, particularly those impacting students with disabilities. 6. Drafting and Revision Draft LCAP Incorporation: Use the synthesized feedback to inform the drafting of the LCAP sections relevant to students with disabilities. Review and Revise: Organize meetings with the CAC and other key stakeholders to review the draft LCAP and incorporate further feedback. This comprehensive engagement process enables the Community Advisory Committee to effectively gather and incorporate feedback from a wide range of educational partners, ensuring the LCAP reflects the diverse needs of the school district, especially those of students with disabilities.
Amador Parent Advisory Committee (APAC)	The process of engagement for the Amador Parent Advisory Committee (APAC) in involving educational partners in the development of the Local Control and Accountability Plan (LCAP) for Amador County Unified School District can be outlined in several strategic steps. This process aims to ensure comprehensive feedback and active participation from all educational stakeholders, emphasizing a collaborative approach. 1. Preparation and Planning Understand LCAP Requirements: Ensure the APAC members are well-informed about the LCAP process, priorities, and areas of focus. 2. Development of Engagement Strategy Outreach Materials: Prepare clear, concise, and engaging materials explaining the LCAP process, its significance, and how stakeholders can contribute. 3. Outreach and Communication

Educational Partner(s)	Process for Engagement
	Announcement: Announce the initiation of the LCAP feedback process through various channels such as emails, school newsletters, social media, and the district website. Direct Invitations: Send personalized invitations to the APAC, emphasizing the importance of their input and participation. 4. Engagement Activities Survey: Create and distribute surveys tailored to gather targeted feedback on specific LCAP areas from different stakeholder groups. 5. Collecting and Analyzing Feedback Feedback Compilation: Gather all feedback received through various channels and organize it for analysis. Thematic Analysis: Identify common themes, concerns, and suggestions from the feedback, highlighting areas of consensus and divergence. 6. Incorporating Feedback into the LCAP Draft Feedback Integration: Update the LCAP draft to incorporate stakeholder feedback, ensuring that changes are transparent and documented. By following this structured engagement process, the Amador Parent Advisory Committee can facilitate a meaningful and inclusive dialogue around the LCAP, ensuring that it reflects the collective priorities and needs of the educational community in Amador County Unified School District.
District English Advisory Committee (DELAC)	The District English Learner Advisory Committee (DELAC), composed primarily of parents of English Learners (ELs), plays a crucial role in the development of the Local Control and Accountability Plan (LCAP) for Amador County Unified School District. Their engagement process aims to ensure that the needs of English Learners are adequately represented and addressed in the LCAP. Here's a structured process for DELAC to engage educational partners in providing feedback on the LCAP development: 1. Initial Preparation

Educational Partner(s)	Process for Engagement
	Understand LCAP Priorities: DELAC members review and understand the specific LCAP priorities, especially those impacting English Learners. 2. Engagement Strategy Development Plan Creation: Develop a comprehensive engagement plan, including objectives, timelines, and methods for collecting input from various stakeholders. Communication Materials: Prepare materials that explain the LCAP process, its importance to EL students, and how stakeholders can contribute, ensuring materials are available in relevant languages. 3. Outreach Announcements: Utilize multiple channels (e.g., school website, social media, newsletters) to announce the LCAP feedback process, ensuring language accessibility. Personalized Invitations: Send out personalized invitations to DELAC members, highlighting the importance of their input for the success of EL students. 4. Engagement Activities Survey: Conduct a survey tailored to capture specific feedback on EL needs and priorities within the LCAP. 5. Feedback Collection and Analysis Gather Feedback: Collect all feedback from surveys, meetings, and other engagement activities. Analyze for Trends: Identify trends, common themes, and specific areas of concern or recommendation related to EL students in the feedback. 6. Integration into LCAP Draft Feedback Integration: Work with district officials to ensure the LCAP draft reflects the feedback and needs of EL students and their families. This structured engagement process enables the District English Learner Advisory Committee to effectively gather and incorporate

Educational Partner(s)	Process for Engagement
	feedback from educational partners, ensuring the LCAP addresses the unique needs and priorities of English Learners in Amador County Unified School District.
Managers Meeting	Engaging all managers, both classified and certificated, in the Local Control and Accountability Plan (LCAP) process for Amador County Unified School District involves a structured approach to gather, synthesize, and incorporate feedback from a diverse set of educational partners. This engagement process ensures that the LCAP reflects the needs and priorities of the entire school community, including students, parents, teachers, and staff. Here's a comprehensive process: 1. Preparation and Planning Orientation Session: Organize an initial orientation session for all managers to explain the LCAP process, objectives, and the role they play in engaging educational partners. Development of Engagement Plan: Managers develop a plan detailing how they will engage with their respective stakeholders (e.g., department staff, parents, students) to collect feedback on the LCAP. 2. Stakeholder Identification List Stakeholders: Each manager identifies key stakeholders relevant to their area, ensuring a wide range of perspectives is considered, including those of special education, English learners, and socioeconomically disadvantaged students. 3. Engagement Tools and Methods Development of Materials: Create engagement materials, including guides on the LCAP process, discussion prompts, and feedback forms, ensuring they are accessible and understandable. 4. Conducting Engagement Activities Implementation of Plan: Managers implement the engagement plans, conducting activities designed to gather comprehensive and meaningful feedback from their stakeholders.

Educational Partner(s)	Process for Engagement
	Documentation: Ensure all feedback and data collected during the engagement activities are documented systematically for analysis through survey. 5. Analysis and Synthesis of Feedback Compilation of Feedback: Managers compile the feedback received from their respective engagements and analyze it to identify common themes, priorities, and concerns. Synthesis of Insights: Summarize the insights in a way that highlights the needs and recommendations of different stakeholder groups. 6. Feedback Integration Joint Review Sessions: Organize sessions with managers and the LCAP team to review the collected feedback and discuss how it can be integrated into the LCAP draft. Development of Action Items: Based on the feedback, develop specific action items and strategies for the LCAP that address identified needs and priorities. This engagement process ensures that the LCAP for Amador County Unified School District is developed through a collaborative, inclusive approach that leverages the insights and expertise of all managers and their educational partners.
Labor Partners	Engaging union labor partners like the Amador County Teachers Association (ACTA), the Special Educators of Amador County (SEAC), and both of the the California School Employees Association (CSEA) 239 and 827 in the Local Control and Accountability Plan (LCAP) development for Amador County Unified School District involves a collaborative process. This process ensures that the insights and feedback from staff and employees who are directly involved in the educational process are integrated into the LCAP. Here’s how the engagement process can unfold: 1. Initial Planning and Coordination Establish a Joint Committee: Form a joint committee with representatives from ACTA, SEAC, CSEA 239 and 827, and the district’s LCAP team to oversee the engagement process.

Educational Partner(s)	Process for Engagement
	2. Engagement Strategy Development Plan Engagement Activities: Plan a joint meeting tailored to gather comprehensive feedback from union members. 3. Communication Inform Union Members: Use union communication channels to inform all members about the LCAP process, its significance, and how they can participate. 4. Data Collection and Feedback Survey: Distribute a survey designed to capture specific insights and suggestions from union members regarding the LCAP focus areas/goals. Individual Interviews: Conduct interviews with union leaders and selected members to delve deeper into particular areas of concern or interest. 5. Review and Synthesis of Feedback Compile and Analyze Feedback: Gather all collected feedback and analyze it to identify common themes, suggestions, and concerns across all union groups. 6. Integration into LCAP Draft Adjustments Based on Feedback: Make necessary adjustments to the LCAP draft based on union feedback, ensuring that the plan aligns with the needs and recommendations of the school district's staff. This process of engagement ensures that the voices of teachers and school employees are heard and valued in the LCAP development, leading to a more effective and collaborative educational environment in Amador County Unified School District.

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

The adopted 2025 Local Control and Accountability Plan (LCAP) for Amador County Unified School District/Amador County Office of Education was significantly shaped by the valuable feedback and input provided by our educational partners. Through ongoing engagement

efforts, the district ensured that the voices of parents, students, teachers, staff, bargaining units, and community members were incorporated into the development of the plan and reflected in district priorities and actions.

Input from School Site Councils played an important role in identifying the needs and priorities of individual school communities. Council members, including students, provided insight into academic programs, school climate, student supports, and facility needs, helping the district establish meaningful goals focused on student achievement, safety, and wellbeing.

Feedback from the Community Advisory Committee (CAC), including parents of students receiving special education services, highlighted concerns regarding the consistency and timeliness of special education supports and follow-through with Individualized Education Programs (IEPs). Educational partners expressed the need for improved communication, stronger implementation of services, and greater understanding of students with disabilities across all school sites and staff. Concerns were also raised regarding ensuring students with disabilities are fully included in school activities and events and receive equitable access to opportunities and supports.

Additionally, the District English Learner Advisory Committee (DELAC), made up of parents of English learners, provided important recommendations regarding outreach, communication, and support for families. Parents emphasized the importance of clearly communicating available resources and support services, including defining terms such as “English Learner” and ensuring families understand that accessing support programs will not result in negative consequences related to immigration status or child welfare concerns. Educational partners recommended that information be shared discreetly and consistently throughout the school year to ensure all families feel informed, supported, and welcomed.

Collaboration with labor partners, including the Amador County Teachers Association (ACTA), the Special Educators of Amador County (SEAC), and the California School Employees Association (CSEA) Chapters 827 and 239, also informed the development of the LCAP. Stakeholders emphasized the importance of recruiting and retaining highly qualified staff, addressing staffing shortages, and strengthening professionalism and accountability among all employees. Feedback highlighted the need for ongoing professional development focused on respectful communication, inclusive practices, effective teaching strategies, and student-centered support systems.

Based on survey responses and stakeholder feedback, several key themes emerged regarding the needs and priorities within the district:

Special Education Services and Student Support: Educational partners identified the need for stronger follow-through with IEP implementation, increased understanding and support for students with disabilities, and more inclusive practices across school sites. Families expressed concerns about delays in services and ensuring students receive individualized attention and equitable participation in school activities.
Safety, Discipline, and School Climate: Stakeholders emphasized the importance of maintaining safe and supportive campuses through consistent enforcement of rules, improved campus security, and equitable treatment of students. Concerns were also raised regarding student discipline practices, bullying, intimidation, and the overall professionalism and accountability of staff interactions with students and families.
Academic Support and Curriculum: Feedback highlighted concerns regarding grading structures in some high school mathematics courses, requests for additional tutoring and intervention opportunities, and a desire for expanded academic pathways for both struggling and high-achieving students. Educational partners also expressed interest in increasing opportunities focused on life skills, vocational education, accelerated coursework, and early college or dual enrollment programs.

Technology, Resources, and Facilities: Stakeholders recommended updates to classroom technology, continued support for arts and music programs, facility improvements, landscaping and maintenance projects, vape detectors in restrooms, and expanded access to basic student resources such as school supplies, clothing, and hygiene items through programs like Care Closets and backpack drives.
Professional Development and Staffing: Stakeholders identified a continued need for highly qualified teachers, substitutes, bilingual aides, and specialized support staff. There was also strong support for professional development focused on inclusive practices, ethnic studies, humanities, effective instruction, and respectful communication with students and families.
Expanded Learning Opportunities and Student Engagement: Families and staff expressed interest in increasing after-school programs, extracurricular activities, vocational pathways, and enrichment opportunities to better meet the diverse interests and needs of students throughout the district.

These themes reflect the diverse and evolving needs of the Amador County Unified community and reinforce the importance of strategic investments in staffing, student supports, academic programming, school climate, communication, and operational systems.

In conclusion, the adopted 2025 LCAP reflects a collaborative and inclusive planning process grounded in the voices and experiences of educational partners throughout the district. By listening to and incorporating stakeholder feedback, Amador County Unified has developed a plan focused on improving student achievement, strengthening support systems, promoting equity and inclusion, and creating safe, engaging, and supportive learning environments for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While our review of CA School Dashboard data for 2022 and 2023 shows gains in both English language arts and Mathematics for almost all student groups, our overall performance continues to lag behind the state average in both areas. An achievement gap between the "All Students" group and our socioeconomically disadvantaged students, English learners, foster youth, homeless, and students with disabilities also exists. The metrics selected as measurements of progress toward this goal are predominantly academic measures, or are in support of improving academics (such as fully credentialed teachers and instructional materials aligned to the standards). These metrics will provide us with key information on the impact the goal 1 actions and services are having on student achievement, which is the overarching theme of goal 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers Fully Credentialed and Appropriately Assigned	All teachers fully credentialed. 6 mis-assignments	All teachers fully credentialed. 28 mis-assignments	All teachers fully credentialed. 15 mis-assignments	All teachers fully credentialed and properly assigned	The difference from baseline is 9 mis-assignments.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						It is important to note that this number includes 11 vacancies.
1.2	Standards-aligned Instructional Materials for Every Student	All students have their own copies of standards-aligned instructional materials	All students have their own copies of standards-aligned instructional materials	All students have their own copies of standards-aligned instructional materials	All students have their own copies of standards-aligned instructional materials	There is no current difference from baseline.
1.3	School Facilities in "Good Repair"	1 of 12 facilities rated "Good" or better on FIT	1 of 12 facilities rated "Good" or better on FIT	1 of 12 facilities rated "Good" or better on FIT	All facilities rated "Good" or better on FIT	There is no current difference from baseline.
1.4	Implementation of Common Core State Standards (CCSS) for all students including how ELs will access the CCSS and English Language Development (ELD) standards	Full implementation of CCSS for all students with designated and integrated ELD being provided for EL's to access the ELD standards	Full implementation of CCSS for all students with designated and integrated ELD being provided for EL's to access the ELD standards	Full implementation of CCSS for all students with designated and integrated ELD being provided for EL's to access the ELD standards	Full implementation of CCSS for all students with designated and integrated ELD being provided for EL's to access the ELD standards	There is no current difference from baseline.
1.5	CAASPP Achievement Data English Language Arts (ELA)	2022-23 Student Data (% of students scoring "Met" or "Exceeding" standard): Overall - 38.41 % Socioeconomically Disadvantaged -28.80% Students with disabilities -13.57 % Hispanic or Latino students - 28.16%	2023-24 Student Data (% of students scoring "Met" or "Exceeding" standard): Overall - 37 % Socioeconomically Disadvantaged - 28% Students with disabilities -14 %	2024-25 Student Data (% of students scoring "Met" or "Exceeding" standard): Overall - 35.8 % Socioeconomically Disadvantaged - 27.95% Students with disabilities -13.5 %	(% of students scoring "Met" or "Exceeding" standard): Overall - 53.3% Socioeconomically Disadvantaged - 43.91% Students with disabilities - 24.18%	Current difference from baseline: Overall - +1.39% Socioeconomically Disadvantaged (-.85%) Students with disabilities (-.07 %) Hispanic or Latino students - +1.53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners -3.17 %	Hispanic or Latino students - 28% English Learners - 6 %	Hispanic or Latino students - 29.69% English Learners - 0%	Hispanic or Latino students - 46.86% English Learners - 30.16%	English Learners (-3.17%)
1.6	CAASPP Achievement Data Math	2022-23 Student Data (% of students scoring "Met" or "Exceeding" standard): Overall -22.60 % Socioeconomically Disadvantaged -15.98% Students with disabilities -8.34% Hispanic or Latino students 14.46- % English Learners -3.23 %	2023-24 Student Data (% of students scoring "Met" or "Exceeding" standard): Overall -24 % Socioeconomically Disadvantaged - 19% Students with disabilities -12% Hispanic or Latino students-16 % English Learners - 4 %	2024-25 Student Data (% of students scoring "Met" or "Exceeding" standard): Overall -23.49 % Socioeconomically Disadvantaged - 18.38% Students with disabilities -12% Hispanic or Latino students-29.69 % English Learners - 4 %	(% of students scoring "Met" or "Exceeding" standard): Overall - 37.58% Socioeconomically Disadvantaged - 30.18% Students with disabilities - 18.17% Hispanic or Latino students - 30.66% English Learners - 24.09%	Current difference from baseline: Overall +.89% Socioeconomically Disadvantaged +2.4% Students with disabilities +3.66% Hispanic or Latino students +15.23 % English Learners +.77%
1.7	% of Students Successfully Completing A-G Requirements	Class of 2023: Overall - 23.3% Socioeconomically disadvantaged - 14.5 % Students with disabilities - 19 %	Class of 2024: Overall - 22% Socioeconomically disadvantaged - 14% Students with disabilities - 12%	Class of 2025: Overall - 25% Socioeconomically disadvantaged - 14% Students with disabilities - 12%	Class of 2027: Overall - 35.8% Socioeconomically disadvantaged - 26.1% Students with disabilities - 30%	Current difference from baseline: Overall - +1.7% Socioeconomically disadvantaged -(-.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic or Latino students - 22.7 %	Hispanic or Latino students - 23%	Hispanic or Latino students - 23%	Hispanic or Latino students - 30%	Students with disabilities - (-7%) Hispanic or Latino students +.3%
1.8	% of students who have successfully completed CTE pathways	Class of 2023 (330 students in the cohort): Overall - 33.9% (112 students) Socioeconomically disadvantaged - 25.7% (40 students) Students with disabilities - 19.6% (22 students) Hispanic or Latino students - 25% (28 students)	Class of 2024 (348 students in the cohort): CTE Enrollment 89% (49/55 students) Overall - 14% (49/55 students) Socioeconomically disadvantaged - 44% (24 students) Students with disabilities - 0% (0 students) Hispanic or Latino students - 5% (10 students)	Class of 2025 (329 students in the cohort): CTE Enrollment 32.83% (108 students) Overall - 32.83% Socioeconomically disadvantaged - 52%(56 Students) Students with disabilities - 19% (20 Students) Hispanic or Latino students - 5% (5 Students)	Class of 2027: Overall - 50% Socioeconomically disadvantaged - 40% Students with disabilities - 40%% Hispanic or Latino students - 40%	Current difference from baseline: Enrolled students (-1 students) Overall - +1.07% Socioeconomically disadvantaged - +26.3% Students with disabilities - (-.6%) Hispanic or Latino students - (-20%)
1.9	% of English Learners who make progress toward English proficiency (percentage of current EL students who progressed at least one English Learner Progress Indicator (ELPI) level on the English Language Proficiency Assessments for California (ELPAC)	2022-23: 46.8% of students made progress toward English proficiency	2023-24: 43% of students made progress toward English proficiency	2024-25: 32.3% of students made progress toward English proficiency	2026-2027: 63.1% of students made progress toward English proficiency	Current difference from baseline: (-14.5%) of students made progress toward English proficiency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	EL Reclassification Rate	2023 Students Reclassified as Fluent English Proficient: Reclassification Rate: 10%	2024 Students Reclassified as Fluent English Proficient: Reclassification Rate: 10%	2025 Students Reclassified as Fluent English Proficient: Reclassification Rate: 10%	Fall 2027 ELPAC Summative Data: Reclassification Rate: 20%	There is no current difference from baseline.
1.11	% of students who pass AP exams with a score of 3 or higher	2022-2023: AP tests taken - 261 # of exams scoring 3+ 182 % of exams scoring 3+ - % 69.7	2023-2024: AP tests taken - 320 # of exams scoring 3+ 222 % of exams scoring 3+ - 69%	2024-2025: AP tests taken - 244 # of exams scoring 3+ 188 % of exams scoring 3+ - 77%	2026-2027: % of exams scoring 3+ - 80%	Current difference from baseline: AP tests taken - (-17%) # of exams scoring 3+ 6 more % of exams scoring 3+ - +7.3%
1.12	High School Graduation Rate	Class of 2023 (4-year Cohort Rate): Overall - 91.3% Socioeconomically disadvantaged - 87% Students with disabilities - 79.3% Hispanic or Latino students - 90.1%	Class of 2024 (4-year Cohort Rate): Overall - 93% Socioeconomically disadvantaged - 91% Students with disabilities - 88% Hispanic or Latino students - 90%	Class of 2025 (4-year Cohort Rate): Overall - 97.3% Socioeconomically disadvantaged - 93.3% Students with disabilities - 94.9% Hispanic or Latino students - 92%	Class of 2027 (4-year Cohort Rate): Overall - 95.7% Socioeconomically disadvantaged - 91.2% Students with disabilities - 93.6% Hispanic or Latino students - 98.5%	Current difference from baseline Overall - +6% Socioeconomically disadvantaged - +6% Students with disabilities - +15.6% Hispanic or Latino students -+1.9%
1.13	Dropout Rate	Class of 2023: Overall - 3.94%	Class of 2024: Overall - 4.31%	Class of 2025: Overall - 4.2%	Class of 2027: Overall - 1%	Current difference from baseline: Overall - +.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged - 3.8% Students with disabilities - 0%	Socioeconomically disadvantaged - 3.8% Students with disabilities - 0% Middle School Dropout Rate-0%	Socioeconomically disadvantaged - .01% Students with disabilities - .6% Middle School Dropout Rate-0%	Socioeconomically disadvantaged - 1% Students with disabilities - 0% Hispanic or Latino students - 1%	Socioeconomically disadvantaged - (-3.79%) Students with disabilities - (-.6%)
1.14	% of graduates who earn "Prepared" for College/Career Indicator	Class of 2023: Overall - 33.6% Socioeconomically disadvantaged -20.4% Students with disabilities - 0% Hispanic or Latino students - 29.6%	Class of 2024: Overall - 31% Socioeconomically disadvantaged - 20% Students with disabilities - 6% Hispanic or Latino students - 20%	Class of 2025: Overall - 37.6% Socioeconomically disadvantaged - 25.6% Students with disabilities - 1.7% Hispanic or Latino students - 34.8%	Class of 2027: Overall - 39.7% Socioeconomically disadvantaged - 26.9% Students with disabilities - 12.5% Hispanic or Latino students - 40%	Current difference from baseline Overall - +4% Socioeconomically disadvantaged - +5.2 Students with disabilities - +1.7% Hispanic or Latino students - +5.2%
1.15	Pupils prepared for college by the EAP (ELA /Math CAASPP score of 3 or higher)	2022-2023 CAASPP Results (11th graders scoring standard "met" or "exceeded"): ELA: Overall -60.78 % Socioeconomically disadvantaged - 46.51% Students with disabilities - 18.97%	2023-2024 CAASPP Results (11th graders scoring standard "met" or "exceeded"): ELA: Overall -68 % Socioeconomically disadvantaged - 59%	2024-2025 CAASPP Results (11th graders scoring standard "met" or "exceeded"): ELA: Overall -50 % Socioeconomically disadvantaged - 28.4%	2026-2027 CAASPP Results (11th grade testing): ELA: Overall - 64.47% Socioeconomically disadvantaged - 49.18% Students with disabilities - 20%	Current distance from baseline ELA: Overall -(-10.78%) Socioeconomically disadvantaged - (-18.11%) Students with disabilities - (-4.67%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic or Latino students - 54.55% Math: Overall -19.67 % Socioeconomically disadvantaged -14.28 % Students with disabilities - 3.50% Hispanic or Latino students -8.22 %	Students with disabilities - 17% Hispanic or Latino students - 58% Math: Overall -26% Socioeconomically disadvantaged - 19 % Students with disabilities - 0% Hispanic or Latino students -18 %	Students with disabilities - 14.3% Hispanic or Latino students - 28.2% Math: Overall -25% Socioeconomically disadvantaged - 18.9 % Students with disabilities - 12.2% Hispanic or Latino students -15.8 %	Hispanic or Latino students - 56.79% Math: Overall - 34.18% Socioeconomically disadvantaged - 22.15% Students with disabilities - 6% Hispanic or Latino students - 18.9%	Hispanic or Latino students - (-26.35%) Math: Overall -+5.33% Socioeconomically disadvantaged - +4.62% Students with disabilities - +8.7% Hispanic or Latino students -+7.58%
1.16	Teacher Common Core State Standards (CCSS) Mastery Survey (Self-Reported)	"Mastery" of CA Standards- 37.2% "Very Confident" with CA Standards- 44.9% "Somewhat Confident" with CA Standards- 15.4% "Minimal Confidence" with CA Standards- 2.6% "Not at All Confident" with CA Standards- 0%	"Mastery" of CA Standards- 37% "Very Confident" with CA Standards- 45% "Somewhat Confident" with CA Standards- 15% "Minimal Confidence" with CA Standards- 3% "Not at All Confident" with CA Standards- 0%	"Mastery" of CA Standards- 37% "Very Confident" with CA Standards- 45% "Somewhat Confident" with CA Standards- 15% "Minimal Confidence" with CA Standards- 3% "Not at All Confident" with CA Standards- 0%	"Mastery" of CA Standards- 70% "Very Confident" with CA Standards- 15% "Somewhat Confident" with CA Standards- 15% "Minimal Confidence" with CA Standards- 0% "Not at All Confident" with CA Standards- 0%	There were no significant changes from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Percent of graduates completing both A-G requirements and a CTE pathway	Class of 2023: (317 Students) A-G & CTE=15 Overall=5%	Class of 2024:(339 Students) A-G & CTE=9 Overall=3%	Class of 2025:(329 Students) A-G & CTE=20 Overall=6%	Class of 2027: A-G & CTE=25 Overall=8%	Current difference from baseline: Overall - -2%

Goal Analysis [2025-26]

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

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

Over the implementation period, most planned actions were carried out with high fidelity. Several areas demonstrated strong alignment between intended strategies and actual implementation, while others revealed gaps that presented both challenges and learning opportunities.

1.1 Teachers Fully Credentialed and Appropriately Assigned
All teachers remained fully credentialed, which met expectations; however, 15 misassignments were recorded, representing a substantive deviation from the plan for all teachers to be appropriately assigned. The root causes involved credential misalignment and course assignment changes. Mitigation steps included closer collaboration with HR and proactive credential reviews.

1.2 Standards-Aligned Instructional Materials
All students received individual copies of standards-aligned instructional materials, with no substantive differences between planned and implemented actions in this area. Implementation was smooth and successful.

1.3 School Facilities in “Good Repair”
Only 1 of 12 facilities was rated “Good” or better on the FIT, falling significantly short of the goal of all facilities meeting this standard. This represents a major challenge, pointing to the need for more robust maintenance oversight, increased facility funding, and improved reporting mechanisms.

1.4 Implementation of CCSS and ELD
Full implementation of the Common Core State Standards, along with designated and integrated ELD for English learners, was achieved as planned. Professional development and coaching were critical to ensuring consistency and quality of instruction across grade levels.

1.5–1.6 CAASPP Achievement Data (ELA and Math)
CAASPP performance in 2024–2025 continues to reflect achievement levels below long-term goals in both English Language Arts (ELA) and Mathematics. Overall proficiency rates were 35.8% in ELA and 23.49% in Math for students scoring at the “Met” or “Exceeded” standard levels. Significant achievement gaps persist among student groups, particularly for English Learners, students with disabilities, and

socioeconomically disadvantaged students. In ELA, only 13.5% of students with disabilities and 0% of English Learners met or exceeded standards, while in Math, proficiency rates were 12% for students with disabilities and 4% for English Learners. Hispanic or Latino students and socioeconomically disadvantaged students also performed below overall averages in both subject areas. These outcomes highlight the continued need for targeted academic interventions, differentiated instruction, and comprehensive support systems to improve outcomes for historically underserved student groups.

1.7 A–G Completion Rates
A–G completion rates for the Class of 2025 remained low overall, with only 25% of students meeting A–G requirements for college eligibility. Significant disparities persisted among student groups, particularly for socioeconomically disadvantaged students (14%) and students with disabilities (12%). Hispanic or Latino students achieved a completion rate of 23%, slightly below the overall average. These results suggest that additional supports are needed to increase access to and success in college-preparatory coursework, including enhanced academic counseling, targeted intervention programs, progress monitoring, and expanded credit recovery opportunities..

1.8 CTE Pathway Completion
CTE participation for the Class of 2025 included 108 students out of a cohort of 329, representing an overall enrollment rate of 32.83%. Enrollment was notably higher among socioeconomically disadvantaged students, with 52% (56 students) participating in CTE pathways. Students with disabilities had a participation rate of 19% (20 students), while Hispanic or Latino students represented 5% (5 students) of CTE enrollment. While overall participation reflects increased student engagement in career pathway programs, disparities among student groups indicate a continued need to expand equitable access, strengthen pathway completion supports, and ensure all students have opportunities to participate in high-quality career technical education programs.

1.9–1.10 English Learner Progress and Reclassification
Progress toward English proficiency in 2024–2025 showed that 32.3% of English Learner students made progress toward proficiency, while the reclassification rate remained at 10% for students redesignated as Fluent English Proficient (RFEP). Both indicators remain below desired targets and suggest a continued need to strengthen integrated and designated English Language Development (ELD) instruction, provide targeted academic language support, and expand access to bilingual staff and intervention programs to accelerate language acquisition and student achievement.

1.11 AP Exam Success
AP exam performance improved in 2024–2025, with students taking a total of 244 AP exams and 188 exams earning a score of 3 or higher. This resulted in a 77% success rate, demonstrating growth toward the long-term target of 80%. While performance shows positive improvement, continued emphasis on AP teacher professional development, academic supports, and increased student access to rigorous coursework will be important to sustain and further improve achievement outcomes.

1.12–1.13 Graduation and Dropout Rates
Graduation rates for the Class of 2025 demonstrated strong overall student success, with a 4-year cohort graduation rate of 97.3%. Student group performance also remained high, including 93.3% for socioeconomically disadvantaged students, 94.9% for students with disabilities, and 92% for Hispanic or Latino students. The overall dropout rate for the Class of 2025 was 4.2%, while dropout rates for socioeconomically disadvantaged students (.01%) and students with disabilities (.6%) remained comparatively low. Additionally, the middle school dropout rate was 0%. These outcomes reflect effective academic support systems and student intervention practices; however, continued focus on

engagement, attendance, and targeted supports will be important to maintain high graduation rates and further reduce dropout risk for all student groups.

1.14 College/Career Preparedness
College/Career Indicator preparedness remained relatively flat at around 31%, below the target of nearly 40%. Notably, students with disabilities continue to lag significantly. This highlights a need for more inclusive career readiness programming.

1.15 EAP Readiness
EAP readiness results for 2024–2025 indicate that 50% of 11th grade students met or exceeded standards in ELA, while only 25% met or exceeded standards in Math, demonstrating a continued gap between English Language Arts and mathematics achievement. Significant disparities were also evident among student groups. In ELA, socioeconomically disadvantaged students scored 28.4%, students with disabilities scored 14.3%, and Hispanic or Latino students scored 28.2%. In Math, proficiency rates were even lower, with socioeconomically disadvantaged students at 18.9%, students with disabilities at 12.2%, and Hispanic or Latino students at 15.8%. These results highlight the ongoing need to strengthen college and career readiness supports, particularly in mathematics, through targeted intervention, rigorous instructional practices, and expanded academic support systems for underserved student groups.

1.16 Teacher CCSS Mastery
Self-reported teacher mastery and confidence remained steady (37% mastery, 45% very confident). While these levels are relatively high, further professional development is needed to reach the target of 70% teacher mastery.

1.17 Percent of graduates completing both A-G requirements and a CTE pathway
Students who complete both A-G coursework and a CTE pathway demonstrate readiness for both college and career options. The district will monitor and increase participation in dual-pathway completion through expanded counseling support, pathway alignment, and student progress monitoring.

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

There are no material differences between the budgeted and estimated actual expenditures.

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

The actions associated with Goal 1 have demonstrated mixed effectiveness in improving student achievement and college/career readiness outcomes.

Instructional materials, intervention staffing, professional learning, and expanded learning opportunities have contributed to maintaining strong graduation rates (97.3%) and improving Advanced Placement success rates (77% of exams earning a score of 3 or higher). Career Technical Education participation also increased, with 108 students participating in CTE pathways during 2024–25.

However, the effectiveness of these actions has been limited in accelerating achievement for several student groups. CAASPP performance in English Language Arts and Mathematics remains below district targets, and significant achievement gaps persist for English Learners, students with disabilities, and socioeconomically disadvantaged students. English Learner progress toward proficiency also declined below baseline levels, indicating that additional supports and refinement of instructional strategies are necessary.

Professional development in Universal Design for Learning, co-teaching, MTSS implementation, and ELD instruction has increased staff capacity; however, the impact on student achievement has not yet resulted in the level of improvement necessary to meet long-term targets. As a result, the district will continue these actions while strengthening progress monitoring, intervention supports, and targeted services for student groups demonstrating the greatest academic needs.

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.

There are no changes to the goal at this time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Materials	Aligned to Strategic Plan Objective A3, D2 -Math and ELA Supplementary Materials -Textbook Adoptions -Special education curriculum -CTE curriculum (K-12 Strong Workforce Program grant funded)	$115,000.00	Yes
1.2	School Staffing And Operations	Aligned to Strategic Plan Objective B1, D3 -EL Aide Services (6 total) -English Learner Home/School Liaison -0.5 FTE High School Guidance Counselor for EL Support -0.5 FTE Elementary Principal for EL program -Intervention Teachers -Instructional assistants in TK and Kindergarten classrooms	$2,849,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-FTE - School Psychologist to support students in need of assessment -College/Career Technicians -Music/Band Teacher -Transportation -Improvements to school facilities (deferred maintenance fund)		
1.3	Central Instructional Supports	Aligned to Strategic Plan Objective B1, C2, D3 -Director of Student Success- Elementary and Secondary (DA Funds COE) -Student Success Technician to support TK-12 students and staff -CTE Director (K-12 Strong Workforce Program grant funded)	$394,750.00	Yes
1.4	Instructional Programing	Aligned to Strategic Plan Objective A2, B2, D3 -Designated English Language Development (ELD) sections for junior highs and high schools -MTSS Leadership Team (MLT) -LCFF Supplemental funding allocations to each school for site-specific MTSS support -Co-teaching professional development, collaboration, and demonstration site-visits to support implementation -Expansion of CTE pathway opportunities -AVID program for Elementary through High School -Upgrades to CTE Program	$435,988.00	Yes
1.5	Instructional Technology	Aligned to Strategic Plan Objective A3, C2, D2, D3	$245,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-College / Career Readiness Software (Major Clarity) -Chromebook Refresh and hotspots to ensure all unduplicated pupils have access to a device and connectivity -Turnitin.com licenses to serve as a plagiarism checker for high school students		
1.6	Professional Learning	Aligned to Strategic Plan Objective B1, B2, E3 -Training on universal screeners and assessments -New Teacher Induction -Professional Development: Arts -Professional Development: Universal Design for Learning -Professional Development: Targeted professional development for specific content areas -Professional Development: Principal facilitated professional development -Ongoing professional development for classified staff members -Professional development for staff to stay current on English-language acquisition strategies and ELD, as well as support for administering the ELPAC assessment and using the data to inform instruction -Principal Coaching to support high-quality instruction	$131,279.00	Yes
1.7	Arts Education	Aligned to Strategic Plan Objective A3 -Arts Education (allocations to each school for arts disciplines (theater, dance, music, etc.) for school-specific needs)	$568,680.00	Yes
1.8	Expanded Learning Opportunities	Aligned to Strategic Plan Objective D3 -Summer School -After school enrichment programs (ELOP)	$1,634,942.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-After-school tutoring		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our review of the California Healthy Kids Survey data indicates a continued significant need to support the social-emotional and mental health needs of our students, as well as a need to increase connectedness with the school, staff, and peers. Social-emotional support also continues to receive a significant number of comments and support throughout the educational partner engagement process. The metrics selected as measurements of progress toward this goal are predominantly indicative of social emotional wellness and school engagement, or are in support of these areas (such as building the capacity of staff to better support student social-emotional well-being and school engagement). These metrics will provide us with key information on the impact the goal 2 actions and services are having on social emotional wellness, the overall mental health of students and staff, and school engagement, which is the overarching theme of goal 2.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate (K-12)	2022-2023: Overall -25.5 % Socioeconomically disadvantaged - 33.4%	2023-2024: Overall -21 % Socioeconomically disadvantaged - 32%	2024-2025: Overall -24.4 % Socioeconomically disadvantaged - 33.6%	2026-2027: Overall - 11.6% Socioeconomically disadvantaged - 15.1%	Current difference from baseline: Overall -(-1.1%) Socioeconomically disadvantaged - +.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities - 30.9% Hispanic students - 27.6%	Students with disabilities - 33% Hispanic students - 28%	Students with disabilities - 31.6% Hispanic students - 28%	Students with disabilities - 15.0% Hispanic students - 12.4%	Students with disabilities - +.7% Hispanic students - .4%
2.2	School Safety and Connectedness (California Healthy Kids Survey)	2022-2023: 5th Grade School Connectedness - 70% Students motivated academically - 76% Caring adults at school - 68% Feel safe at school - 79% 7th Grade School Connectedness - 41% Students motivated academically - 53% Caring adults at school - 49% Feel safe at school (School perceived as Safe/VerySafe) - 32% 9th Grade School Connectedness - 47% Students motivated academically - 54% Caring adults at school - 54%	2023-2024: 5th Grade School Connectedness - 70% Students motivated academically - 73% Caring adults at school - 67% Feel safe at school - 74% 7th Grade School Connectedness - 44% Students motivated academically - 53% Caring adults at school - 61% Feel safe at school (School perceived as Safe/Very Safe) - 42% 9th Grade	2024-2025: 5th Grade School Connectedness - 67% Students motivated academically - 77% Caring adults at school - 66% Feel safe at school - 71% 7th Grade School Connectedness - 47% Students motivated academically - 58% Caring adults at school - 57% Feel safe at school (School perceived as Safe/Very Safe) - 44% 9th Grade	2026-2027: 5th Grade School Connectedness - 77% Students motivated academically? - 90% Caring adults at school? - 74% Feel safe at school? - 85% 7th Grade School Connectedness - 61% Students motivated academically? - 75% Caring adults at school? - 70% Feel safe at school? - 51% 9th Grade	Current distance from baseline 5th Grade School Connectedness - (-3%) Students motivated academically - +1% Caring adults at school - (-2%) Feel safe at school - (-8%) 7th Grade School Connectedness - 6% Students motivated academically -+5% Caring adults at school - +8% Feel safe at school (School perceived as Safe/VerySafe) - +12% 9th Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Feel safe at school (School perceived as Safe/VerySafe) - 50% 11th Grade School Connectedness - 55% Students motivated academically-53% Caring adults at school - 66% Feel safe at school (School perceived as Safe/VerySafe) - 53%	School Connectedness - 48% Students motivated academically - 49% Caring adults at school - 58% Feel safe at school (School perceived as Safe/Very Safe) - 53% 11th Grade School Connectedness - 52% Students motivated academically-54% Caring adults at school - 62% Feel safe at school (School perceived as Safe/Very Safe) - 64%	School Connectedness - 48% Students motivated academically - 51% Caring adults at school - 53% Feel safe at school (School perceived as Safe/Very Safe) - 54% 11th Grade School Connectedness - 52% Students motivated academically-51% Caring adults at school - 61% Feel safe at school (School perceived as Safe/Very Safe) - 64%	School Connectedness - 65% Students motivated academically? - 71% Caring adults at school? - 62% Feel safe at school? - 64% 11th Grade (2018-2019) School Connectedness - 68% Students motivated academically? - 79% Caring adults at school? - 76% Feel safe at school? - 72%	School Connectedness - 1% Students motivated academically - (-3%) Caring adults at school - (-1%) Feel safe at school (School perceived as Safe/VerySafe) - +4% 11th Grade School Connectedness - (-3%) Students motivated academically-(-2%) Caring adults at school - (-5%) Feel safe at school (School perceived as Safe/VerySafe) - +11%
2.3	Suspension Rates	2022-2023: Overall -6.5 % Socioeconomically disadvantaged -8.6 % Students with disabilities - 8.5%	2023-2024: Overall -6.8 % Socioeconomically disadvantaged -9.6 %	2024-2025: Overall -7.8 % Socioeconomically disadvantaged - 10.9 %	2026-2027 Overall - 2.7% Socioeconomically disadvantaged - 3.1%	Current distance from baseline: Overall -+1.3% Socioeconomically disadvantaged - +2.3 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic students -6.9 %	Students with disabilities - 10.2% Hispanic students - 7.4 %	Students with disabilities - 13.4% Hispanic students - 8.2 %	Students with disabilities - 3.4% Hispanic students - 1.5%	Students with disabilities - +4.9% Hispanic students - +1.3%
2.4	Expulsion Rate	2022-2023 Overall- .3%	2023-2024 Overall- .1%	2024-2025 Overall- .05%	2026-2027: Overall - 0%	Current distance from baseline: Overall-(-.2%)
2.5	College-Going Rate	Class of 2023 Argonaut High School (97 completers): enrolled in a 4 yr 17% enrolled in a CC 41% Amador High School (147 completers): enrolled in a 4 yr 24.8 % enrolled in a CC 52.7% Overall average: enrolled in a 4yr 20.9 % enrolled in a CC 46.8%	Class of 2024 Argonaut High School (128 completers): enrolled in a 4 yr 26% enrolled in a CC 42% Amador High School (142 completers): enrolled in a 4 yr 17% enrolled in a CC 25% Overall average: enrolled in a 4yr 21 % enrolled in a CC 33%	Class of 2025 Argonaut High School (152 completers): enrolled in a 4 yr 26% enrolled in a CC 42% Amador High School (123 completers): enrolled in a 4 yr 25% enrolled in a CC 36.3% Overall average: enrolled in a 4yr 17% enrolled in a CC 25%	Class of 2027 Argonaut High School: enrolled in a 4 yr 30% enrolled in a CC 50% Amador High School: enrolled in a 4 yr 30% enrolled in a CC 50% Overall average: enrolled in a 4yr 30% enrolled in a CC 50%	Current distance from baseline: Argonaut High School enrolled in a 4 yr 9% enrolled in a CC 1% Amador High School enrolled in a 4 yr +.2% enrolled in a CC (-27.7%) Overall average: enrolled in a 4yr (-3.9%) enrolled in a CC (-21.8%)
2.6	Attendance Rate	2022-2023: Overall-91.58	2023-2024: Overall-90% K-3 94% 4-6 92%	2024-2025: Overall-91% K-3 93.3% 4-6 93.5%	2026-2027: Overall - 97%	Current distance from baseline: (-1.58%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7-8 83% 9-12 90%	7-8 91.2% 9-12 87.4%		
2.7	Parent Involvement	2022-2023 (Data from CA School Parent Survey): School allows input and welcomes parents' contributions - 29% School encourages me to be an active partner with the school in educating my child - 28% School actively seeks the input of parents before making important decisions - 19% Parents feel welcome to participate at this school -26 %	2023-2024 (Data from CA School Parent Survey): School allows input and welcomes parents' contributions - 33% School encourages me to be an active partner with the school in educating my child - 30% School actively seeks the input of parents before making important decisions - 21% Parents feel welcome to participate at this school -30 %	2024-2025 (Data from CA School Parent Survey): School allows input and welcomes parents' contributions - 31% School encourages me to be an active partner with the school in educating my child - 32% School actively seeks the input of parents before making important decisions - 20% Parents feel welcome to participate at this school -29 %	2026-2027 (Data from CA School Parent Survey): School allows input and welcomes parents' contributions - 40% School encourages me to be an active partner with the school in educating my child - 45% School actively seeks the input of parents before making important decisions - 30% Parents feel welcome to participate at this school - 39%	Current distance from baseline School allows input and welcomes parents' contributions - +2% School encourages me to be an active partner with the school in educating my child +4% School actively seeks the input of parents before making important decisions +1% Parents feel welcome to participate at this school +3 %
2.8	Coordination of Instruction for Expelled Youth	2022-2023 Total number of expelled youth-6	2023-2024 Total Number of expelled youth-3	2024-2025 Total Number of expelled youth-1	2026-2027 Reduce the number of expelled youth by half.	Current distance from baseline Goal met.
2.9	Coordination of Services for Foster Youth	2022-2023 Total number of Foster Youth -30	2023-2024 Total number of Foster Youth -27	2024-2025 Total number of Foster Youth -31	2026-2027 Accelerate learning for foster	Current distance from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP ELA- 105.5 points below standard Math-158.3 points below standard	CAASPP ELA- declined 30.9 points Math-declined 42.8 points	CAASPP ELA- declined 27.5points Math-declined 14.3 points	youth, particularly in the area of English language arts. Reduce the distance from standard	-31 points (CAASPP)

Goal Analysis [2025-26]

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

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

Implementation of actions aligned with Goal 2—focused on student engagement, school climate, attendance, and postsecondary readiness—was mixed. Several metrics showed early progress, while others revealed persistent challenges that will require sustained focus in coming years.

2.1 Chronic Absenteeism
Chronic absenteeism rates in 2024–2025 remained a significant area of concern, with an overall rate of 24.4%. Student groups experiencing the highest rates included socioeconomically disadvantaged students at 33.6%, students with disabilities at 31.6%, and Hispanic students at 28%. While districtwide attendance efforts have supported student engagement and attendance awareness, the continued high rates among vulnerable student groups indicate a need for more targeted and differentiated intervention strategies. Strengthening early identification systems, family outreach, mental health supports, and individualized attendance interventions will be critical to reducing chronic absenteeism and improving overall student outcomes.

2.2 School Safety and Connectedness
The 2024–2025 California Healthy Kids Survey (CHKS) data provided insight into student perceptions of school connectedness, academic motivation, adult support, and school safety across grade levels. Results indicated that elementary students reported the strongest overall perceptions, with 67% of 5th grade students reporting school connectedness, 77% indicating they were academically motivated, 66% reporting access to caring adults at school, and 71% feeling safe at school.

At the secondary level, survey results reflected lower levels of connectedness and safety perceptions. Among 7th grade students, 47% reported feeling connected to school, 58% reported academic motivation, 57% identified caring adults at school, and only 44% perceived school as safe or very safe. Ninth grade students reported similar trends, with 48% school connectedness, 51% academic motivation, 53% access to caring adults, and 54% feeling safe at school. Eleventh grade students demonstrated slightly stronger perceptions, with 52% reporting school connectedness, 51% academic motivation, 61% identifying caring adults at school, and 64% perceiving school as safe or very safe.

These results highlight strengths in elementary school climate while also identifying opportunities to improve student connectedness, engagement, and perceptions of safety at the middle and high school levels. Continued focus on relationship-building, student wellness supports, school climate initiatives, and social-emotional learning will be important to strengthen student engagement and foster positive learning environments across all grade spans.

7th and 9th grade students reported higher levels of feeling safe and perceiving caring adults on campus.

5th grade indicators remained mostly flat or slightly declined, suggesting a need to reinforce relationships and school climate at the elementary level.

11th grade data showed a notable increase in perceived school safety (53% to 64%) but small declines in connectedness and perceived caring adults.
The overall picture reflects partial progress toward climate goals. While SEL supports and staff training were implemented as planned, inconsistent gains across grade levels indicate that these efforts must be further embedded and differentiated by age and school context.

2.3 Suspension Rate
Suspension rates in 2024–2025 remained elevated districtwide at 7.8%, continuing to indicate concerns regarding student behavior, engagement, and equitable disciplinary practices. Rates were disproportionately higher among socioeconomically disadvantaged students (10.9%) and students with disabilities (13.4%), while Hispanic students experienced a suspension rate of 8.2%. These disparities suggest the continued presence of disproportionality in exclusionary discipline practices and highlight the need for more targeted behavioral supports and intervention systems. While restorative practices and Positive Behavior Interventions and Supports (PBIS) strategies have been implemented across school sites, ongoing professional development, consistent implementation, and stronger schoolwide systems will be essential to reducing suspension rates and fostering more inclusive and supportive learning environments for all students.

2.4 Expulsion Rate
Expulsion rates in 2024–2025 remained very low, with an overall district rate of 0.05%. This outcome reflects the continued effectiveness of proactive behavior interventions, restorative practices, and student support systems designed to address behavioral concerns before they escalate to exclusionary disciplinary actions. The district's low expulsion rate indicates positive progress toward maintaining safe and supportive school environments and remains aligned with the long-term goal of minimizing expulsions through prevention, intervention, and equitable disciplinary practices.

2.5 College-Going Rate
College-going rate data for the Class of 2025 reflect relatively similar enrollment patterns between Argonaut High School and Amador High School for students attending four-year institutions, while community college enrollment remained higher overall. Among Argonaut High School's 152 completers, 26% enrolled in a four-year college or university and 42% enrolled in a community college. Amador High School's 123 completers demonstrated comparable four-year enrollment at 25%, with 36.3% enrolling in community colleges.

Overall district averages showed 17% of graduates enrolling in four-year institutions and 25% enrolling in community colleges. Compared to district averages, both high schools exceeded the overall rates for postsecondary enrollment, particularly in community college attendance. Argonaut High School exceeded the district average by 9 percentage points for four-year enrollment and 17 percentage points for community

college enrollment, while Amador High School exceeded the district average by 8 percentage points for four-year enrollment and 11.3 percentage points for community college enrollment.

These data indicate that community colleges continue to represent a significant postsecondary pathway for district graduates, while enrollment in four-year institutions remains an important area for continued growth. The results also suggest a need to strengthen consistency in college and career advising, expand financial aid and FAFSA support, and provide targeted postsecondary planning resources to ensure all students have equitable access to college and career opportunities following graduation.

2.6 Attendance Rate
Attendance rates in 2024–2025 remained relatively stable overall at 91%, with stronger attendance observed at the elementary level compared to secondary grades. Attendance rates for students in grades K–3 were 93.3%, while grades 4–6 achieved 93.5%. Attendance began to decline at the secondary level, with grades 7–8 reporting a 91.2% attendance rate and grades 9–12 reporting the lowest rate at 87.4%.

These data suggest that while elementary attendance remains strong, student engagement and consistent attendance become more challenging at the high school level. Chronic absenteeism and reduced engagement among secondary students continue to impact overall attendance outcomes. District efforts such as family outreach, attendance monitoring, and school-based attendance support systems have contributed to maintaining overall attendance rates; however, additional targeted interventions for secondary students, particularly at the high school level, will be important to improve student engagement, reduce absenteeism, and support academic success.

2.7 Parent Involvement
Results from the 2024–2025 California School Parent Survey indicate that parent engagement and perceptions of school partnership opportunities remain areas for continued growth across the district. Survey data showed that 31% of parents felt schools allow input and welcome parent contributions, while 32% reported that schools encourage them to be active partners in their child's education. Additionally, only 20% of parents indicated that schools actively seek parent input before making important decisions, and 29% of parents reported feeling welcome to participate at their school.

2.9 Foster Youth
The Foster Youth Liaison will coordinate with Child Welfare Services, caregivers, and school staff to ensure foster youth are placed in the least disruptive educational setting, maintain school stability whenever appropriate, and remain in their school of origin in accordance with state and federal requirements. The district will monitor educational placement decisions, school transfers, and enrollment timelines to minimize interruptions in learning.

While these results demonstrate some positive engagement efforts, overall participation and perceptions of meaningful involvement remain relatively low. District initiatives such as family engagement events, improved communication practices, and outreach efforts have supported increased opportunities for parent involvement; however, additional work is needed to strengthen authentic family-school partnerships. Future efforts will focus on expanding multilingual communication, increasing consistent site-level outreach, creating more inclusive opportunities for parent voice in decision-making, and building stronger relationships between schools and families to improve overall engagement and trust.

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

There are no material differences between the budgeted and estimated actual expenditures.

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

The actions associated with Goal 2 have demonstrated varying levels of effectiveness in improving student engagement, school climate, and student wellness.

Counseling services, wellness centers, mental health supports, PBIS implementation, restorative practices, and school safety improvements contributed to maintaining a very low expulsion rate and improving student perceptions of safety at several grade levels. Family resource services and attendance outreach efforts also supported students and families experiencing barriers to regular attendance.

Despite these efforts, chronic absenteeism and suspension rates remain significantly above district targets, particularly for socioeconomically disadvantaged students and students with disabilities. California Healthy Kids Survey results indicate that student connectedness and perceptions of caring adults improved in some grade levels but remained inconsistent across the district. Parent engagement indicators showed modest improvement but remain below desired levels.

Overall, the actions have been effective in establishing systems of support and improving selected engagement indicators; however, they have not yet produced the level of improvement needed in chronic absenteeism, suspension rates, and school connectedness. The district will continue implementation of these actions while strengthening targeted attendance interventions, restorative practices, family engagement strategies, and student wellness supports.

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

No changes have been made to the planned goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate	Aligned to Strategic Objective A2, A3, B1, C2 -Positive Behavior Interventions & Supports (PBIS) -- professional development and increased implementation in MTSS Tiers 2 and 3	$174,039.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Restorative Justice (alternatives to suspension) - training and increased implementation -Social Emotional Curriculum and related professional development -ALICE Active Shooter Training - District-wide training and plan -Professional Development in trauma-informed practices -Upgrades to School Safety Measures- Security Cameras, Raptor Technology, Fencing, etc -Elementary Principals (0.5 FTE for district MTSS leadership and support in the areas of safe and healthy schools, social-emotional learning, and more)		
2.2	Wellness and Student Supports	Aligned to Strategic Objective B1, C2, C3 -Counselors to support student social-emotional well-being -Mental health therapists to support students with needs -Health and Wellness Coordinator (Grant Funded) -School Site Wellness Centers (Grant Funded) -Centralized Family Resource Center (Grant Funded) -High quality nutritional food offerings for students	$1,432,497.00	Yes
2.3	Attendance Intervention	Aligned to Strategic Objective A2, B1 -School Innovations and Achievements (SI&A) "Attention 2 Attendance" program to target chronic absenteeism -School Community Outreach Workers to Support Student Attendance and Link Families to Resources -Elementary Principal (0.5 FTE for district MTSS leadership and support in the areas of chronic absenteeism reduction)	$306,637.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Student and Family Engagement	Aligned to Strategic Objective D4 -Convene district team to reassess graduation requirements -Student Leadership (such as student council, lunch-time clubs, Kindness Clubs, student board members) -College-readiness seminars, scholarship information sessions, and FAFSA workshops to students and families in grades 8-12 -Amador Parent Advisory Committee (APAC) (District) -School Site Councils -Parent Teacher Organizations and Booster Clubs -AERIES Parent Portal and Aeries Parent Square -Community Advisory Committee (CAC) for families of students with IEPs -English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) -Junior High Instructional Administrator	$210,764.00	Yes
2.5	Coordination of Instruction for Expelled Youth	Aligned to Strategic Objective C2 -Provide rehabilitation counseling services for expelled youth to support the transition back to comprehensive school campuses -Central Expulsion Coordinator to provide coordination of services for expelled youth	$66,475.00	No
2.6	Coordination of Services for Foster Youth	Aligned to the Strategic Objective A3, C2 -Accelerate learning for Foster youth particularly in the area of English language arts -Materials to support the unique needs of Foster youth - COE Supplemental -Work with the Foster Youth Executive Advisory Council to coordinate and plan school services	$194,369.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Collaborate with Child Welfare Services representatives to ensure a smooth transition for Foster youth and that placements are timely and appropriate -Maintain school stability whenever appropriate, and help Foster Youth remain in their school of origin in accordance with state and federal requirements -Counselor support for Foster youth to assist with case management - (FYSCP Grant) -Foster Liaison position to provide a high level of support in all areas for Foster youth - (FYSCP Grant)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4013446	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.642%	0.000%	$0.00	8.642%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Materials **Need:** Amador County Unified School District recognizes the critical importance of providing comprehensive instructional materials such as Math and ELA supplemental materials to support mathematical literacy, English Language Development (ELD), phonics and comprehension to meet the diverse needs of	Textbook Adoptions: The adoption of new supplemental curriculum, specifically designed for mathematical literacy, integrated ELD instruction, phonics and comprehension will provide teachers with updated resources and strategies to support language development and academic achievement to English learners and socio-economically disadvantaged students. These materials will be aligned with state standards and tailored to the needs of all students, district-wide, while specifically ensuring more effective	1.2 1.4 1.5 1.6 1.8 1.9 1.10 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	our student population, specifically our English learners and our socio-economically disadvantaged students. Updated materials for Math and ELA instruction, including textbook adoptions, and Career Technical Education (CTE) curriculum funded through the K-12 Strong Workforce Program grant will benefit our high needs students as well as all students LEA-wide. **Scope:** LEA-wide	instruction and improved learning outcomes to English learners and socio-economically disadvantaged students. CTE Curriculum (K-12 Strong Workforce Program Grant Funded): Investing in supplementary materials for CTE courses will enrich the learning experience for socio-economically disadvantaged students and better prepare them for future career opportunities. By aligning curriculum materials with industry standards and workforce demands, students will acquire the knowledge and skills needed to succeed in their chosen career pathways. Providing enhanced Math and ELA supplementary curriculum on an LEA-wide basis ensures equitable access to resources and support for all students across the district. English learners and socio-economically disadvantaged students are present in schools throughout the district, and addressing their needs requires a coordinated and systemic approach. By implementing these actions district-wide, we can ensure consistency, equity, and quality in the delivery of instruction and support services.	
1.2	**Action:** School Staffing And Operations **Need:** Amador County Unified School District recognizes the importance of providing adequate staffing and operational support to meet the diverse needs of our student population, particularly English Learners (ELs)	EL Aide Services (6 total): EL Aides will provide direct support to English Learner (EL) students in various aspects of their academic and social-emotional development. EL Aides will work closely with EL students in classrooms, small group settings, and one-on-one sessions to reinforce instruction, facilitate language acquisition, and provide individualized support based on student needs. By assisting EL students with	1.3 1.5 1.6 1.7 1.8 1.9 1.10 1.12 1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and low income students. However, current staffing levels and operational resources are insufficient to effectively support ELs and low income students and ensure equitable access to educational opportunities. Staffing will primarily support EL and low income students and will also serve all students throughout the district. **Scope:** LEA-wide	comprehension, vocabulary development, and language fluency, EL Aides help bridge the gap between students' language abilities and grade-level expectations, thereby promoting academic success and equitable access to the curriculum. EL Aides also serve as cultural liaisons, helping EL students navigate the school environment, understand cultural norms, and feel welcomed and supported in their educational journey. Although EL aides will be providing direct services to our English Learner population, they will provided instructional assistance to all students, district-wide. English Learner Home/School Liaison: Hiring an English Learner Home/School Liaison will facilitate communication and collaboration between families, schools, and community resources, ensuring that ELs and their families receive the support and services they need to succeed academically and socio-emotionally. The EL Home/School Liaison will provide support to all students and families throughout the district to support with attendance, home visits and communication. 0.5 FTE High School Guidance Counselor for EL Support: Allocating a portion of a guidance counselor's time specifically for EL support will enable targeted academic and social-emotional counseling services for EL students, addressing their unique needs and challenges in navigating high school and planning for post-secondary education or career pathways. This counseling position will support all students with navigation of college and career readiness.	1.14 1.15

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		0.5 FTE Elementary Principal for EL Programming: Designating a portion of an elementary principal's time for EL programming oversight will ensure that the unique needs of EL students are addressed through targeted instructional strategies, professional development for teachers, and the implementation of evidence-based practices to support EL academic achievement. Intervention Teachers: Hiring intervention teachers will provide targeted academic support to ELs and socioeconomically disadvantaged students who may require additional assistance to meet grade-level standards in English Language Arts (ELA), math, and other core subjects, helping to close achievement gaps and improve overall academic outcomes for all students throughout the district. Instructional Assistants in TK and Kindergarten Classrooms: Adding instructional assistants to TK and kindergarten classrooms will provide additional support to EL students and socioeconomically disadvantaged students during their critical early years of schooling, helping them develop English language proficiency and foundational academic skills in a supportive and nurturing environment. TK and Kindergarten aides will support all students while specifically supporting EL and socio-economically disadvantaged students. FTE - School Psychologist to Support Students in Need of Assessment: Increasing the number of school psychologists will ensure timely and comprehensive assessments for EL students or	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		socioeconomically disadvantaged students who may require special education services or additional support for socio-emotional needs, facilitating early intervention and appropriate academic placement. College/Career Technicians: Hiring college/career technicians will provide all students and specifically EL students and socioeconomically disadvantaged students with targeted support and resources to explore post-secondary education and career opportunities, including college application assistance, financial aid guidance, and career pathway exploration tailored to their interests and goals. Music/Band Teacher: Providing a dedicated music/band teacher will enhance the overall school experience for EL students and socioeconomically disadvantaged students by offering opportunities for creative expression, collaboration, and skill development through music education, fostering a sense of belonging and engagement in school activities. Transportation: Ensuring reliable transportation services will remove barriers to access and attendance for EL students and socioeconomically disadvantaged students, particularly those residing in remote or underserved areas, allowing them to participate fully in educational opportunities and extracurricular activities. Improvements to School Facilities (Deferred Maintenance Fund): Investing in improvements to school facilities through the deferred maintenance	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		fund will create safe, welcoming, and conducive learning environments for all students, including ELs and socioeconomically disadvantaged students, enhancing their overall educational experience and well-being. Providing staffing and operational support on an LEA-wide basis ensures equitable access to resources and services for all students across the district, including ELs and socioeconomically disadvantaged students. By implementing these actions district-wide, we can address systemic barriers to educational equity and promote inclusive practices that support the success of all students and specifically El and socio-economically disadvantaged students, regardless of background or individual needs.	
1.3	**Action:** Central Instructional Supports **Need:** The need for central instructional supports arises from the necessity to provide comprehensive guidance and assistance to all students, specifically socio-economically disadvantaged and EL students, across all grade levels within the Amador County Unified School District. This includes facilitating student success for all students district-wide, implementing effective instructional strategies, and ensuring alignment with state standards and district goals. **Scope:** LEA-wide	To address this need, the district proposes the establishment of key positions: a Director of Student Success for both elementary and secondary levels, funded by Differentiated Assistance (DA) Funds from the County Office of Education (COE); a Student Success Technician to provide direct support to TK-12 students and staff; and a Career Technical Education (CTE) Director, funded through the K-12 Strong Workforce Program grant. These positions will play pivotal roles in coordinating instructional initiatives, providing targeted support to students and educators, and overseeing the implementation of career-oriented programs to all students but specifically to improve outcomes of socio-economically disadvantaged and EL students. These central instructional support positions are essential on an LEA-wide basis to ensure	1.5 1.6 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		consistent, coordinated efforts in enhancing student success and instructional effectiveness across all schools within the district. By providing these resources district-wide, the district aims to promote equity, accessibility, and uniformity in educational opportunities and support services for all students, regardless of their school or grade level.	
1.4	**Action:** Instructional Programing **Need:** The identified need for instructional programming encompasses the imperative to enhance the quality, accessibility, and effectiveness of academic instruction for our EL and low income students. This includes addressing the diverse learning needs of all students LEA-wide, promoting academic achievement, and ensuring equitable access to high-quality educational opportunities for socio-economically disadvantaged students and EL students. **Scope:** LEA-wide	To address this need, the district proposes a comprehensive set of actions aimed at improving instructional practices, expanding educational opportunities, and supporting the implementation of evidence-based instructional strategies. These actions include: Designated intervention sections for junior highs and high schools to provide targeted language support for English Learner (EL) students and intervention support to all students. These sections will also serve students needing extra support in ELA with learning gaps. Establishment of a Multi-Tiered System of Support (MTSS) Leadership Team (MLT) to oversee the implementation of MTSS frameworks and interventions specifically improving outcomes for socio-economically disadvantaged students, EL students and foster youth including and allocation of LCFF Supplemental funding to each school for site-specific MTSS support, ensuring resources are allocated based on the unique needs of each school community. Professional development opportunities and collaboration for co-teaching, aimed at enhancing	1.5 1.6 1.7 1.9 1.10 1.11 1.12 1.13 1.14 1.15

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		teacher capacity to implement inclusive instructional practices. Expansion of Career Technical Education (CTE) pathway opportunities to provide students with relevant and engaging learning experiences aligned with workforce demands with the goal of increased pathway completion of our socio-economically disadvantaged, EL students and foster youth. Implementation of the Advancement Via Individual Determination (AVID) program from elementary through high school to support college and career readiness skills development to support college readiness for out socio-economically disadvantaged students. These instructional programming initiatives are provided on an LEA-wide basis to ensure that all students across the district have equitable access to high-quality instructional resources, support services, and educational opportunities. By implementing these actions district-wide, the district aims to promote consistency, coherence, and equity in instructional practices and student outcomes across all schools and grade levels.	
1.5	**Action:** Instructional Technology **Need:** The identified need for instructional technology underscores the importance of integrating modern technological tools and resources into the educational environment to support student learning, enhance instructional	To address this need, the district proposes a series of actions aimed at leveraging instructional technology to enhance teaching and learning experiences for all students. These actions include: Implementation of College/Career Readiness Software (Major Clarity) to provide students with access to career exploration tools, academic	1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	delivery, and promote college and career readiness for our EL, Foster youth and low income students. This includes ensuring equitable access to technology resources and addressing the digital divide among all students within Amador County Unified School District. **Scope:** LEA-wide	planning resources, and post-secondary readiness support to our economically disadvantaged students. Chromebook refresh and provision of hotspots to ensure that all unduplicated pupils have access to a device and reliable internet connectivity, thereby eliminating barriers to digital access and facilitating remote learning opportunities. Acquisition of Turnitin.com licenses to serve as a plagiarism checker for high school students, promoting academic integrity and supporting the development of research and writing skills. These instructional technology initiatives are provided on an LEA-wide basis to ensure that all students, regardless of socioeconomic status or geographical location within the district, have equitable access to technology resources and support services. By implementing these actions district-wide, the district aims to bridge the digital divide, promote digital literacy, and create a more inclusive and technology-rich learning environment for all students.	
1.6	**Action:** Professional Learning **Need:** The identified need for professional learning underscores the importance of continuous professional development opportunities for educators to enhance their instructional practices, address diverse student needs, and promote academic achievement EL and low income students. This includes training on	To address this need, the district proposes a comprehensive approach to professional learning that encompasses a range of training and development opportunities for educators at all levels. These actions include: Training on universal screeners and assessments to equip educators with the knowledge and skills to effectively administer and interpret assessment data, identify student needs, and inform	1.1 1.5 1.6 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	various instructional strategies, assessment practices, and content-specific areas to support educator effectiveness and student success., LEA-wide. **Scope:** LEA-wide	instructional decision-making with regards to our high needs students as subgroups. New Teacher Induction programs to support the successful transition of new educators into the district, providing them with mentorship, guidance, and resources to thrive in their roles. Professional Development in the Arts to enhance educators' capacity to integrate arts education into the curriculum, foster creativity and expression, and promote student engagement and achievement and offer educational opportunities to our unduplicated pupils. Professional Development in Universal Design for Learning (UDL) to help educators create inclusive and accessible learning environments that accommodate diverse learning styles, preferences, and abilities of our unduplicated pupils. Targeted professional development for specific content areas to deepen educators' subject matter expertise, instructional strategies, and curriculum alignment with state standards. Principal facilitated professional development to empower school leaders with the knowledge and skills to effectively support and guide their instructional staff in implementing best practices. Ongoing professional development for classified staff members to enhance their skills, knowledge, and effectiveness in supporting student learning and school operations.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Professional development for staff to stay current on English-language acquisition strategies and English Language Development (ELD) practices, as well as support for administering the ELPAC assessment and using data to inform instruction. Principal Coaching to provide school leaders with personalized support and feedback to improve instructional leadership practices, promote high-quality instruction, and foster a culture of continuous improvement for all students and specifically our unduplicated students. These professional learning initiatives are provided on an LEA-wide basis to ensure that all educators within the district have equitable access to high-quality professional development opportunities that align with district goals, priorities, and student needs. By offering professional learning opportunities district-wide, the district aims to build a cohesive and collaborative learning community, strengthen educator capacity and effectiveness, and ultimately improve student outcomes across all schools and grade levels.	
1.7	**Action:** Arts Education **Need:** The identified need for arts education underscores the importance of providing students with comprehensive and equitable access to a well-rounded education that includes instruction in various arts disciplines, such as theater, dance, music, and visual arts. Arts education plays a crucial role in fostering	To address this need, the district proposes allocating resources to each school for arts disciplines based on school-specific needs and priorities. This action ensures that all students across the district have access to high-quality arts education experiences that are tailored to their interests, abilities, and learning environments. By providing allocations for arts education, schools can enhance their arts programs, expand course offerings, provide specialized instruction, and support extracurricular activities and performances	1.8 1.12 1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	creativity, critical thinking, communication skills, and social-emotional development among our highest need students including EL, foster youth and low income students, enriching their educational experience and preparing them for success in school and beyond. **Scope:** LEA-wide	in various arts disciplines and offer opportunities to our socio-economically disadvantaged, EL students and foster youth. Arts education is provided on an LEA-wide basis to ensure equitable access and opportunities for all students, regardless of their background, socioeconomic status, or geographic location within the district. By allocating resources to each school for arts disciplines, the district promotes equity and inclusion, supports diverse student interests and talents, and fosters a culture of creativity and innovation across all schools and grade levels.	
1.8	**Action:** Expanded Learning Opportunities **Need:** The identified need for expanded learning opportunities stems from the imperative to address learning gaps, enhance academic enrichment, and provide additional support to our EL and low income students within the Amador County Unified School District. This includes opportunities to mitigate learning loss for all students LEA-wide, reinforce core concepts, and promote holistic student development outside of regular school hours. **Scope:** LEA-wide	To address this need, the district proposes the implementation of several key initiatives, including secondary summer school programs, after-school enrichment programs, and after-school tutoring sessions. These actions aim to extend learning beyond the traditional school year, offering students opportunities for academic enrichment, skill development, and personalized support tailored to their unique needs. Through engaging and interactive activities, unduplicated students can reinforce academic skills, explore new interests, and receive targeted assistance to improve their academic performance. These expanded learning opportunities are provided on an LEA-wide basis to ensure equitable access to enrichment and support services for all students within the district. By offering these programs district-wide, the district aims to address disparities in educational opportunities, support students from diverse	1.5 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		backgrounds, and promote inclusivity and equity in access to high-quality education.	
2.1	**Action:** School Climate **Need:** The identified need for school climate improvement emphasizes the importance of fostering a safe, supportive, and inclusive learning environment where our EL, foster youth and low income students feel valued, respected, and empowered to succeed academically and socially. A positive school climate contributes to all students well-being, engagement, and achievement, while also promoting positive relationships, behavior, and attitudes among students, staff, and stakeholders. **Scope:** LEA-wide	To address this need, the district proposes implementing a comprehensive set of actions aimed at enhancing school climate and promoting positive behavior, social-emotional learning, and safety measures. These actions include: Positive Behavior Interventions & Supports (PBIS): Implementing PBIS frameworks and strategies to promote positive behavior, prevent discipline issues, and create a supportive and respectful school culture to improve suspension rates of socio-economically disadvantaged students. Restorative Justice: Providing training and resources for restorative justice practices as alternatives to suspension, focusing on conflict resolution, empathy-building, and repairing harm aimed at improving suspension rates of socio-economically disadvantaged students. Social Emotional Learning (SEL) Curriculum: Implementing SEL curriculum and related professional development to support students' social-emotional development, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making that will be geared to all students with an emphasis of improving school connectedness and sense of well-being of socio-economically disadvantaged students. Trauma-Informed Practices: Providing professional development in trauma-informed practices to help educators understand and address the impact of	2.2 2.3 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		trauma on students' behavior, learning, and well-being geared to all students with an emphasis of improving school connectedness and sense of well-being of socio-economically disadvantaged students. ALICE Active Shooter Training: Conducting district-wide training and developing plans to ensure preparedness and response in the event of an active shooter situation, prioritizing the safety and security of students and staff. Upgrades to School Safety Measures: Enhancing school safety measures, including security cameras, Raptor technology for visitor management, fencing, and other physical security enhancements. Elementary Principal (0.5 FTE): Allocating resources to support a 0.5 FTE elementary principal to support the district MTSS leadership and provide guidance and support in areas related to safe and healthy schools, social-emotional learning, and more to support improved student outcomes of our socio-economically disadvantaged students. Improving school climate is provided on an LEA-wide basis to ensure consistency, alignment, and equity across all schools within the district. By implementing district-wide initiatives and providing support, resources, and training to all schools and stakeholders, the district promotes a unified approach to school climate improvement, fosters collaboration and shared responsibility, and maximizes the impact and effectiveness of its	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		efforts to create safe, supportive, and healthy learning environments for all students.	
2.2	**Action:** Wellness and Student Supports **Need:** The identified need for wellness and student supports underscores the importance of addressing the holistic well-being of EL, foster youth and low income students, including their physical, social, emotional, and mental health needs. A comprehensive approach to wellness and student supports is essential for promoting student success for all students LEA-wide, resilience, and overall health and well-being. **Scope:** LEA-wide	To address this need, the district proposes implementing a range of actions aimed at providing comprehensive wellness and support services to students. These actions include: Counselors: Hiring additional counselors to provide social-emotional support, counseling, and guidance to students, addressing issues such as academic and personal challenges, mental health concerns, and social-emotional development improving school connectedness and sense of well-being of all unduplicated student groups. Mental Health Therapists: Employing mental health therapists to offer specialized support and interventions for students with mental health needs, providing counseling, therapy, and resources to promote mental wellness and resilience improving school connectedness and sense of well-being of socio-economically disadvantaged students. Health and Wellness Coordinator: Establishing a Health and Wellness Coordinator position, funded through grants, to oversee and coordinate wellness initiatives, programs, and services district-wide, ensuring alignment, effectiveness, and sustainability improving school connectedness and sense of well-being of all unduplicated student groups. School Site Wellness Centers: Creating wellness centers at school sites, funded through grants, to provide students with access to resources,	2.1 2.2 2.5 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		services, and activities that promote physical, mental, and emotional well-being, including counseling, health education, mindfulness practices, and recreational opportunities improving school connectedness and sense of well-being of all unduplicated student groups. Centralized Family Resource Center: Establishing a centralized Family Resource Center, funded through grants, to serve as a hub for families to access a wide range of support services, resources, and referrals, including assistance with basic needs, social services, health care, and parenting support improving school connectedness and sense of well-being of all unduplicated student groups. High-Quality Nutritional Food Offerings: Enhancing the nutritional quality and variety of food offerings available to students, ensuring access to healthy and balanced meals that support physical health, cognitive function, and overall well-being. Providing wellness and student supports on an LEA-wide basis ensures that all students have equitable access to the resources, services, and opportunities needed to thrive and succeed. By implementing district-wide initiatives and support structures, the district aims to address the diverse and evolving needs of its student population, promote a culture of wellness and support, and create environments that foster resilience, belonging, and positive development for all students.	
2.3	**Action:** Attendance Intervention	To address this need, the district proposes implementing a series of actions aimed at	2.1 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The identified need for attendance intervention underscores the importance of addressing chronic absenteeism among EL, foster youth and low income students, as regular school attendance is crucial for academic success, engagement, and overall well-being. Chronic absenteeism can significantly impact student achievement, social-emotional development, and long-term outcomes, highlighting the need for targeted interventions and support strategies to improve attendance rates for all students LEA-wide and reduce absenteeism. **Scope:** LEA-wide	effectively addressing chronic absenteeism and promoting regular school attendance. These actions include: School Innovations and Achievements (SI&A) "Attention 2 Attendance" Program: Implementing the SI&A "Attention 2 Attendance" program to target chronic absenteeism, provide early intervention and support to students at risk of chronic absenteeism, and track and monitor attendance data to identify trends and patterns improving school connectedness and engagement of all unduplicated student groups. School Community Outreach Workers: Hiring School Community Outreach Workers to support student attendance and engagement, work directly with families to address barriers to attendance, provide resources and referrals, and facilitate communication and collaboration between schools, families, and community agencies improving school connectedness and engagement of all unduplicated student groups. Elementary Principal: Allocating 0.5 FTE for a district MTSS leadership role focused on chronic absenteeism reduction, providing leadership, guidance, and support to elementary schools in implementing evidence-based strategies, interventions, and practices to address chronic absenteeism effectively improving school connectedness and engagement of all unduplicated student groups.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Providing attendance intervention on an LEA-wide basis ensures a coordinated, comprehensive, and systemic approach to addressing chronic absenteeism across all schools within the district. By implementing district-wide initiatives and support structures, the district aims to maximize the impact of its efforts, promote consistency and alignment in attendance intervention strategies, and ensure equitable access to resources and support for all students, regardless of school or location.	
2.4	**Action:** Student and Family Engagement **Need:** The identified need for student and family engagement underscores the importance of fostering meaningful partnerships between the district and EL, foster youth and low income students, families, and the community to support student success, well-being, and academic achievement. Engaging EL, foster youth and low income students and families in decision-making processes, providing opportunities for involvement and leadership, and offering resources and support for college and career readiness are essential components of promoting student and family engagement for all students LEA-wide. **Scope:** LEA-wide	To address this need, the district proposes implementing a series of actions aimed at enhancing student and family engagement across various levels and platforms. These actions include: Reassess Graduation Requirements: Convening a district team to reassess graduation requirements to ensure alignment with student needs, interests, and post-secondary goals, fostering transparency and inclusivity in the decision-making process as well as ensuring that grad requirements are inclusive of improving graduation rates of unduplicated pupils. Student Leadership Opportunities: Providing opportunities for student leadership through initiatives such as student councils, lunch-time clubs, Kindness Clubs, and student board memberships, empowering students to have a voice in school governance, activities, and initiatives to ensure that school activities are inclusive to unduplicated pupils.	2.2 2.5 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		College-Readiness Seminars and Workshops: Offering college-readiness seminars, scholarship information sessions, and FAFSA workshops to students and families in grades 8-12, equipping them with the knowledge, resources, and support needed to navigate the college application and financial aid process successfully ensuring improvement to post-secondary options for unduplicated pupils. Parent and Community Engagement Committees: Establishing and supporting parent and community engagement committees, including the Amador Parent Advisory Committee (APAC), School Site Councils, Parent Teacher Organizations (PTOs), Booster Clubs, and the Community Advisory Committee (CAC) for families of students with Individualized Education Programs (IEPs), providing platforms for collaboration, communication, and partnership between schools, families, and the community. Technology-Based Communication Tools: Utilizing technology-based communication tools such as the AERIES Parent Portal and Aeries Parent Square to facilitate communication, disseminate information, and engage all parents and families in their child's educational journey. English Learner and Special Education Advisory Committees: Supporting English Learner Advisory Committees (ELAC) and the District English Learner Advisory Committee (DELAC) to ensure the voice and perspective of English Learner families are included in decision-making processes	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		related to English language development and educational programs. Junior High Instructional Administrators: Allocating resources to fund Junior High Instructional Administrators to provide leadership, guidance, and support in promoting student and family engagement initiatives at the junior high level improving school connectedness and engagement of all unduplicated student groups. Providing student and family engagement initiatives on an LEA-wide basis ensures consistency, equity, and inclusivity in the district's approach to engaging students, families, and the community. By implementing district-wide initiatives and support structures, the district aims to foster a culture of collaboration, partnership, and shared responsibility for student success across all schools and grade levels.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.6	**Action:** Coordination of Services for Foster Youth **Need:** The identified need for coordination of services for foster youth underscores the importance of	To address this need, the district proposes a series of actions aimed at enhancing coordination of services for foster youth and providing tailored support to meet their specific needs:	Metrics to monitor the effectiveness of these actions: Academic progress and achievement data for

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	providing targeted support and resources to address the unique academic, social-emotional, and transitional needs of students in foster care. Foster youth often face significant challenges that can impact their educational outcomes and well-being, including frequent school transitions, trauma, and instability. Ensuring coordinated and comprehensive services is essential to promote the academic success, stability, and holistic development of foster youth within the district. **Scope:** Limited to Unduplicated Student Group(s)	Accelerated Learning in English Language Arts: Implementing strategies to accelerate learning for foster youth, particularly in the area of English language arts, to address any gaps in academic achievement and ensure that foster youth have the necessary skills and knowledge to succeed academically. Provision of Materials: Providing materials and resources to support the unique needs of foster youth, including supplemental materials funded by the County Office of Education (COE), to enhance learning opportunities and address individualized learning needs. Collaboration with Advisory Council: Working collaboratively with the Foster Youth Executive Advisory Council to coordinate and plan school services for foster youth, leveraging community expertise and input to develop effective support strategies and interventions. Partnership with Child Welfare Services: Collaborating with Child Welfare Services representatives to ensure a smooth transition for foster youth between placements and schools, advocating for timely and appropriate placements, and addressing any barriers or challenges that may arise during transitions. Counselor Support: Providing counselor support specifically for foster youth to assist with case management, navigate educational and social services systems, and address the unique socio-emotional needs of foster youth, leveraging resources from the Foster Youth Services Coordinating Program (FYSCP) grant. Foster Liaison Position: Establishing a dedicated Foster Liaison position funded by the FYSCP grant to provide comprehensive support and advocacy	foster youth, including English language arts proficiency levels and growth rates. Utilization and effectiveness of materials and resources provided to support foster youth, as measured by student engagement, performance, and feedback. Attendance and participation rates in Foster Youth Executive Advisory Council meetings and collaborative planning sessions. Regular monitoring and evaluation of these metrics will enable the district to assess the impact of its efforts to coordinate services for foster youth, identify areas for improvement, and make data-informed decisions to enhance support and outcomes for foster youth district-wide.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		for foster youth across all areas, including academic, social-emotional, and transitional support, ensuring that foster youth receive the highest level of support and care.	

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.

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	The staff to student ratio for classified staff providing direct services is 40 staff to 4005 students.	
Staff-to-student ratio of certificated staff providing direct services to students	The staff to student ratio for certificated staff providing direct services is 187 staff to 4005 students.	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$46438518	4013446	8.642%	0.000%	8.642%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,013,446.00	$3,377,837.00	$319,046.00	$1,049,165.00	$8,759,494.00	$5,003,347.00	$3,756,147.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$115,000.00	$20,000.00	$95,000.00			$115,000.00	
1	1.2	School Staffing And Operations	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,883,408.00	$965,666.00	$2,094,165.00			$754,909.00	$2,849,074.00	
1	1.3	Central Instructional Supports	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$394,750.00	$0.00	$86,422.00	$179,226.00		$129,102.00	$394,750.00	
1	1.4	Instructional Programing	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$274,288.00	$161,700.00	$350,259.00	$85,729.00			$435,988.00	
1	1.5	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$245,000.00	$185,000.00	$60,000.00			$245,000.00	
1	1.6	Professional Learning	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$60,279.00	$71,000.00	$40,000.00	$0.00		$91,279.00	$131,279.00	
1	1.7	Arts Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$322,626.00	$246,054.00	$82,500.00	$486,180.00			$568,680.00	
1	1.8	Expanded Learning Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$80,500.00	$1,554,442.00	$30,500.00	$1,554,442.00		$50,000.00	$1,634,942.00	
2	2.1	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$157,899.00	$16,140.00	$157,899.00	$16,140.00			$174,039.00	
2	2.2	Wellness and Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,202,603.00	$229,894.00	$553,837.00	$559,614.00	$319,046.00		$1,432,497.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Attendance Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$270,637.00	$36,000.00	$139,474.00	$167,163.00			$306,637.00	
2	2.4	Student and Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$131,026.00	$79,738.00	$199,251.00	$3,000.00		$8,513.00	$210,764.00	
2	2.5	Coordination of Instruction for Expelled Youth	All Expelled Youth	No			All Schools	Ongoing	$44,475.00	$22,000.00		$66,475.00			$66,475.00	
2	2.6	Coordination of Services for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$180,856.00	$13,513.00	$74,139.00	$104,868.00		$15,362.00	$194,369.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$46438518	4013446	8.642%	0.000%	8.642%	$4,013,446.00	0.000%	8.642 %	**Total:**	$4,013,446.00
								LEA-wide Total:	$3,939,307.00
								Limited Total:	$74,139.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Instructional Materials	Yes	LEA-wide	English Learners Low Income	All Schools	$20,000.00	
1	**1.2**	School Staffing And Operations	Yes	LEA-wide	English Learners Low Income	All Schools	$2,094,165.00	
1	**1.3**	Central Instructional Supports	Yes	LEA-wide	English Learners Low Income	All Schools	$86,422.00	
1	**1.4**	Instructional Programing	Yes	LEA-wide	English Learners Low Income	All Schools	$350,259.00	
1	**1.5**	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$185,000.00	
1	**1.6**	Professional Learning	Yes	LEA-wide	English Learners	All Schools	$40,000.00	
1	**1.7**	Arts Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,500.00	
1	**1.8**	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	$30,500.00	
2	**2.1**	School Climate	Yes	LEA-wide	English Learners Foster Youth	All Schools	$157,899.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.2**	Wellness and Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$553,837.00	
2	**2.3**	Attendance Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,474.00	
2	**2.4**	Student and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,251.00	
2	**2.6**	Coordination of Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$74,139.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,446,648.00	$6,446,648.00

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)
1	**1.1**	Instructional Materials	Yes	$115,000.00	115000
1	**1.2**	School Staffing And Operations	Yes	$2,663,361.00	$2,663,361.00
1	**1.3**	Central Instructional Supports	Yes	$456,789.00	$456,789.00
1	**1.4**	Instructional Programing	Yes	$562,872.00	$562,872.00
1	**1.5**	Instructional Technology	Yes	$195,080.00	$195,080.00
1	**1.6**	Professional Learning	Yes	$208,838.00	$208,838.00
1	**1.7**	Arts Education	Yes	$87,500.00	$87,500.00
1	**1.8**	Expanded Learning Opportunities	Yes	$75,501.00	$75,501.00
2	**2.1**	School Climate	Yes	$120,047.00	$120,047.00
2	**2.2**	Wellness and Student Supports	Yes	$1,246,849.00	$1,246,849.00
2	**2.3**	Attendance Intervention	Yes	$297,615.00	$297,615.00

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)
2	**2.4**	Student and Family Engagement	Yes	$223,220.00	$223,220.00
2	**2.5**	Coordination of Instruction for Expelled Youth	No	$21,926.00	$21,926.00
2	**2.6**	Coordination of Services for Foster Youth	Yes	$172,050.00	$172,050.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3817487	$3,817,487.00	$3,817,487.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Materials	Yes	$20,000.00	20000		
1	1.2	School Staffing And Operations	Yes	$2084837	2084837		
1	1.3	Central Instructional Supports	Yes	$89,841.00	89841		
1	1.4	Instructional Programing	Yes	$346,728.00	346728		
1	1.5	Instructional Technology	Yes	$178,000.00	178000		
1	1.6	Professional Learning	Yes	$10,000.00	10000		
1	1.7	Arts Education	Yes	$82,500.00	82500		
1	1.8	Expanded Learning Opportunities	Yes	$25,501.00	25501		
2	2.1	School Climate	Yes	$90,047.00	90047		
2	2.2	Wellness and Student Supports	Yes	$572,664.00	572664		
2	2.3	Attendance Intervention	Yes	$135,487.00	135487		
2	2.4	Student and Family Engagement	Yes	$136,401.00	136401		
2	2.6	Coordination of Services for Foster Youth	Yes	$45,481.00	45481		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
45095609	3817487	0	8.465%	$3,817,487.00	0.000%	8.465%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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