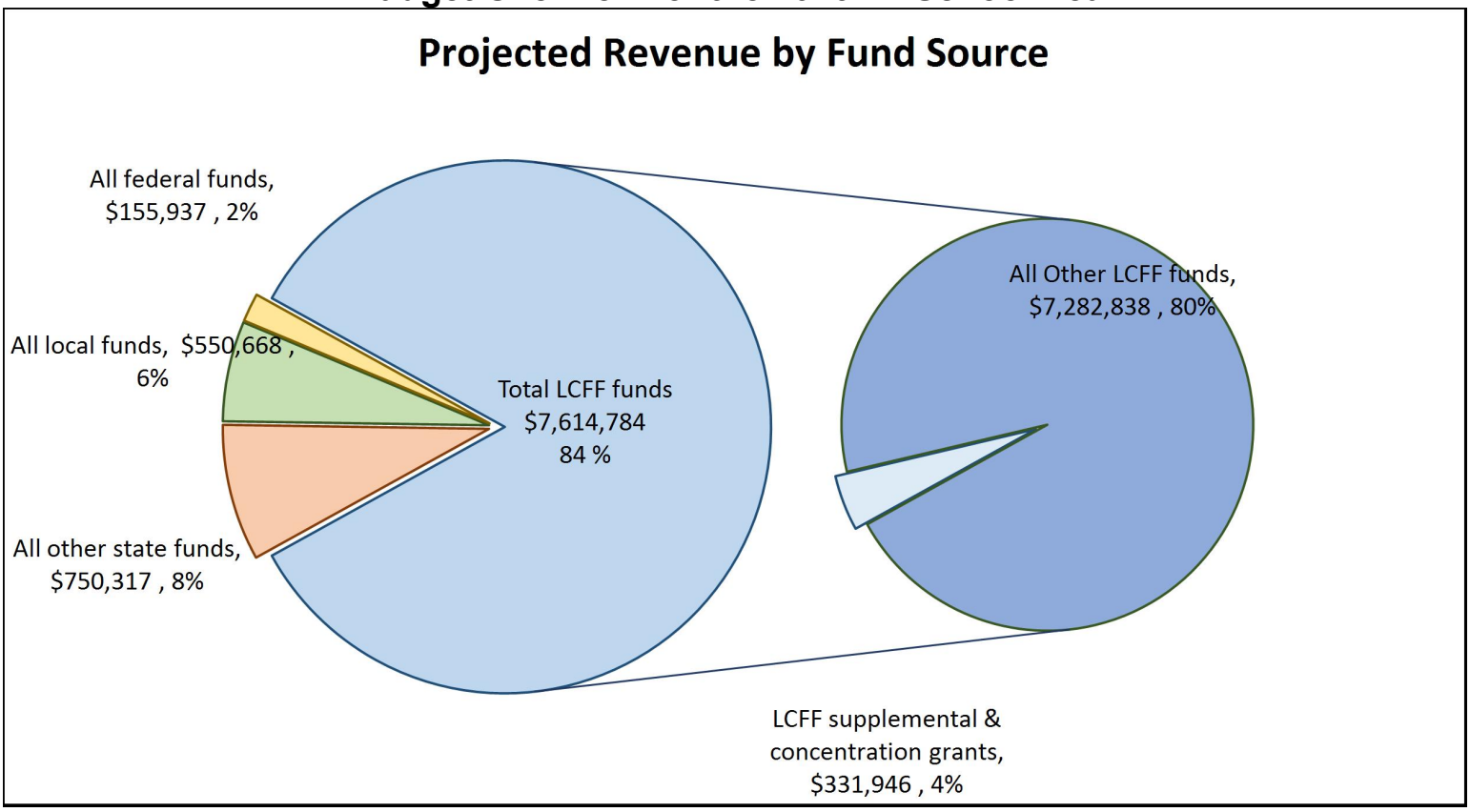
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ackerman Charter School District
CDS Code: 31-66761-6031009
School Year: 2026-27
LEA contact information:
Kristin Wells
Superintendent/Principal
kwells@ackerman.k12.ca.us
530-885-1974

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

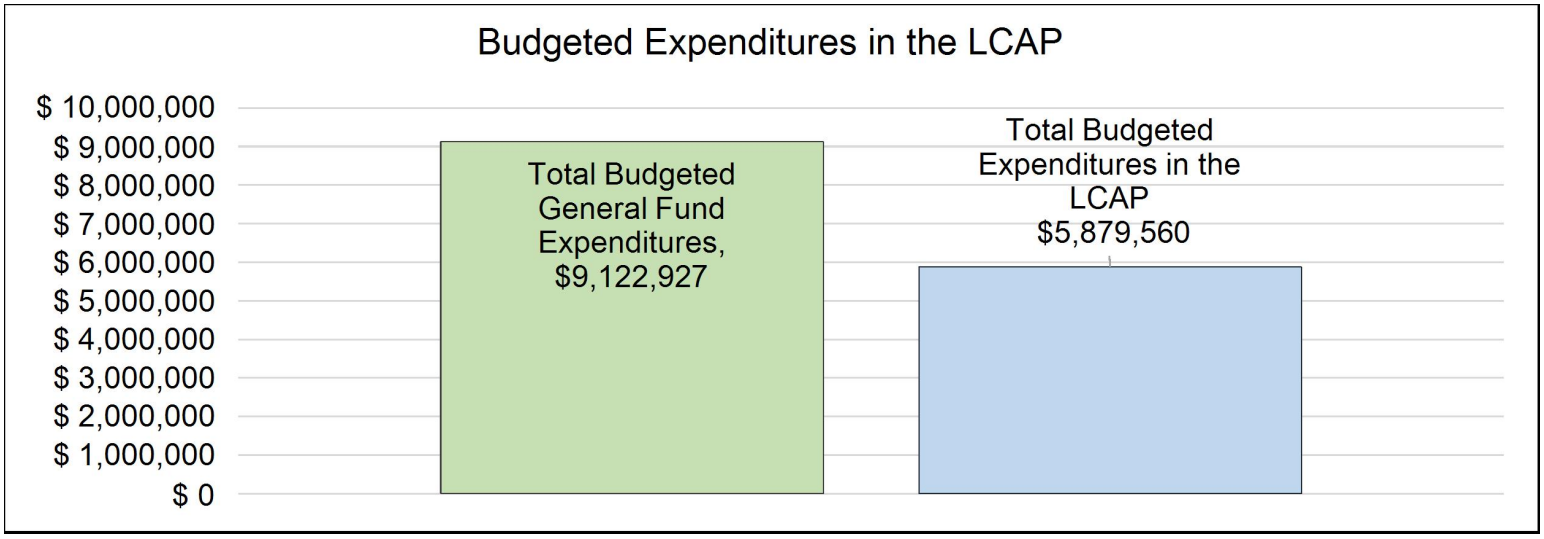


This chart shows the total general purpose revenue Ackerman Charter School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ackerman Charter School District is $9,071,706, of which $7,614,784 is Local Control Funding Formula (LCFF), $750,317.00 is other state funds, $550,668.00 is local funds, and $155,937.00 is federal funds. Of the $7,614,784 in LCFF Funds, $331946 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 Ackerman Charter 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.

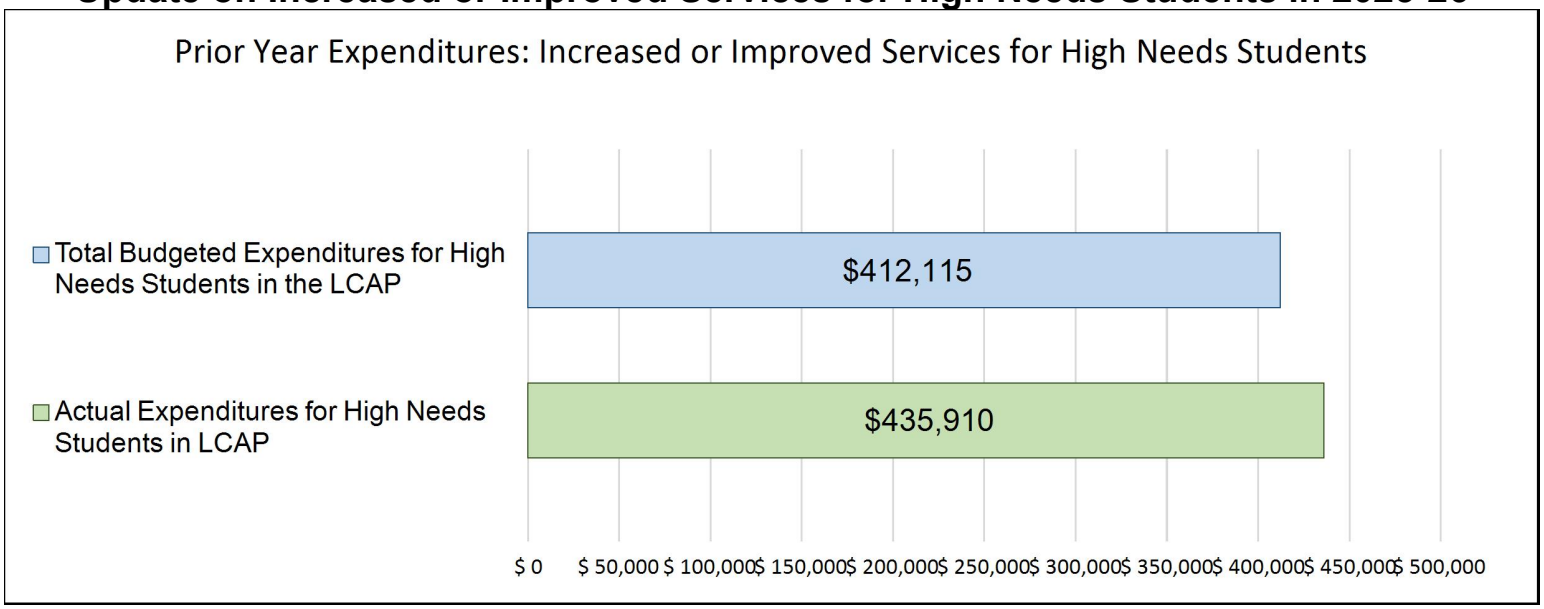
The text description of the above chart is as follows: Ackerman Charter School District plans to spend $9122927 for the 2026-27 school year. Of that amount, $5879560 is tied to actions/services in the LCAP and $3,243,367 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Ackerman Charter School District is projecting it will receive $331946 based on the enrollment of Foster Youth, English learner, and low-income students. Ackerman Charter School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ackerman Charter School District plans to spend $1788571 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 Ackerman Charter 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 Ackerman Charter 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, Ackerman Charter School District's LCAP budgeted $412,115.00 for planned actions to increase or improve services for high needs students. Ackerman Charter School District actually spent $435910 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
Ackerman Charter School District	Kristin Wells Superintendent/Principal	kwells@ackerman.k12.ca.us 530-885-1974

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.

Bowman School was established in 1895 and has served as a focal point for the Bowman community ever since. When the widening of the interstate cut through the area, the school remained to keep the community intact. Placer County's Bowman community, the intersection of mountain homes, agriculture and retail shops, sees traffic move to and from the Sierras. Some of these residential neighborhoods date back to the Gold Rush. Settled in the mid 1800's, the community of Bowman was an outgrowth of the region's mining camps. Sitting on the bluffs above the North Fork of the American River, this area proved more suitable for raising cattle and growing fruit than for mining gold. The village of Bowman, a country store and post office was firmly established with a spur from the Central Pacific Railroad. The school, originally a one-room school building topped by a wood-shingled bell tower, was opened to serve the growing population, which included the children of dairy farmers, cattle ranchers, and fruit growers. Berries, especially raspberries and strawberries, were some of the richest crops, although apples, pears, and peaches were also planted. Longtime residents will tell you that the one thing that makes Bowman, Bowman is the school.

In 2006, Bowman School was recognized as a California Distinguished School. In 2007, the Ackerman School District was granted charter status. Consequently, families outside the district's boundaries can enroll their children as charter students. Bowman Charter School is located within the Ackerman Charter School District and serves students in Transitional Kindergarten through eighth grade, with an enrollment of 600+ students. Our enrollment includes 290 students in primary grades (TK-3), 200 students in intermediate grades (4-6), and 135 students in middle school (7-8). California Dashboard subgroups include: Socioeconomically Disadvantaged (156 students), Students with Disabilities (109 students), Hispanic (96 students) and White (424 students). Refer to our School Accountability Report Card for further student group demographics.

Bowman School is known in the area as a "school of choice" and subsequently has a waiting list of students hoping to attend. Ackerman Charter School District recently completed construction of a state-of-the-art Community Multipurpose Center that features a regulation-size basketball court, two large music classrooms, and additional storage. The goal of this center is to promote a greater sense of community while enhancing our school's existing programs. Having deep roots and a rich history in our community, Ackerman Charter embraces the generations of families that continue to attend our school.

Reflections: Annual Performance

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

ELA Performance:
Our district performed strongly on the ELA indicator, with an average Distance from Standard of 19.5 points above standard, a decline of 9.6 points. Notable successes include a 9-point gain among Students with Disabilities and a 9-point increase among our students of Two or More Races. Despite these improvements, challenges remain. Students with Disabilities, while showing growth, are still performing 57 points below standard. Additionally, the largest student group, "white," continues to perform above standard; however, it experienced an 8-point decline in 2025. Contributing factors may include persistent issues with chronic absenteeism, limited early literacy experiences, and inconsistent family engagement and support.

Math Performance:
Overall, Math performance fell according to the California Dashboard, with an average of 2.1 points below standard, a decline of 7.4-points. However, specific successes and challenges emerged among key student groups: Hispanic students saw an increase of 4.6 points, Students with Disabilities maintained their status, and Socioeconomically Disadvantaged students dropped 6.1 points. Contributing factors may include gaps in foundational math skills, an aging curriculum that provides limited student engagement, limited access to differentiated instruction, and inconsistent use of data to inform teaching practices.

Next Steps:
Although ELA and Math performance have remained strong compared to neighboring districts and the State of California, Ackerman is committed to accelerating student achievement through sustained, strategic support. The district will continue to implement high-impact classroom actions that have proven effective at boosting proficiency. These include rigorous professional development to enhance the quality of first instruction for all students, targeted math interventions to address specific learning gaps, and expanded academic support through after-school homework clubs. Additionally, Ackerman will strengthen its response to formative assessment data to drive instructional decisions and deepen teacher collaboration through lesson study focused on strategic planning and peer observation to refine best practices.

Chronic Absenteeism
Ackerman Charter School District experienced significant success in reducing chronic absenteeism. Rates in 2022 reached an all-time high of 19.7 points above standard. There has been an annual decrease from 15.1% in 2023 to 7.4% in 2024 and 6.5% in 2025. Student groups of Socioeconomically Disadvantaged students declined to 10% chronically. Students with Disabilities increased 3%, Hispanic students maintained 8.9% chronically absent, and White student group declined 1.7 points. ACSDs improving performance in Chronic Absenteeism can be attributed to our “Attendance Matters” campaign, which includes close monitoring of rates, informing our educational partners of current percentages, and offering incentives to grade levels and classes monthly for strong attendance.

Next Steps:
Initiatives include continuing the “Attendance Matters” campaign and working with our families to engage them in school. This includes a multi-tiered approach that highlights the importance of attendance and its academic, social, and emotional impacts. Communication to families and students occurs through weekly and monthly newsletters and bulletins, daily announcements, and award assemblies. Rewards for classes with high attendance include dance parties, extra recess time, and preferred activity choices. Beyond the fun, our multi-tiered approach reaches out individually to students' families to offer counseling, re-engagement plans, and other community resources.

Suspension Rate
Our suspension rate remained steady at 0.5%, with 0.5% of students suspended for at least one day. All student groups achieved a Blue status on the California Dashboard, indicating strong performance in this area. As a small school district, even a single incident resulting in two student suspensions can significantly impact our overall data and contribute to noticeable shifts in suspension rates.

ACSD has continued to demonstrate solid progress throughout the three-year LCAP cycle. The district began the cycle with our students with disabilities falling into the lowest category of red on the California Dashboard in to 2023. Since then steady improvement has been demonstrated with the current results from the 2025 Dashboard having no student groups performing in the lowest performance levels.

In the 2025–26 academic year, ACSD will have unexpended Learning Recovery Emergency Block Grant (LREBG) funds remaining. As in the 2024–25 school year, these funds will continue to support the placement of instructional assistants in general education classrooms. Additionally, LREBG funds will be used to provide professional development for certificated staff, with a focus on evidence-based instructional strategies, integrated ELD supports, and data-informed Tier 1 intervention planning. These investments support Goal 1, Actions 1.2, 1.4, and Goal 2, Actions 2.2, 2.4, and are designed to accelerate learning recovery for students not meeting grade-level standards, including English Learners and socioeconomically disadvantaged students. The instructional assistants will increase capacity for small-group instruction, while the professional development will ensure that educators are equipped to deliver differentiated supports aligned with student needs. Both components reflect allowable uses of LREBG funds by expanding academic support time and improving instructional quality, key levers in addressing unfinished learning and promoting equitable outcomes.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
ACSD School Board	The School Board received LCAP updates during the monthly scheduled meeting. Clarifying questions were answered regarding the LCAP process and timeline, suggestions from the Board were considered and further edits and/or additions were made to the document.
Teachers/Collective Bargaining Unit	Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP in February. Results of the three surveys were shared with staff in April at PLC meetings Staff were presented with a draft of the LCAP and requested feedback to inform the development of the next year's LCAP during multiple staff meetings.
Students	Surveyed students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP in February. Met with members of student leadership groups to request feedback. This includes, but is not limited to, asking them to help identify student needs and the actions to address them, specifically in elective offerings.
Administrators	Surveyed administrators to request input related to student needs, possible actions to address needs, and potential updates to the LCAP in February
ELAC	ELAC met and gave input on the proposed LCAP Goals. The parent group provided input in the most effective ways to support full

Educational Partner(s)	Process for Engagement
	participation of English Learners in all school activities and ideas for encouraging school connectedness. In 2025-26, due to a decrease in English Learner students, there is no longer a need to have a designated ELAC. The input was gathered through the School Site Council (SSC).
SELPA	As part of engaging educational partners, ACSD met with the Special Education Local Planning Area (SELPA) in May to address the specific needs of students with disabilities and ensure that actions reflected and addressed the needs of this student population.
SSC/ LCAP PAC	SSC met three times to offer input related to student needs, potential updates to the LCAP, as well as focused on increasing student attendance. The LCAP PAC was surveyed, presented drafts of the LCAP, and provided input to the potential updates to the LCAP.
PTO	PTO (Parent Teacher Organization) met monthly to promote student/family engagement, as well as funding specific projects for the school. Administration attended meetings to provide updates and receive feedback from parents and teachers.

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

The LCAP has been collaboratively developed and refined with input from leadership teams, staff, students, families, the Parent Advisory Committee, ELAC, and ACSD administration. Each goal includes defined metrics, three-year targets, aligned actions, and budget allocations.

Guided by educational partner feedback and local data, ACSD will continue to prioritize student achievement in ELA and math, expand targeted interventions—especially for student groups—and sustain a positive, equitable, and engaging school climate.

Input from SELPA (May 2026) will inform upcoming actions. ELAC feedback emphasized the need for increased communication with families, enrichment opportunities during and beyond the school day, particularly for underserved groups. Student leaders also recommended expanding middle school electives and increasing field trips. In response, ACSD will continue to build upon current enrichment programs, explore the potential of more field trips, and explore additional offerings to meet these needs (Goal 4).

Student surveys affirmed the value of in school intervention and academic support. ACSD will continue to offer these supports, led by certificated and classified staff. Unfortunately, in the 2025-26 academic year, funding for their extended-day academic support was significantly reduced. Thus, ACSD was unable to continue with this program. However our in-school day interventions remained in place and expanded across grade levels to best meet student need.

Educational partner consultation also shaped the district's attendance plan (Goal 4). Survey results show strong alignment: 99% of families and 92% of staff agree/strongly agree that ACSD prioritizes daily attendance. This reinforces our continued emphasis on consistent attendance as a critical factor in student success.

According to the Staff Climate Survey, 87% of teachers feel equipped to support students' social-emotional needs, which is an increase of 9%. Eighty-seven percent of staff feel that the necessary professional development is provided to complete their job successfully, as called out in Goals 1, 2 (Staffing, Assessment/Data Analysis).

In response to identified needs for stronger tiered supports, ACSD has established an Intervention Team that focuses on supporting teachers with research-based strategies to improve students' academic and behavioral outcomes, enhancing MTSS implementation. These efforts will be supported by additional staff training in behavior and social-emotional supports, as outlined in Goals 1, 2 (Tiered Interventions), and Goal 3, Action 1 (Intervention Team).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACSD will increase all student academic performance towards meeting or exceeding standards in language arts through high-quality Tier 1 instruction and curriculum, tiered interventions, and enrichments as demonstrated by local and state assessment data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.
The students' reading levels were assessed during multiple benchmarking and progress monitoring periods to measure students' reading progress by at least one (1) grade level. Analysis of student performance on local DIBELS benchmark assessments shows that 58% of students met or exceeded standards. According to CAASPP scores, 62% of students met or exceeded standards in ELA.

In order to gain more data to assess students' current level of performance and progress, ACSD will continue the implementation of comprehensive diagnostic assessments (NWEA MAP) in order to gain present individual academic performance data as well as longitudinal student data. ACSD will focus on results for planning instruction and identifying appropriate interventions, and strategically assessing learning progress and gaps throughout the year.

Input received from stakeholders in addition to local benchmark assessment data indicates a need to improve ELA achievement and rigor for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from standard: ELA Data Year 2022-2023 Data Source: CAASPP, California Dashboard	Overall: 26.9 points above standard (green, 62% met/exceeded standard) White: 32.9 points above standard (green, 63% met/exceeded standard) Hispanic: 10 points above standard (green, 55% met/exceeded standard) SED: 0.4 points below standard (yellow, 55% met/exceeded standard) SWD: 72.4 points below standard (red, 19% met/exceeded standard)	Overall: 30.1 points above standard (green, 64.91% met/exceeded standard) White: 35.7 points above standard (green, 68% met/exceeded standard) Hispanic: 10 points above standard (green, 54% met/exceeded standard) SED: 4.6 points above standard (green, 51% met/exceeded standard) SWD: 62.5 points below standard (yellow, 17.5% met/exceeded standard)	Overall: 19.5 points above standard (green 61.46% met/exceeded standard) White: decreased by 8 points remained 27 points above standard (green, 68% met/exceeded standard) Hispanic: declined 17 points, fell to 10 points below standard (orange, 40% met/exceeded standard) SED: declined 11.7 points, fell to 9.1 points below standard (orange, 46% met/exceeded standard) SWD improved 9.1 points, 57 points below standard (yellow, 22% met/exceeded standard)	. Overall: 45 points above standard White: 45 points above standard Hispanic: 28 points above standard SED: 18 points above standard SWD: 54 points below standard	Overall: declined 7.4 points, maintained green status on the CA Dashboard White: decreased by 5.9 points, green status Hispanic: declined 20 points, maintained orange status SED: declined 8.7 points, orange status SWD: improved by 15 points, maintained yellow status
1.2	Percent of students who meet or exceed standards on district	63% of students met or exceeded standards on District Benchmark assessments (DIBELS).	58% of students met or exceeded standards on District Benchmark	74% of students met or exceeded standards on District Benchmark	Increase percent of students who meet or exceed	Increased of 11% to above target outcome by 4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	benchmark assessments. Data Source: Acadience Learning Online		assessments (DIBELS).	assessments (DIBELS).	grade level standards to 70%	
1.3	School wide Benchmark assessment (NWEA MAP) Percent of students who met growth projection	Percent of students who met their growth projections in Language Usage is 62%. The percent of students who met their growth projections in reading is 53%.	Percent of students who met their growth projections in Language Usage is 51%. Student percent that met their growth target in Reading is 44%	62nd percentile of students met their growth projections in Language Usage. 60th percentile of students met their growth target in Reading.	Increase percentage of students who met their growth projection in NWEA MAP English Language Arts to 70% for Language Usage and 60% for Reading.	The Language Usage growth projections have rebounded after a drop in 2024, remaining at the baseline level of 62%ile. In Reading, there was a 9% decline in 2024 and strong growth in 2025, reaching the Target Outcome of 60% of students meeting the projections. Goal Met
1.4	Student Survey % of students who agree/strongly agree	48% of students reported their school work in ELA was just right. 38% of students reported their school work in ELA was too difficult.	49% of students reported their school work in ELA was just right. 31% of students reported their school work in ELA was too difficult.	51% of students reported that their ELA schoolwork was just right. 5% of students reported that their ELA schoolwork was too difficult.	Increase percent of students who felt their school work in ELA was just right to 60% Decrease the percent of student who felt their school was too difficult to 30%.	Improved: 2% of students reported that their schoolwork in ELA was just right. 26% of students reported that their schoolwork in ELA was too difficult. The goal was partially met. Improvement was demonstrated in students reporting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						their ELA schoolwork was "just right", but fell short of the target outcome. However, tremendous improvement was shown in students reporting that their schoolwork was too difficult by 26% points.
1.5	ESGI (Educational Software for Guiding Instruction) Data- Kindergarten First Grade	Kindergarten: Average letter sound recognition: 83% Average sight word recognition: 24 words Average CVC blending: 74%	Kindergarten: Average letter sound recognition 93: % Average sight word recognition: 24 words Average CVC blending: 75% 1st Grade (Baseline year): Average Letter Sounds: 96% CVC and CVCe words: 87% Average Sight Word Recognition: 102 words	Kindergarten: Average letter sound recognition: 88% Average sight word recognition: 18 words Average CVC blending: 88% 1st Grade Average Letter Sounds: 98% CVC and CVCe words: 90% Average Sight Word Recognition:103 words;	Maintain (83%) or increase kindergarten average letter sound recognition. Maintain (24) or increase average sight word recognition: Increase CVC blending to 80%. First Grade: Maintain (96%) or increase letter sound recognition. Maintain (87%) or increase CVC and CVCe word recognition. Maintain (102) or increase sight word recognition.	Kindergarten: Increase of 5% in letter sound recognition Decreased average sight word recognition to 18. Increased 14% average of CVC blending over baseline. First grade Outcomes were added to this metric as explained below in prompt 4. Increase letter sounds by 2% Increase CVC and CVCe words by 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Improved Sight Word recognition average by one word.
1.6	Establish district-wide writing assessments.	Pilot one district-wide common writing assessment in grades 1st- 8th.	A district-wide common writing assessment for grades 1 through 8 was administered and collaboratively scored in April.	A district-wide common writing assessment for grades 1 through 8 was administered and collaboratively scored in April.	Administer three district wide common assessments per year in grades 1st-8th.	Three district-wide common writing assessments have been established. Goal Met
1.7	Teacher Misassignments and Vacant Teacher Positions	100 % of teachers are appropriately assigned and credentialed in the subject area(s) and there are no vacant teacher positions.	100% of teacher are appropriately assigned and credential in the subject areas.	100% of teacher are appropriately assigned and credential in the subject areas.	Maintain 100 % of teachers are appropriately assigned and credentialed in the subject area(s) and there are no vacant teacher positions.	Goal maintained.
1.8	Curriculum and Instructional Materials	100% of students in the school district has sufficient access to the standards-aligned instructional materials.	100% of students in the school district has sufficient access to the standards-aligned instructional materials.	100% of students in the school district has sufficient access to the standards-aligned instructional materials.	Maintain100% of students in the school district has sufficient access to the standards-aligned instructional materials.	Goal maintained

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.

ELA implementation efforts during the 2025–26 school year focused on strengthening instructional practices, building foundational literacy skills, and improving outcomes for student groups. While most planned actions were implemented as intended, analysis of outcome data reveals variation in impact across student groups and literacy domains.

ACSD maintained an overall Green performance level on the California Dashboard despite an approximate 3.5% decrease in students meeting or exceeding standards, indicating that while overall performance remains strong, there are emerging declines that require attention. Disaggregated data shows uneven progress across student groups, with significant declines among Hispanic and socioeconomically disadvantaged (SED) students, while students with disabilities (SWD) demonstrated improvement. This pattern indicates that current strategies are more effective when highly targeted because they provide differentiated supports aligned to specific learning needs; however, these supports are not yet consistently experienced by all unduplicated pupil groups within core instruction.

Local assessment data provides additional insight into implementation effectiveness. Early literacy interventions are demonstrating positive impact because they provide structured, skill-specific reading support, resulting in a 15% increase in DIBELS outcomes, exceeding the target by 3%, which reflects improved foundational reading fluency. In contrast, NWEA MAP Language Usage results rebounded to the 62nd percentile (baseline level) following a prior decline, indicating stabilization rather than accelerated growth because instruction has not yet been fully aligned across classrooms to consistently build language development skills.

Similarly, NWEA MAP Reading results showed a 9% decline in 2024, followed by growth in 2025, with 60% of students meeting projected growth targets. This improvement suggests that recent instructional adjustments are beginning to address unfinished learning because students are now meeting expected growth trajectories; however, continued focus is needed to accelerate progress beyond baseline expectations.

The establishment of three district-wide common writing assessments has strengthened system coherence by creating a consistent framework for monitoring writing proficiency across grade levels, enabling educators to analyze comparable data over time and adjust instruction accordingly.

Taken together, these data points suggest that while targeted interventions and foundational literacy supports are yielding positive results, inconsistencies in Tier 1 instruction, scaffolding, and access to grade-level content persist, particularly for Hispanic and SED students. Without consistent access to aligned, high-quality core instruction, improvements seen in intervention settings are not translating into system-wide gains.

In response, ACSD will prioritize narrowing achievement gaps among student groups, particularly for Hispanic and SED students, by strengthening core instruction. Effective practices, including structured literacy and targeted interventions, will be scaled into Tier 1 settings because integrating these supports into daily instruction ensures that unduplicated pupils consistently receive increased and improved

services. Additionally, increased instructional rigor will be paired with intentional scaffolding and language development supports because students must be able to access complex texts and tasks in order to demonstrate proficiency on state and local measures.

Finally, the district will continue to build coherence across its literacy system by aligning instructional practices, targeted supports, and common assessments, because a coordinated system allows educators to respond to student needs in real time and adjust instruction based on evidence. Progress will be measured through state indicators, local assessment growth (DIBELS and NWEA MAP), and writing assessment outcomes to ensure that improvements in instruction lead to measurable gains in student achievement.

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

There were additional expenses for supplies in 101. There were additional expenditures in technology in Goal 105 due to Chromebooks in 2025-26.

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

The actions implemented during the 2025–26 school year have demonstrated partial effectiveness in making progress toward the ELA goal, with stronger outcomes observed in targeted supports and foundational skill development than in overall and subgroup performance.

Actions focused on early literacy and targeted interventions have been effective because they provided structured, skill-specific instruction aligned to identified student needs. This is evidenced by the 15% increase in DIBELS outcomes, exceeding the target by 3%, and the 15-point improvement among students with disabilities (SWD). These results indicate that when instruction is explicitly designed to address specific skill gaps and delivered in targeted settings, students can improve foundational reading skills and demonstrate measurable growth.

Similarly, instructional adjustments contributed to improved outcomes on NWEA MAP Reading, with performance rebounding after a prior decline and 60% of students meeting growth projections. This suggests that implemented strategies are beginning to address unfinished learning because students are now progressing at expected rates. However, NWEA MAP Language Usage results remained at the baseline level (62nd percentile), indicating that while actions stabilized performance, they have not yet accelerated student learning in language development.

Despite these areas of effectiveness, actions have been less effective in improving overall performance and closing subgroup gaps. The overall decline in ELA performance and significant decreases among Hispanic and socioeconomically disadvantaged (SED) students indicate that current strategies have not been consistently effective in improving outcomes for all student groups. This suggests that while supports exist, they are not yet fully integrated into core instruction because unduplicated pupils are not consistently experiencing increased or improved services within Tier 1 classroom settings.

Additionally, the establishment of three district-wide common writing assessments has strengthened system coherence by providing a consistent structure for monitoring student progress over time. However, this action is still in early stages of implementation, and its impact on student outcomes will depend on how effectively assessment data is used to inform and adjust instruction.

Overall, the evidence indicates that actions are effective when they are targeted, explicit, and skill-specific, but less effective when implementation requires system-wide instructional consistency. Continued progress toward the goal will require strengthening Tier 1 instruction, ensuring consistent access to grade-level content with appropriate scaffolding, and expanding successful targeted practices into the core instructional program so that unduplicated pupils experience increased and improved services on a daily basis.

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.

To address the mixed results in subgroup performance and foundational literacy skills, the LEA will maintain the current ELA performance goal while refining metrics, targets, and interventions to more effectively support Students with Disabilities (SWD), Socioeconomically disadvantaged (SED), and early grade learners. Key changes also include the strategic use of Learning Recovery Emergency Block Grant (LREBG) funds to hire additional instructional staff to provide targeted intervention in both reading and math. (Goal 1, Action 1.2, 1.4; Goal 2, Action 2.2, 2.4)
Moving forward ACSD will work to Increase SWD performance by at least 10 points on CAASPP to return to prior baselines, and raise the percentage of Hispanic students meeting/exceeding standards by 3%, aligned with recent scaled score improvements.

ACSD will continue to use LREBG funds to employ general education instructional assistants to provide academic support and intervention in both ELA and math. These aides will work under the supervision of credentialed teachers and support students through Tier 1 small-group interventions targeting reading comprehension and vocabulary development for SWD, SED, and at-risk readers. Research supports the effectiveness of instructional aides when they are well-integrated into a structured academic support model. Studies such as the National Center for Education Evaluation's 2010 report on early reading interventions show that paraprofessionals can improve student access to learning and raise achievement when trained and strategically deployed (Gersten et al., 2010).

Ackerman Charter will strengthen support for English Learners by refining the use of bilingual instructional assistants to provide targeted language support, such as vocabulary development, primary language clarification, and small-group instruction aligned to student needs. Instruction will more explicitly integrate both Designated and Integrated ELD strategies within general education classrooms, ensuring that language objectives and scaffolded supports are consistently embedded in core instruction. Professional Learning Communities will deepen their focus on EL-specific data, including NWEA MAP Language Usage and ELPAC progress, to adjust instruction based on identified language development needs. Additionally, staff will operationalize Universal Design for Learning (UDL) strategies with an intentional focus on language access, while student goal setting will include both academic and language development targets. These efforts will improve outcomes by ensuring EL students consistently receive targeted, measurable language support within Tier 1 instruction, increasing access to grade-level content, and promoting progress in both language proficiency and academic achievement.

ACSD has expanded the scope of its ESGI (Education Software for Guiding Instruction) metric to include first grade for the 25-26 year. Previously, this metric was limited to kindergarten, focusing on foundational skills such as letter recognition, sounds, and early phonemic awareness. However, input from instructional staff and analysis of student performance data revealed that monitoring and supporting skill development into first grade is critical for sustaining early literacy growth and closing achievement gaps before they widen. By including first grade in the ESGI assessment framework, the district can track student progress across a broader developmental window, ensuring that interventions and instructional adjustments are more timely and targeted. This change also aligns with ACSD's commitment to using

formative data to inform instruction and provide differentiated supports during the most critical years of early reading development. The expanded metric will allow for a more comprehensive understanding of early literacy trends and help ensure that students are on track by the time they enter second grade.

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	Williams Act tenets	a. ACSD will ensure all students will receive CCSS aligned ELA texts, materials, and curriculum in order to build on student's prior knowledge to teach new concepts. b. ACSD will ensure all students will receive a science curriculum (social science, physical science, life science, etc.) that further supports literacy to develop students' analytical reading, thinking, writing, and oral communication skills through the content.	$45,050.00	No
1.2	Staffing	a. ACSD will ensure that all students shall be instructed in ELA by highly qualified staff in order to produce greater gains in student achievement. b. ACSD will provide staff with ELA related professional development activities to develop the knowledge and skills to address students' learning challenges.	$2,345,348.00	No
1.3	Assessment/Data Analysis	Purchase, provide staff training, and implement a comprehensive assessment system including universal screening, diagnostic data collection, and summative assessments so that ACSD staff will identify students' needs and strengths, monitor progress over time, and inform real-time teaching and learning.	$19,060.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Interventions	ACSD will Implement a multi-tiered system of support (MTSS) for students, inclusive of unduplicated pupils, in order to increase and improve education for students by providing intervention services. MTSS will include: a. Tier 1 is for all students and is designed to meet the needs of at least 80 percent of the student population. Teachers will provide differentiated instruction, including integrated/designated ELD, during core learning time for students who have not met academic and non-academic goals. Purchase and train teachers on a variety of research based instructional resources that are focused on standards and student needs. b. Tier 2 is for some students who need additional support to meet academic and nonacademic goals. This level will include targeted instructional groups implementing evidence-based research curriculum based on sensory-cognitive instruction. c. Tier 3 level instruction is for interventions that are intensive, including a Learning Center Delivery Model. The Learning Center model offers students guidance in the general education classroom while providing support and research based curriculum and instructional strategies from Special Education personnel. d. Provide resources and training in the ELD standards in order to guide instruction, intervention services and supports.	$179,701.00	No
1.5	Technology	a. ACSD will ensure that all students will have access to technology to support academic learning (i.e., Chromebooks, eBooks, Google products) in order to incorporate different learning styles to improve student performance in ELA. b. ACSD staff shall receive professional development in the area of integrating technology into classroom activities and instruction in order to provide more effective teaching for all learners to improve content mastery in ELA.	$293,896.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Enrichments	ACSD will purchase additional curriculum to provide enrichment opportunities for all students in order to promote critical thinking and problem solving skills, improve student's ability to concentrate, and make learning more meaningful, valuable, and rewarding so that students are engaged in their learning and retain more information. *Budgeted expenditures shared with Goal 4 Action 4.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	ACSD will increase all student academic performance towards meeting or exceeding standards in mathematics through high-quality Tier 1 instruction and curriculum, tiered interventions, and enrichments as demonstrated by local and state assessment data.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The students' (Kindergarten-8th) math levels were assessed during multiple benchmarking periods to measure students' math progress by at least one (1) grade level. According to CAASPP scores, 55% of students met or exceeded standards in mathematics.
In order to gather data to assess students' current level of performance and progress, ACSD will continue the implementation of NWEA MAP, a comprehensive diagnostic assessments that captures individual academic performance data. ACSD will ensure that our comprehensive assessment system aligns closely with CCSS aligned curriculum, generates timely results for planning instruction and identifying appropriate interventions, and strategically assessing learning progress and gaps throughout the year.
Input received from stakeholders in addition to local benchmark assessment data indicates a need to improve mathematic achievement for all students.
State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Distance from standard: Math Data Year 2022-2023 Data Source: CAASPP	Overall: 7.9 points above standard (green, 55% met/exceeded standard) White: 15.6 points above standard (green, 57% met/exceeded standard) Hispanic: 25.6 points below standard (yellow, 44% met/exceeded standard) SED: 25 points below standard (green, 42% met/exceeded standard) SWD: 90 points below standard (orange, 21% met/exceeded standard)	Overall: 6 points above standard (green, 55% met/exceeded standard) White: 14.6 points above standard (green, 57% met/exceeded standard) Hispanic: 37.3 points below standard (orange, 43% met/exceeded standard) SED: 30 points below standard (orange, 40% met/exceeded standard) SWD: 94 points below standard (orange, 10% met/exceeded standard)	Overall: 2.1 points below standard, (yellow, 52.8% met/exceeded standard) White: 8.2 points above standard (green, 55.9% met/exceeded standard Hispanic: 35.3 points below standard (yellow, 38.6% met/exceeded standard) SED: 37.5 points below standard, (yellow, 37.4% met/exceeded standard) SwD: 95 points below standard, (orange, 22% met/exceed standard)	Increase proficiency and status yearly for all groups. Close proficiency gap between "All" students and subgroups with yearly increases. Overall: 26 points above standard White: 33.6 points above standard Hispanic: 25.6 points below standard SED: 7 points below standard SWD: 72 points below standard	Overall: declined 10 points from baseline, fell to yellow status on the California Dashboard White: declined 7.4 points from baseline, green status Hispanic: declined 10.3 points below standard, yellow status SED: decline of 12.5 points from baseline, orange status SWD: declined 5 points below baseline, orange status
2.2	School wide Benchmark assessment (NWEA MAP) Percent of students who met growth projection	Percent of students who met their growth projections in math is 70%	63% of all students met their projected growth on	62% of all students met their projected growth in math.	Maintain or increase the percentage of students who met their growth projection to 75%.	Our overall student growth decreased from baseline by 8% for students meeting growth projections.
2.3	Student Survey % of students who agree/strongly agree	38% of students reported their school	40% of students reported their school work in	51% of students reported that their	Increase percent of students who felt their school	Improved by 11% of students reported their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		work in math was just right. 44% of students reported their school work in math was challenging or too difficult.	math was just right. 42% of students reported their school work in math was challenging or too difficult.	math work was just right. 8% of students reported that their math work was challenging or too difficult.	work in math was just right to 50% Decrease the percent of student who felt their school was too difficult to 30%.	school work in math was just right. Improved by 34% of students reported their school work in math was challenging or too difficult. This goal was successfully met in both metrics.
2.4	ESGI (Educational Software for Guiding Instruction)Data-Kindergarten/1st Grade	Kindergarten; Students average number recognition score was 88%. Students average on counting to 100 was 75%.	Kindergarten; Students average number recognition score was 90%. Students average on counting to 100 was 68% First Grade: Students average number recognition was 94% (Baseline year)	Kindergarten; Students average number recognition score was 86%. Students average on counting to 100 was 64% First Grade: Students average number recognition was 91%	Maintain (88%) or increase Kindergarten students' average number recognition score. Maintain (75%) or increase the students' average of counting to 100. First Grade: Maintain (94%) or increase the students' average number recognition.	Decrease Number Recognition by 2% from target outcome Decrease students average of counting to 100 by 11%. First grade was added to this metric as explained in prompt 4 below. Number recognition declined by 3& from baseline year.
2.5	Teacher Misassignments and Vacant Teacher Positions	100 % of teachers are appropriately assigned and credentialed in the	100% of teachers are apprpriately assigned and credentialed in the subject areas with	100% of teachers are apprpriately assigned and credentialed in the subject areas with	Maintain 100 % of teachers are appropriately assigned and credentialed in the	Maintained goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		subject area(s) and there are no vacant teacher positions.	no vacant teacher positions	no vacant teacher positions	subject area(s) and there are no vacant teacher positions.	
2.6	Curriculum and Instructional Materials	100% of students in the school district has sufficient access to the standards-aligned instructional materials.	100% of students in the school district has sufficient access to the standards-aligned instructional materials.	100% of students in the school district has sufficient access to the standards-aligned instructional materials.	Maintain100% of students in the school district has sufficient access to the standards-aligned instructional materials.	Maintained goal

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.

Analysis of 2025 Dashboard data and local measures indicates a decline in overall student performance and widening disparities among student groups. Overall performance declined by 10 points from baseline, resulting in a shift to Yellow status, indicating that systemwide supports did not sufficiently address identified learning needs. While White students maintained Green status despite a 7.4-point decline, Hispanic students declined 10.3 points to Yellow, and Socioeconomically Disadvantaged (SED) students declined 12.5 points to Orange. Students with Disabilities (SWD) declined 5 points and also fell into the orange status.

These subgroup trends indicate that unduplicated pupils, particularly SED and Hispanic students, are experiencing greater barriers to accessing grade-level content. This pattern suggests that current core instruction and intervention supports are not consistently differentiated or intensified based on student need, resulting in uneven access to rigorous instruction and academic progress.

Student growth data further reinforces this trend, with an 8% decrease from baseline in the percentage of students meeting growth projections. This decline suggests that instructional strategies and supports were not consistently accelerating learning for students who were below standard, particularly among student groups already experiencing lower performance.

Student survey data provides additional context regarding instructional experience. There was a 2% increase in students reporting that math work was “just right,” along with a 2% increase in students reporting that math work was “challenging or too difficult.” This mixed shift indicates that while some students are experiencing improved alignment of task difficulty, a growing proportion of students may not be receiving sufficient scaffolding or differentiated support to access rigorous content.

Taken together, these data points demonstrate that while expectations for rigor may be increasing, the system has not yet ensured that all students, particularly unduplicated pupils, receive the targeted supports necessary to successfully engage with that rigor. Without intentional differentiation, scaffolding, and progress monitoring, increased rigor alone may contribute to lower growth outcomes for students who require additional academic support.

Further analysis highlights the need to strengthen Tier 1 instruction and implement targeted, data-driven interventions that are responsive to the needs of identified student groups. Current achievement and growth data indicate that many students, particularly those within historically underserved subgroups, continue to experience barriers in accessing grade-level mathematical content and demonstrating consistent academic growth. In response, ACSD is prioritizing instructional practices that increase access to rigorous, standards-aligned learning through scaffolded supports, strategic differentiation, and more frequent progress monitoring.

As part of this work, the 2025–26 school year a focused investment in professional learning designed to strengthen student engagement and mathematical discourse across classrooms. Teachers will participate in professional development centered on Building Thinking Classrooms in Mathematics strategies and philosophies (Liljedahl, 2021), with an emphasis on collaborative problem-solving, student-centered inquiry, and visible thinking routines that promote deeper conceptual understanding and perseverance in mathematics. In addition, staff engaged in a comprehensive study of the newly adopted California Mathematics Framework (2023) to support implementation of equitable, culturally and linguistically responsive instructional practices aligned to the state standards. Together, these efforts are designed to improve instructional coherence and classroom engagement because teachers will be equipped with research-based strategies that foster higher levels of student participation, critical thinking, and access to rigorous mathematical learning experiences for all students, particularly English learners, low-income students, and other student groups demonstrating lower levels of achievement.

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

No material differences

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

The effectiveness of actions implemented to improve student achievement has been mixed and, in key areas, limited in producing the intended outcomes. Overall performance declined by 10 points from baseline, and multiple student groups experienced status declines on the California Dashboard, indicating that the actions taken did not sufficiently address the identified academic needs, particularly for unduplicated pupils.

Actions aimed at improving overall academic performance appear to have had partial effectiveness for some student groups but were not consistently effective across all populations. White students maintained Green status despite a 7.4-point decline, suggesting that existing instructional strategies and supports were more accessible or better aligned to their needs. However, Hispanic students declined 10.3 points to Yellow status, and Socioeconomically Disadvantaged (SED) students declined 12.5 points to Orange status. Students with Disabilities

(SWD) also declined to Orange status. These patterns indicate that the actions implemented did not adequately differentiate supports or remove barriers for unduplicated pupils, because these groups continued to experience greater declines compared to the overall population.

Student growth outcomes further demonstrate limited effectiveness. The percentage of students meeting growth projections decreased by 8% from baseline, indicating that interventions and instructional supports were not consistently accelerating learning for students below standard. This suggests that while actions may have provided additional instructional time or resources, they did not consistently include the targeted scaffolds, progress monitoring, or instructional adjustments necessary to move students toward meeting growth expectations.

Student perception data shows modest improvement, with a 2% increase in students reporting that math work was “just right,” which may indicate that some actions improved alignment of instructional level for a portion of students. However, a concurrent 2% increase in students reporting that math work was “challenging or too difficult” indicates that these actions were not universally effective, because some students experienced increased rigor without sufficient supports to access the content. This mixed result suggests that implementation of rigorous instruction was not consistently paired with differentiation or scaffolding strategies.

Overall, the evidence indicates that current actions were insufficiently targeted and inconsistently implemented to meet the needs of unduplicated pupils. Actions were less effective because they did not consistently ensure access to grade-level content through differentiated instruction, scaffolded supports, and timely intervention based on student data. As a result, performance gaps widened and growth outcomes declined, demonstrating the need to refine actions to more directly address identified barriers and ensure improved services for student groups with the greatest needs.

All planned actions were implemented as scheduled; however, their effectiveness varied across student groups. Among the more successful strategies were efforts to calibrate instructional pacing and rigor, as evidenced by a 2% increase in students reporting that math assignments were appropriately challenging, and a separate 2% reporting their assignments were “just right.” These shifts suggest that curriculum adjustments had a positive impact on student perceptions of engagement and instructional alignment.
Professional development provided through ACSD, emphasizing mathematics instruction, likely contributed to increased instructional coherence across grade levels. This may have played a role in sustaining Green performance levels for the overall student population and the White subgroup.
Despite these gains, several actions did not yield the intended outcomes. Most notably, the percentage of students meeting their growth projections on the NWEA MAP assessment declined by 7%, indicating that current interventions were insufficient for students who were already performing below grade level. Similarly, targeted supports provided to Hispanic, socioeconomically disadvantaged (SED), and Students with Disabilities (SWD) subgroups did not prevent continued declines in performance, particularly for students in the Orange Dashboard performance bands.
The ongoing math instructional materials review has not yet resulted in the adoption of significant changes or supplemental resources that would provide these student groups with the targeted supports necessary for meaningful growth.
In summary, while general strategies helped maintain performance for some students, the overall effectiveness of the actions was diminished by a lack of differentiated, subgroup-specific interventions. There remains a clear need to realign intervention design to better meet the needs of students who are not currently meeting academic benchmarks.

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

Based on reflection of prior year implementation and outcome data, several changes have been made to strengthen the effectiveness of actions and better align services to identified student needs, particularly for unduplicated pupils.

While the overall goal remains focused on improving student achievement in mathematics, the analysis of declining performance and reduced growth outcomes indicated that prior actions did not consistently build teacher capacity to deliver rigorous, accessible instruction. As a result, the focus for the coming year will include more explicit and sustained professional learning aligned to the newly adopted California Mathematics Framework. This change was made because prior professional development did not consistently translate into instructional practices that provided both rigor and appropriate scaffolding, as evidenced by declines in subgroup performance and student growth.

Specifically, the LEA has added ongoing professional development focused on implementing the California Mathematics Framework, with an emphasis on instructional strategies that promote conceptual understanding, problem solving, and equitable access to grade-level content. This action increases and improves services for unduplicated pupils by building teacher capacity to design and deliver instruction that includes multiple entry points and scaffolded supports, which are necessary for students who previously experienced barriers to accessing rigorous math content.

In addition, instructional strategies have been refined to include the structured development of lesson tasks. This change was made because prior instructional materials and tasks were not consistently aligned with the cognitive demand required to improve student outcomes. By supporting teachers in developing and refining high-quality mathematical tasks, the LEA is increasing instructional coherence and rigor, as well-designed tasks require students to engage in deeper thinking while allowing teachers to embed scaffolding that supports diverse learners. This is expected to improve student growth outcomes as measured by the percentage of students meeting growth projections.

The LEA has also incorporated a book study on Building Thinking Classrooms in Mathematics to further strengthen instructional practice. This addition was made because prior data indicated that students were not consistently engaged in productive struggle or collaborative problem solving. The book study supports teachers in implementing strategies such as student discourse, non-routine problem solving, and thinking-focused classrooms, because these strategies increase student engagement and ownership of learning. This is intended to address the mixed student perception data by ensuring that increased rigor is paired with structures that support access, which will be monitored through student survey responses and achievement data.

Additionally, student goal setting in mathematics has been added. This change responds directly to the decline in students meeting growth projections, because prior actions did not consistently include structures for students to monitor their own progress. By establishing clear, measurable goals and regularly tracking progress, students are expected to take greater ownership of their learning, leading to improved persistence and academic growth. Progress will be measured through growth metrics and formative assessment data.

Metrics and target outcomes will be adjusted in the future to more explicitly monitor both achievement and growth, including subgroup performance and student-reported experience. These changes were made because prior metrics did not fully capture whether instructional shifts were resulting in improved access and outcomes for unduplicated pupils.

Overall, these revisions move towards capacity-building practices that focus on the quality of instruction, student engagement, and progress monitoring. These changes were necessary because prior efforts did not yield significant results in addressing the root causes of declining performance, particularly for student groups with the greatest needs.

In response to the performance declines observed among student groups, ACSD will be adjusting some actions to strengthen the impact of its math instructional and intervention strategies. Using the PLC model, the ACSD staff will continue to closely monitor math achievement metrics by student group. This will allow for more precise tracking of progress among Hispanic, SED, and SWD students. Staff will also establish and monitor subgroup-specific growth targets to close performance gaps. For example, the math proficiency rate for Hispanic students will aim for a 10-point gain on the CAASPP by the end of the 2025–26 school year.
To support these improvements, the LEA will implement targeted small-group intervention programs across all student groups. These interventions will be supported by Learning Recovery Emergency Block Grant (LREBG) funds, which will be used to hire instructional assistants. These aides will work alongside credentialed teachers to deliver focused small-group instruction and intervention within the classroom setting. In addition, increased coaching and modeling of inclusive instructional strategies will be provided to general education and special education teachers. This support will be delivered through a combination of professional development, a collaborative lesson study model, and ongoing work within Professional Learning Communities (PLCs). Professional Learning Communities, ACSD's staff will conduct monthly reviews of subgroup academic progress. This will facilitate real-time analysis and enable mid-year adjustments to instructional strategies, ensuring that interventions remain responsive to student needs and are aligned with equity-driven goals.

As part of our continuous improvement process and based on educator feedback and student performance trends, ACSD has expanded the use of the ESGI math assessment to include first grade in the coming year. Previously, ESGI math data was collected only at the kindergarten level, focusing on foundational numeracy skills. However, through reflection on prior practice, it became clear that extending the metric into first grade would provide a more complete picture of early math development and better support instructional planning. This change is driven by the understanding that early math skills are strongly predictive of later academic success, and that identifying and addressing gaps as early as possible is essential. By assessing math proficiency in both kindergarten and first grade using ESGI, ACSD will be better equipped to track student growth over time, adjust instruction based on real-time data, and deliver targeted interventions where needed. The expanded metric will also help ensure smoother transitions between grade levels and strengthen alignment in early mathematics instruction.

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	Williams Act tenets	a. ACSD will ensure all students will receive CCSS aligned mathematic texts, materials, and curriculum in order to build on student's prior knowledge to teach new concepts.	$18,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Staffing	a. ACSD will ensure that all students shall be instructed in math by highly qualified staff in order to produce greater gains in student achievement. b. ACSD will provide staff with math related professional development activities to develop the knowledge and skills to address students' learning challenges. *Budgeted Expenditures shared with Goal1 Action 2	$0.00	No
2.3	Assessment/Data Analysis	Purchase, provide staff training, and implement a comprehensive assessment system including universal screening, diagnostic data collection, and summative assessments so that ACSD staff will identify students' needs and strengths, monitor progress over time, and inform real-time teaching and learning.	$3,500.00	No
2.4	Interventions	ACSD will Implement a multi-tiered system of support (MTSS) for students, inclusive of unduplicated pupils, in order to increase and improve education for students by providing intervention services. MTSS will include: a. Tier 1 is for all students and is designed to meet the needs of at least 80 percent of the student population. Teachers will provide differentiated instruction, including integrated/designated ELD, during core learning time for students who have not met academic and non-academic goals. Purchase and train teachers on a variety of research based instructional resources that are focused on standards and student needs. b. Tier 2 is for some students who need additional support to meet academic and nonacademic goals. This level will include targeted instructional groups implementing evidence-based research curriculum based on sensory-cognitive instruction. c. Tier 3 level instruction is for interventions that are intensive, including a Learning Center Delivery Model. The Learning Center model offers students guidance in the general education classroom while providing support and research based curriculum and instructional strategies from Special Education personnel.	$300.00	No

Action #	Title	Description	Total Funds	Contributing
		d. Provide resources and training in the ELD standards in order to guide instruction, intervention services and supports.		
2.5	Technology	a. ACSD will ensure that all students shall have access to technology to support academic learning (i.e., Chromebooks, eBooks, Google products) in order to incorporate different learning styles to improve student performance in math. b. ACSD staff shall receive professional development in the area of Integrating technology into classroom activities and instruction in order to provide more effective teaching for all learners to improve content mastery in math. *Budgeted Expenditures shared with Goal1 Action 5.	$0.00	No
2.6	Enrichments	ACSD will purchase additional curriculum to provide enrichment opportunities for all students in order to promote critical thinking and problem solving skills, improve student's ability to concentrate, and make learning more meaningful, valuable, and rewarding so that students are engaged in their learning and retain more information. *Budgeted Expenditures shared with Goal1 Action 6.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ACSD will implement strategies to engage students in their learning and provide interventions to eliminate barriers to student success, including Tier 2 and 3 targeted academic support as needed.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

ACSD is committed to supporting learning by not only focusing on academics, but also on providing opportunities for both students and staff to collaborate, make choices, be creative, and engaged. Student well being will be prioritized as we implement the Social Emotional Learning Curriculum, Caring School Community and Responsive Classroom.
ACSD's teaching staff is our greatest resource and vehicle for change. To this end, ACSD will continue implementing PLC keeping the four critical questions in mind:
What do we want all students to know and be able to do?
How will we know if they learn it?
How will we respond when some students do not learn?
How will we extend the learning for students who are already proficient?
ACSD will implement a comprehensive schoolwide assessment program which will provide accurate and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. The comprehensive assessment system will give the teaching staff a foundational understanding of student's strengths and areas of need and will support tailored instruction and remediation.
State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELPI Indicator	87.5% making progress towards English language proficiency demonstrating an increase of 18.8% 69% of ELs progressed at least one ELPI level. 1 8.8% of ELs maintained their ELPI level 4. 6.3% of ELs maintained their ELPI level. 6.3% of Els decreased one ELPI level.	33.3% making progress towards English language proficiency demonstrating an decline of 54% 28% of ELs progressed at least one ELPI level. 1 6% of ELs maintained their ELPI level 4. 44% of ELs maintained their ELPI level. 22% of Els decreased one ELPI level.	33.3% making progress towards English language proficiency demonstrating an decline of 54% 28% of ELs progressed at least one ELPI level. 1 6% of ELs maintained their ELPI level 4. 44% of ELs maintained their ELPI level. 22% of Els decreased one ELPI level.	Students will maintain or increase on the English Learner Progress Indicator (California School Dashboard)	Decrease of 54.2 % in students making progress towards proficiency. 41% decrease in ELs progressing at least one ELPI level. 2.8% drop in ELs maintaining their ELPI level Increase of 15.7% of ELs dropping one ELPI level.
3.2	Family Survey	87% of families surveyed agreed/strongly agreed their child feels connected to his/her school. 73% of families surveyed felt that their child's social/emotional needs are addressed at school.	88% of families surveyed agreed/strongly agreed their child feels connected to his/her school. 78% of families surveyed felt that their child's social/emotional needs are addressed at school.	88% of families surveyed agreed/strongly agreed their child feels connected to his/her school. 78% of families surveyed felt that their child's social/emotional needs are addressed at school.	Maintain or increase the of percentage (87%) of families surveyed agreed/strongly agreed their child feels connected to his/her school. Maintain or increase the percentage (73%) of families surveyed felt that their child's social/emotional	Maintained 88%of families surveyed agreed/strongly agreed their child feels connected to his/her school. Maintained 78% of families surveyed felt that their child's social/emotional needs are addressed at school. Both of these metrics

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					needs are addressed at school.	demonstrated that the target outcome has been met.
3.3	Student Survey	72% of students feel that intervention time during the school day with their teacher is helpful.	80% of students surveyed participate in homework help.	Due to a significant loss of funding source, the after school homework help program did not occur in the 2-25-26 school year.	This will need to be changed to maintain or increase the percentage (80%) of students participating in homework help. Prior outcome:Increase the percentage of students feeling that intervention time during the school day with their teacher is helpful to 80%.	This metric has changed from a feeling of usefulness to a participation metric in our student survey. Due to a significant loss of funding source, the after school homework help program did not occur in the 2-25-26 school year.
3.4	Staff Survey	88% of staff surveyed agreed/strongly agreed that they are provided time to collaborate regularly with each other.	78% of staff surveyed agreed/strongly agreed that they are provided time to collaborate regularly with each other.	84% of staff surveyed agreed/strongly agreed that they are provided time to collaborate regularly with each other.	Maintain or increase the percentage (88%) of staff agreeing/strongly agreeing that they are provided time to collaborate regularly with each other.	There was a increase of 6% of staff agreeing that they are provided time to collaborate regularly. However, this metric showed an over all decrease of 4% from baseline data.
3.5	Percent of Middle school students that dropout. Source: Calpads	0% dropout rate for middle school students.	0% dropout rate for middle school students	0% dropout rate for middle school students	ACSD will maintain a 0% middle school dropout rate.	Maintained 0% dropout rate for middle school students

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.

ACSD fully implemented a multi-tiered approach to student engagement and intervention during the 2024–25 school year, with a focus on eliminating barriers to success through Tier 1-3 academic supports. While the overall framework was enacted as planned, implementation outcomes were mixed, particularly concerning English Learner (EL) progress and staff capacity for collaboration.

One of the most significant challenges observed was the 54.2% decrease in students making progress toward proficiency, a decline disproportionately influenced by performance trends among English Learners (ELs). Within this subgroup, there was a 41% drop in students progressing at least one ELPI level, a 2.8% decrease in those maintaining their level, and a 15.7% increase in ELs dropping one level. It is important to note that the relatively small size of the EL population means individual student outcomes can have a substantial statistical impact on overall percentages, amplifying the perceived decline. Nevertheless, the data underscores that the support in place was not sufficient to address the complex linguistic and academic needs of these students.

On the engagement front, there were modest gains. Family engagement survey data showed a 1% increase in agreement that children feel connected to their school, and 78% of families maintained confidence that their child's social-emotional needs are being met. These indicators reflect a baseline level of trust and support among families. Additionally, the district successfully maintained a 0% dropout rate for middle school students, a critical indicator of student retention and engagement.

An area of improvement has been staff opinions on the time for regular collaboration, which improved by 6% from the previous year. The time spent this year engaging in math professional development has had a positive impact on their professional development.

In summary, while core strategies were implemented and some positive engagement trends were sustained, the district remains focused on supporting the academic growth of English Learners and ensuring staff capacity to deliver coordinated interventions.

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.

Summary of Increased Expenditures for Goal 3, Action 1:
Increased expenditures reflect the addition of a Bilingual Aide and an RSP Aide, the reassignment of Title I Aide expenses to this action, the purchase of updated psychological assessment materials, and a newly secured three-year license for MAP Assessment software.

Summary of Increased Expenditures for Goal 3 Action 4:
Increased expenditures reflect the cost of Responsive Classroom Professional Development, and the books and supplies to go with it.

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

The actions implemented under this goal had varied effectiveness in advancing student engagement and academic progress, particularly for English Learners (ELs). Strategies to support social-emotional well-being and student connection yielded moderate success, while academic interventions, especially for language development, fell short of expectations.

Positive outcomes were noted in areas related to family engagement and student connection. A 1% increase in families reporting that their child feels connected to school and the maintenance of a 78% approval rate regarding social-emotional supports indicate that school climate efforts, such as advisory periods, SEL programs, and parent communication strategies, contributed positively to student engagement and family trust. Additionally, the 0% middle school dropout rate affirms that student retention efforts have remained strong.
However, actions aimed at improving academic proficiency, particularly among English Learners, were not effective. The data shows a dramatic 54.2% decrease in students making progress toward proficiency, including a 41% drop in ELs progressing at least one ELPI level. Furthermore, a 15.7% increase in ELs dropping one ELPI level highlights serious gaps in the reach and responsiveness of Tier 2 and Tier 3 instructional supports. These outcomes suggest that, while interventions may have been in place, they lacked the necessary intensity, language scaffolding, and individualized components to accelerate EL progress.
The effectiveness of planned collaborative structures showed measurable growth. A 6% improvement in staff agreement regarding regular collaboration time has bolstered the capacity for data-driven planning and intervention refinement. This increase in structured time directly facilitated the earlier and more accurate identification of struggling students and enabled the successful implementation of the MTSS Intervention team to align instructional strategies across classrooms. These recent improvements emphasize that maintaining protected time for educator collaboration is essential for the MTSS framework to take hold, providing the necessary foundation for increased instructional support and language development expertise in future cycles.

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.

In response to the significant declines in student proficiency, particularly among English Learners (ELs), ACSD will refine its implementation strategy for this goal to emphasize academic language development, timely and targeted intervention, and strong collaboration in PLCs. A key adjustment includes expanding the use of Learning Recovery Emergency Block Grant (LREBG) funds to provide instructional assistant support for ELs and other at-risk students. These instructional aides will deliver targeted small-group instruction during the school day under the guidance of credentialed teachers, thereby increasing access to instruction and individualized support.
Additionally, ACSD will implement intervention models that embed English Language Development (ELD) standards into core content instruction, ensuring that students receive both language support and academic rigor. These models will incorporate explicit scaffolding strategies and ongoing progress monitoring to track ELPI growth and inform instructional adjustments.
While the overall goal of eliminating barriers to student success and fostering engagement remains in place, the LEA will shift its emphasis to more subgroup-specific intervention design, language-rich instructional practices, and systemic collaboration among educators. These changes reflect a deeper commitment to equity and to addressing the unique academic and emotional needs of English Learners and other high-priority student groups.

A reflection on prior practice and analysis of student survey data, ACSD has modified one of its key metrics to better capture actionable insights. Previously, the metric focused on students' perception of usefulness, specifically, how helpful or meaningful they felt certain school experiences were. While this data offered some insight into student attitudes, it lacked clarity in terms of measurable behaviors and did not provide a clear path for adjusting practices to improve outcomes. In the coming year, this metric has been refined from a perception-based indicator to a participation-based metric, allowing the district to more accurately track student engagement through quantifiable participation in specific programs, activities, or interventions. This change reflects the district's desire to move from subjective impressions to objective evidence of student involvement, which can be more effectively used to guide program improvements and evaluate the impact of supports on student outcomes. This revised approach aligns with ACSD's broader focus on building equitable systems and closing opportunity gaps. By

monitoring actual student participation, the district can better identify which groups are accessing available supports and experiences—and, just as importantly, which are not—so that targeted outreach and interventions can be designed accordingly.

However, the district was unable to complete this action due to a significant loss of funding required to support these programs and the tracking systems necessary for this transition. While the desire remains to move toward quantifiable data to guide program improvements and evaluate student outcomes, the current financial constraints have stalled the implementation of this revised approach and the targeted outreach it was designed to facilitate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increased Intervention Opportunities	By implementing Intervention programs, ACSD will focus on supporting students who are at risk in order to increase academic outcomes. Expenditures may include translation/interpretation services, curriculum, additional administration position, and staffing for the Learning Centers / Title 1 Program.	$1,736,302.00	Yes
3.2	Collaboration for Improved Instruction	a. By implementing weekly PLC meetings, ACSD staff will work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for our students we serve. b. ACSD will establish an Intervention Team in order to firm the vision of our MTSS model, streamline the structure and processes of MTSS, and monitor and evaluate the effectiveness of our school wide implementation.	$312,632.00	Yes
3.3	Schoolwide UDL	ACSD will implement the UDL framework for instruction and include in our professional development opportunities. ACSD may purchase additional curriculum resources in order to benefit all learners regardless of ability, disability, age, gender, culture or language background by removing barriers to learning so students can access the core curriculum in order to improve academic outcomes.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Social Emotional Learning Curriculum	By implementing and providing training in Responsive Classroom and Caring Schools Community/Social Emotional Curriculum School wide, ACSD will strengthen students' connectedness to school by fostering academic motivation, achievement, and character formation in order to promote student engagement in the educational process. Staff will receive professional development in Responsive Classroom in order to engage students in developing resources to increase self-awareness, academic achievement, and positive behaviors both in and out of the classroom. To further support middle school students, a whole student wellness unit will be incorporated into the science curriculum focusing on mental health, nutrition, and exercise.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	ACSD will create and maintain a positive school climate promoting equity, safety, and student engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Having a positive school climate establishes a tone for all teaching and learning done on a campus. Also, a safe learning environment is essential for students of all ages. Without a safe learning environment, students are unable to focus on learning the skills needed for a successful education and future.
63% of students feel the school is well maintained and kept clean and tidy.
ACSD recognizes the importance of having good attendance at school. Having a strong attendance rate is important because students are more likely to succeed in academics when they attend school consistently. Our P2 attendance rate is benchmarked at 96%.
State Priorities:
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism Rates	Based on the 2023 California School Dashboard, 15.1% of our students were chronically absent. All: 15.1% SWD:21%	Based on the 2024 California School Dashboard, 7.4 % of our students were chronically absent. All: 7.4%	Based on the 2025 California School Dashboard, 6.5 % of our students were chronically absent. SWD: 13.1%	Decrease the percentage of students chronically absent by 5% based on the California School Dashboard.	Based on the 2025 California School Dashboard, 6.5% of our students were chronically absent and achieved Green

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 16% Two or More Races: 20% SED: 28% White: 14%	SWD: 6.8% Hispanic: 8% Two or More Races: 10.5% SED: 10% White: 6.8%	Hispanic: 8.9% Two or More Races: 11.3% SED: 10.7% White: 5.3%		Status. The improvements from our baseline are as follows: All: Improved by 8.6%, green status SWD: Improved by 7.9%, orange status Hispanic: Improved by 7.1%, green status Two or More Races: Improved by 8.7%, orange status SED: Improved by 17.3%, orange status White: Improved 8.7%, green status
4.2	Suspension Rates	Based on the 2023 California School Dashboard, 0.5% of students were suspended at least one day.	Based on the 2024 California School Dashboard, 0.3% of students were suspended at least one day.	Based on the 2025 California School Dashboard, 0.5% of students were suspended at least one day. All: Maintained 0.2% SWD: Increased 2.4% Hispanic: Increased 0.9% Two or More Races: Increased 1.6%	Maintain or decrease the percentage of students suspended based on the California School Dashboard	Based on the 2025 California School Dashboard, the suspension rate dropped by 0.2% of students who were suspended at least one day, maintaining Blue status All: Maintained 0.2%, blue status SWD: Increased 2.4%, orange status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				SED: Increased 1.2% White: Maintained -0.2%		Hispanic: Increased 0.9%, yellow status Two or More Races: Increased 1.6%, orange status SED: Increased 1.2%, yellow status White: Maintained -0.2%, blue status
4.3	Attendance Rates	2023-2024 PT was recorded at 96%	2024-2025 P2 attendance was recorded at 95%	2025-26 Current Attendance % as of 1.22.2026 is 96.2%	Maintain or increase PT (96%)	Attendance rates have maintained their baseline levels over the course of this LCAP cycle/
4.4	Student Survey % agree/strongly agree	50% of students reported there are many different and interesting choices of electives in middle school	68% of students reported there are many different and interesting choices of electives in middle school.	68% of students reported there are many different and interesting choices of electives in middle school.	Increase the number of students who feel that there are interesting middle school electives to 60%.	Middle school electives have grown 18% from baseline in 2023-24.
4.5	Student Survey % agree/strongly agree	82% of students reported that they feel safe at school most/all the time.	82% of students reported that they feel safe at school most/all the time.	84% of students reported that they feel safe at school most/all the time.	Maintain 82% or increase percentage of students feeling safe at school.	Improved by 2% of students reported that they feel safe at school most/all the time. This is 2% above the baseline data.
4.6	Family Survey % agree/strongly agree	90% of families surveyed agreed/strongly agreed	90% of families surveyed agreed/strongly agreed that their	92% of families surveyed agreed/strongly agreed that their	Maintain 90% or increase the percentage of families reporting	An increase of 2% of families surveyed agreed/strongly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that their child feels safe at school.	child feels safe at school.	child feels safe at school.	their child feels safe at school.	agreed that their child feels safe at school. This data exceeds the target outcome.
4.7	Family Survey % agree/strongly agree	88% of families surveyed used technology to stay up-to-date with information about my child's school.	88% of families surveyed used technology to stay up-to-date with information about my child's school.	88% of families surveyed used technology to stay up-to-date with information about my child's school.	Maintain 88% or increase percentage of families surveyed using technology to stay up-to-date with information about ACSD	Maintained 88% of families surveyed used technology to stay up-to-date with information about my child's school. Target outcome met.
4.8	FIT Report	School facilities are maintained in good repair as measured by "Good" rating on FIT report	School facilities are maintained in good repair as measured by "Good" rating on FIT report	School facilities are maintained in good repair as measured by "Good" rating on FIT report	Maintain school facilities are in good repair as measured by "Good" rating on FIT report	Maintained School facilities are maintained in good repair as measured by "Good" rating on FIT report

Goal Analysis [2025-26]

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

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

The actions and services related to Goal 4 were substantially implemented as planned during the 2025-26 school year. ACSD maintained a strong focus on promoting student engagement, ensuring student and family safety, and fostering an equitable and inclusive school climate. Implementation highlights include the continued implementation of tiered attendance supports and positive behavior interventions, which contributed to a reduction in chronic absenteeism, as demonstrated by the 0.9% overall improvement across all students. Significant subgroup improvements were recorded, including Students with Disabilities (SWD) improving by 7.9%, socioeconomically disadvantaged (SED) students by 17.3%, two or more Races improved 8.7% and Hispanic students by 7.1%.

Although the suspension rate remained in line with the baseline of 0.5%, decreasing by 0.2%, this still reflects the success of proactive behavioral supports and restorative practices.

Student engagement has significantly improved, demonstrated by an 18% increase in middle school students reporting that their school offers many different and interesting elective choices.

School safety metrics remained strong, with 84% of students reporting feeling safe at school most or all of the time (unchanged from the previous year), and 92% of families agreeing or strongly agreeing that their child feels safe at school. This is an improvement of 2%.

Engagement with families remains the same, with 88% indicating that they regularly use technology to stay informed about school events and information.

ACSD takes much pride in our school facilities being well-maintained and earning a "Good" rating on the Facilities Inspection Tool (FIT) report.

ACSD successfully executed all planned strategies, from facilities maintenance to expanded counseling services, with no material deviations. Our efforts yielded significant outcomes: targeted interventions successfully closed long-standing attendance gaps for SwD and SED student groups. Furthermore, the addition of high-interest electives drove a measurable increase in middle school student engagement. ACSD is successfully building a more inclusive school climate. This is proven by our falling suspension rates and the fact that students and families continue to report high levels of safety. We are proud of our continued strong family engagement through digital communication platforms, which is supported by consistent access to school information and increased transparency.

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

There were additional expenditures in Goal 402 due to one time expenses related to the school property. There were additional expenditures for salaries & benefits for arts & music teachers in Goal 404

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

The actions implemented under Goal 4 were effective in achieving the intended outcomes of promoting a positive school climate, enhancing student engagement, and maintaining a safe and inclusive environment.
Chronic Absenteeism: Targeted attendance initiatives, including early intervention strategies and family outreach, were highly effective. Chronic absenteeism improved by 8.6% overall from our baseline, with even greater gains among Students with Disabilities (+7.9%) and socioeconomically disadvantaged students (+17.3%), demonstrating the success of differentiated support strategies.
Suspension Rate: Although the reduction in the suspension rate was modest (0.2%), the decrease reflects the effectiveness of proactive behavior interventions, restorative practices, and positive behavior supports.
Student Engagement: The 18% increase in middle school students reporting access to a variety of elective options indicates that expanding course offerings was an effective strategy for improving student engagement and school connectedness.

School Safety: Student and family perceptions of safety remained stable and strong with an improvement of 2% from both groups surveyed. 84% of students and 92% of families reported feeling safe at school. This stability suggests that safety protocols, supervision, and communication efforts are effective in maintaining a secure learning environment.
Family Engagement: Maintaining a high rate (88%) of families using technology to stay informed about school events highlights the effectiveness of district communication tools and outreach efforts.
Facilities Maintenance: The continued "Good" rating on the Facilities Inspection Tool (FIT) demonstrates the effectiveness of ongoing maintenance practices in ensuring that school environments remain safe and conducive to learning.
Overall, the data indicates that specific actions taken under Goal 4 were effective and aligned to the desired outcomes. The district will continue to refine and enhance these strategies, particularly by exploring additional supports for student subgroups with persistent 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.

Based on the analysis of implementation and outcomes for Goal 4, no major changes are planned for the core strategies, as the actions were effective in improving student outcomes. However, to continue building on the gains in chronic absenteeism and engagement, the district will continue with Tier 2 attendance interventions for at-risk students and expand elective offerings at the middle school level based on student interest surveys. Additionally, the district will continue developing restorative practices to further reduce suspension rates. Family engagement strategies will be maintained and expanded by promoting volunteer and participation opportunities through our parent organizations and within the school day. Action 4.2 the development of our Physical Education Field project has reached a point in the CEQA process and through the Army Corp of Engineers that is ready for the next step of development when funding becomes available. Until then ACSD has cleared the property for fire mitigation and installed a track that both our students and staff access daily for cardio exercise and developing healthy life skills.

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
4.1	Facilities	ACSD will maintain current facilities in a safe and operational manner as measured by safety plan compliance (facilities related matters) so the school environment will be more conducive to high-quality teaching and learning.	$481,683.00	No
4.2	Fields	ACSD will develop athletic fields for student/community use in order for students to build friendships, life skills, and a healthy lifestyle.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Family/School Communication and Participation	ACSD faculty will extend family/school communication and activities to build relationships between schools, families, and community members to positively affect student achievement and outcomes.	$300.00	No
4.4	Enrichment activities and electives programs for each grade span	ACSD will implement robust and meaningful enrichment programs that promote critical thinking and problem solving skills in order to make learning more meaningful, valuable and rewarding.	$255,500.00	No
4.5	Increase Attendance	Attendance personnel will contact absent students' families daily through an automated system in order to improve attendance so that students will achieve academically. a. Unduplicated pupils with absence/attendance challenges are supported by school administration, teachers, and Support Service personnel (i.e.; School Psychologist) to increase their attendance rate to improve academic outcomes. b. ACSD will explore using local community and PCOE resources to decrease chronic absenteeism in order to provide resources to contribute to increased services for unduplicated pupils. c. ACSD will create a MTSS to decrease chronic absenteeism. Tier 1 strategies are aimed at encouraging better attendance for all students and at addressing absenteeism before it affects achievement. Strategies include: creating a welcoming environment for students and families, provide incentives to classes that show increased attendance, and tracking attendance weekly or biweekly for students who are missing 10 percent of the school year, or about two days a month for any reason. Tier 2 interventions target students who are at greater risk of chronic absenteeism (especially students from our subgroup populations) by providing increased communication and understanding of the importance of attendance and create a plan to eliminate the barriers they are facing. Additionally, focusing on creating a team approach (including administration, school health aide, teachers, school psychologist) to address absenteeism and review attendance data Tier 3 interventions provide the most intensive support including SARB	$93,893.00	No

Action #	Title	Description	Total Funds	Contributing
		and conferencing with students/families.		
4.6	Student Discipline	ACSD staff will encourage positive student behavior and choices through modeling, supportive teacher-student relationships, family communication and support, so that all students remain in classrooms.	$93,895.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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
$331,946	$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
4.693%	0.000%	$0.00	4.693%

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

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
3.1	**Action:** Increased Intervention Opportunities **Need:** As evidenced in the Metrics section of Goal 3, analysis of CAASPP ELA and math data, local reading assessments, and input from educational partners indicates that foster youth, English Learners (ELs), and socioeconomically disadvantaged (SED) students continue to perform below the overall student population in literacy and mathematics. Specifically, only 17% of English Learners met or exceeded the standard in ELA, and 17% met or exceeded the standard in math, highlighting a significant academic gap. For socioeconomically disadvantaged students, 46% met or exceeded the standard in ELA, and 37% did so in math. These figures contrast with the overall student performance, where 62% met or exceeded the standard in ELA and 53% in math, underscoring the need for targeted instructional supports and equity-driven interventions for these priority student groups. **Scope:** Limited to Unduplicated Student Group(s)	To address these needs, ACSD will focus resources on supporting at-risk students through a multi-tiered system of supports. Translation and interpretation services, including the use of a bilingual assistant, are critical components. This role ensures that families who are limited English proficient (LEP) can meaningfully participate in their child's education by interpreting during ELAC meetings, parent-teacher conferences, and other key interactions. According to Weiss, López, & Rosenberg (2011), strong family-school partnerships are a leading indicator of student success, and clear communication in a family's primary language is foundational to building trust and increasing access to academic resources. In addition, ACSD will continue to invest in research-based intervention curricula that promote content mastery and align with effective instructional practices. As noted by the Early Childhood Learning and Knowledge Center, such curricula support domain-specific instruction, which is critical for students with learning gaps and for English learners acquiring academic vocabulary and concepts. The district's Learning Center and Intervention Program plays a central role in delivering targeted support through push-in and pull-out small-group instruction, primarily directed toward unduplicated students. Research (Goldenberg, 1993) shows that small-group instruction is particularly effective for students from high-poverty communities, struggling learners, and English learners, as it	Percentage of unduplicated student groups making progress toward meeting standard. Data Source: CAASPP data, MAP data, district assessment data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		allows for increased interaction, instructional conversation, and timely feedback from teachers and peers. To further expand access to personalized learning, ACSD implemented extended day and summer learning opportunities, staffed by credentialed teachers, to provide additional time for mastering core academic content and completing homework. According to Youth.gov, after school programs are proven to enhance academic, social-emotional, and behavioral outcomes, offering a safe and supportive environment for growth. To further expand intervention access, ACSD will use Learning Recovery Emergency Block Grant (LREBG) funds to place instructional assistants in general education classrooms. These assistants will provide push-in and pull-out small-group support in both ELA and math, increasing the capacity of classroom teachers to differentiate instruction and deliver timely interventions. Research supports the effectiveness of this model: according to Gersten et al. (2010), in their study published by the U.S. Department of Education's What Works Clearinghouse, instructional aides—when trained and strategically deployed—can significantly improve outcomes for students struggling with reading and math, particularly when working under the direct supervision of credentialed teachers in structured intervention settings. This staffing approach not only enhances individual academic support but also enables more equitable access to the core curriculum for English Learners, socioeconomically disadvantaged students, and others requiring intensive instructional support.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Together, these actions represent a comprehensive, equity-centered approach designed to close achievement gaps, remove systemic barriers, and support all students, particularly those most impacted by poverty, language barriers, and disrupted learning.	
3.2	**Action:** Collaboration for Improved Instruction **Need:** To address ACSD's growing population of diverse learners, we are redesigning our MTSS framework for delivering targeted support to students. The goal of our MTSS is to ensure that all students have access to high-quality instruction and services. SED students ELA CAASPP scores indicate that 51% of students met/exceeded standard and 40% met/exceeded standard in math; our EL students showed that 16% met/exceeded standards in ELA and 17% met/exceeded standards in math compared to all student performance of 62% meeting/exceeding standards in ELA and 53% meeting/exceeding standards in math. ACSD needs to streamline our Student Success Team process to provide timely collaboration and solutions for staff, students, and families. **Scope:** Limited to Unduplicated Student Group(s)	To address persistent achievement gaps for English Learners (ELs), socioeconomically disadvantaged (SED) students, and foster youth, ACSD is implementing a multi-pronged professional development and instructional improvement strategy rooted in research-based practices. These efforts are aligned to subgroup performance data, which indicate that only 17% of ELs met/exceeded standards in math, and 37% of SED students, compared to 53% of all students. A central component of this strategy includes professional development centered on the 2023 California Mathematics Framework, with a focus on delivering authentic math experiences that build student engagement and mathematical reasoning. Teachers will engage in Universal Design for Learning (UDL)-informed lesson study cycles, which foster inclusive planning practices and help differentiate instruction for diverse learners. This work is supported by peer observation structures and intentional collaboration to prepare staff for the upcoming math curriculum adoption. Within weekly Professional Learning Community (PLC) meetings, where staff participate in ongoing cycles of collective inquiry and action research, teachers will disaggregate student performance to identify and target instruction for the most at-risk subgroups. According to Richard DuFour, in Learning by Doing: A Handbook for Professional Learning Communities at Work, "To assess our	Percentage of unduplicated student groups making progress toward meeting standard. Data Source: CAASPP data, MAP data, district assessment data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		effectiveness in helping all students learn, we must focus on results—evidence of student learning—and use results to inform and improve our professional practice and respond to students who need intervention or enrichment." This evidence-based model ensures that instructional adjustments are responsive and equity-centered. The lesson study approach further strengthens this practice by allowing teachers to collaboratively design, observe, and refine instruction. As noted in the research brief, Collaboration for Improved Instruction, lesson study fosters a culture of continuous improvement, where educators engage in shared reflection and learn from each other's practice, leading to more effective, student-centered teaching. To expand instructional impact, ACSD will provide increased planning time beyond contractual hours, invest in research-based curriculum, and utilize paraprofessional support to deliver small-group instruction. Research by Richards-Tutor, Aceves, & Reese (2016) emphasizes that small-group instruction is particularly effective for ELs, especially when Tier 1 supports are insufficient. Additionally, the district will leverage extended learning time and targeted intervention programs, such as after-school and summer learning options. As highlighted by Youth.gov, these programs promote academic, social-emotional, and behavioral development, reduce risk factors, and provide safe, supportive environments for youth. These combined actions, centered on instructional quality, collaboration, and targeted support, are designed to accelerate learning for unduplicated students and ensure all learners are equipped with the skills necessary to thrive in high school and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		beyond. In doing so, ACSD is building a more equitable and responsive education system that prepares students to succeed as global learners.	

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.

Not 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.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to 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	7,072,734	331,946	4.693%	0.000%	4.693%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,981,774.00	$750,317.00	$0.00	$147,469.00	$5,879,560.00	$4,978,327.00	$901,233.00

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	Williams Act tenets	All	No			All Schools		$0.00	$45,050.00	$4,000.00	$41,050.00			$45,050.00	
1	1.2	Staffing	All	No			All Schools		$2,345,348.00	$0.00	$1,898,323.00	$447,025.00			$2,345,348.00	
1	1.3	Assessment/Data Analysis	All	No			All Schools		$0.00	$19,060.00	$6,400.00	$12,660.00			$19,060.00	
1	1.4	Interventions	All	No			All Schools		$140,701.00	$39,000.00	$172,201.00	$0.00		$7,500.00	$179,701.00	
1	1.5	Technology	All	No			All Schools		$158,344.00	$135,552.00	$280,496.00	$5,400.00		$8,000.00	$293,896.00	
1	1.6	Enrichments	All	No			All Schools									
2	2.1	Williams Act tenets	All	No			All Schools		$0.00	$18,000.00		$18,000.00			$18,000.00	
2	2.2	Staffing	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.3	Assessment/Data Analysis	All	No			All Schools		$0.00	$3,500.00		$3,500.00			$3,500.00	
2	2.4	Interventions	All	No			All Schools		$0.00	$300.00	$300.00	$0.00			$300.00	
2	2.5	Technology	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.6	Enrichments	All Students with Disabilities	No					$0.00	$0.00	$0.00				$0.00	
3	3.1	Increased Intervention Opportunities	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s	English Learners Foster Youth Low Income	All Schools	ongoing	$1,592,139.00	$144,163.00	$1,479,681.00	$124,652.00	$0.00	$131,969.00	$1,736,302.00	

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
					)											
3	3.2	Collaboration for Improved Instruction	English Learners Foster Youth	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	All Schools	ongoing	$311,332.00	$1,300.00	$308,890.00	$3,742.00			$312,632.00	
3	3.3	Schoolwide UDL	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.4	Social Emotional Learning Curriculum	All	No					$0.00	$0.00		$0.00			$0.00	
4	4.1	Facilities	All	No			All Schools		$0.00	$481,683.00	$481,683.00	$0.00		$0.00	$481,683.00	
4	4.2	Fields	All	No			All Schools		$0.00	$500.00	$500.00	$0.00			$500.00	
4	4.3	Family/School Communication and Participation	All	No			All Schools		$0.00	$300.00	$300.00				$300.00	
4	4.4	Enrichment activities and electives programs for each grade span	All	No			All Schools		$246,675.00	$8,825.00	$161,212.00	$94,288.00			$255,500.00	
4	4.5	Increase Attendance	All	No			All Schools		$89,893.00	$4,000.00	$93,893.00				$93,893.00	
4	4.6	Student Discipline	All	No			All Schools		$93,895.00	$0.00	$93,895.00				$93,895.00	

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
7,072,734	331,946	4.693%	0.000%	4.693%	$1,788,571.00	0.000%	25.288 %	**Total:**	$1,788,571.00
								LEA-wide Total:	$0.00
								Limited Total:	$1,788,571.00
								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 (%)
3	**3.1**	Increased Intervention Opportunities	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,479,681.00	
3	**3.2**	Collaboration for Improved Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	All Schools	$308,890.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,493,010.00	$5,738,639.00

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**	Williams Act tenets	No	$31,342.00	$37,700
1	**1.2**	Staffing	No	$2,313,461.00	$2,185,114
1	**1.3**	Assessment/Data Analysis	No	$18,877.00	$19,075
1	**1.4**	Interventions	No	$158,585.00	$182,993
1	**1.5**	Technology	No	221,828	$347,705
1	**1.6**	Enrichments	No		
2	**2.1**	Williams Act tenets	No	$7,695.00	$7,695
2	**2.2**	Staffing	No		
2	**2.3**	Assessment/Data Analysis	No	$3,449	$3,449
2	**2.4**	Interventions	No	$200.00	$302
2	**2.5**	Technology	No	$0.00	

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	**2.6**	Enrichments	No	$0.00	
3	**3.1**	Increased Intervention Opportunities	Yes	1,549,098	$1,667,961
3	**3.2**	Collaboration for Improved Instruction	Yes	$297,477.00	$324,056
3	**3.3**	Schoolwide UDL	No	$0.00	
3	**3.4**	Social Emotional Learning Curriculum	No	$0.00	
4	**4.1**	Facilities	No	$479,531.00	$485,383
4	**4.2**	Fields	No	$450.00	$7,150
4	**4.3**	Family/School Communication and Participation	No	$0.00	$103
4	**4.4**	Enrichment activities and electives programs for each grade span	No	$243,326.00	$293,805
4	**4.5**	Increase Attendance	No	$80,554.00	$86,666
4	**4.6**	Student Discipline	No	$87,137.00	$89,482

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)
$337,163	$412,115.00	$435,910.00	($23,795.00)	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)
3	**3.1**	Increased Intervention Opportunities	Yes	$118,012.00	$118,297		
3	**3.2**	Collaboration for Improved Instruction	Yes	$294,103.00	$317,613		

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)
$6,783,329	$337,163	0	4.970%	$435,910.00	0.000%	6.426%	$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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