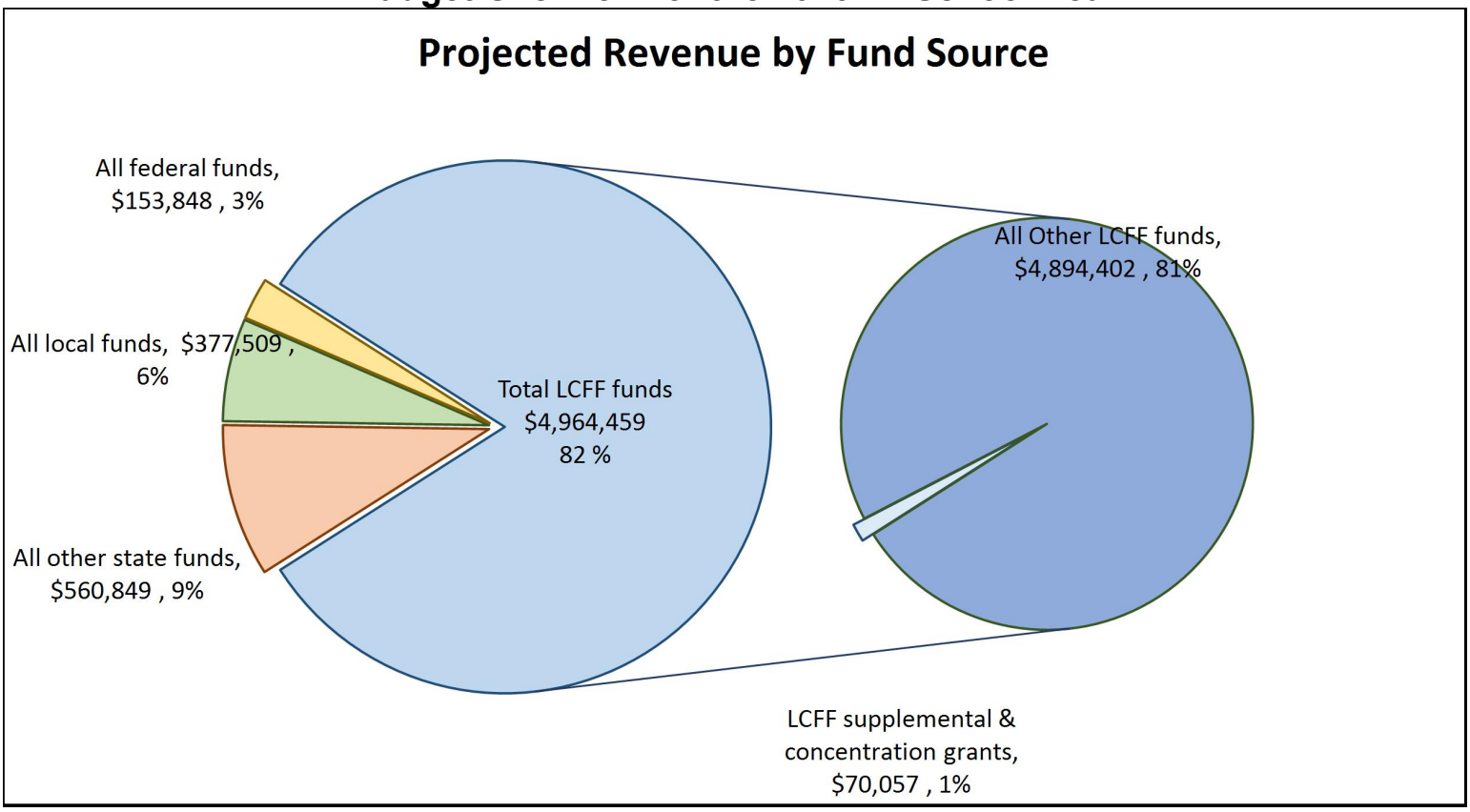
Meadows Arts and Technology Elementary School

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Meadows Arts and Technology Elementary School
CDS Code: 56-10561-6055974
School Year: 2026-27
LEA contact information:
Kristen Walker
Executive Director
kwalker@matescharter.org
805-495-7037

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

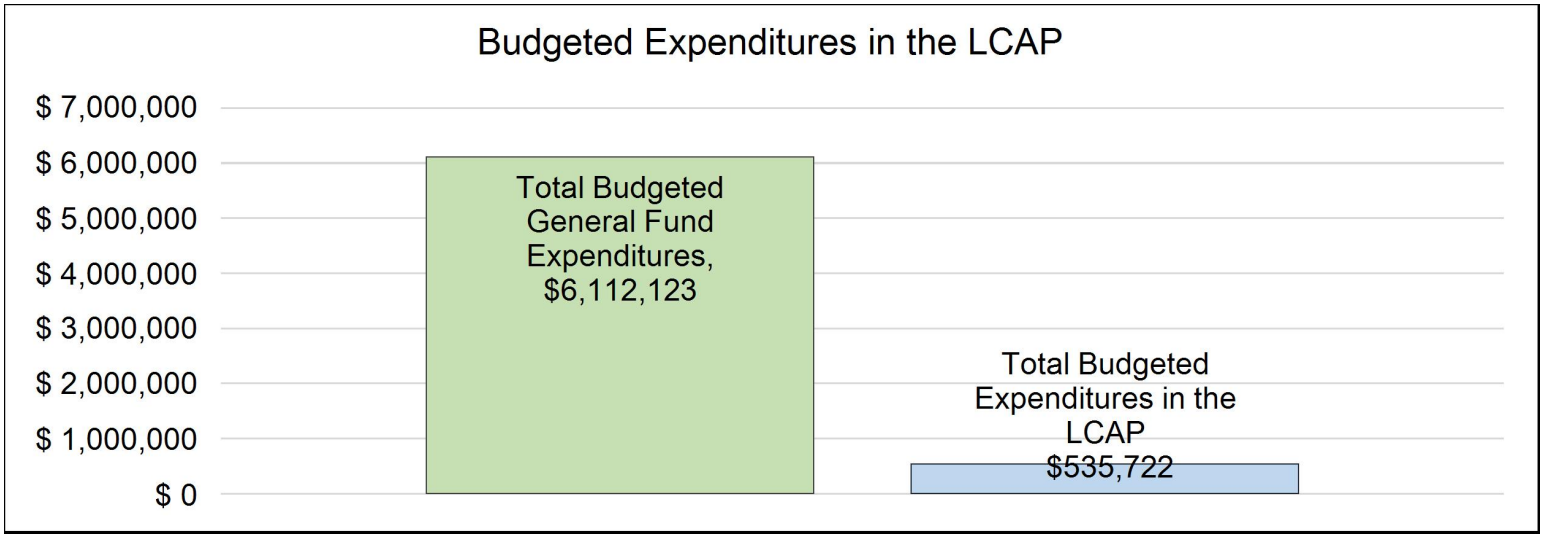


This chart shows the total general purpose revenue Meadows Arts and Technology Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Meadows Arts and Technology Elementary School is $6,056,665, of which $4,964,459 is Local Control Funding Formula (LCFF), $560,849 is other state funds, $377,509 is local funds, and $153,848 is federal funds. Of the $4,964,459 in LCFF Funds, $70,057 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 Meadows Arts and Technology Elementary School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Meadows Arts and Technology Elementary School plans to spend $6,112,123 for the 2026-27 school year. Of that amount, $535,722 is tied to actions/services in the LCAP and $5,576,401 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

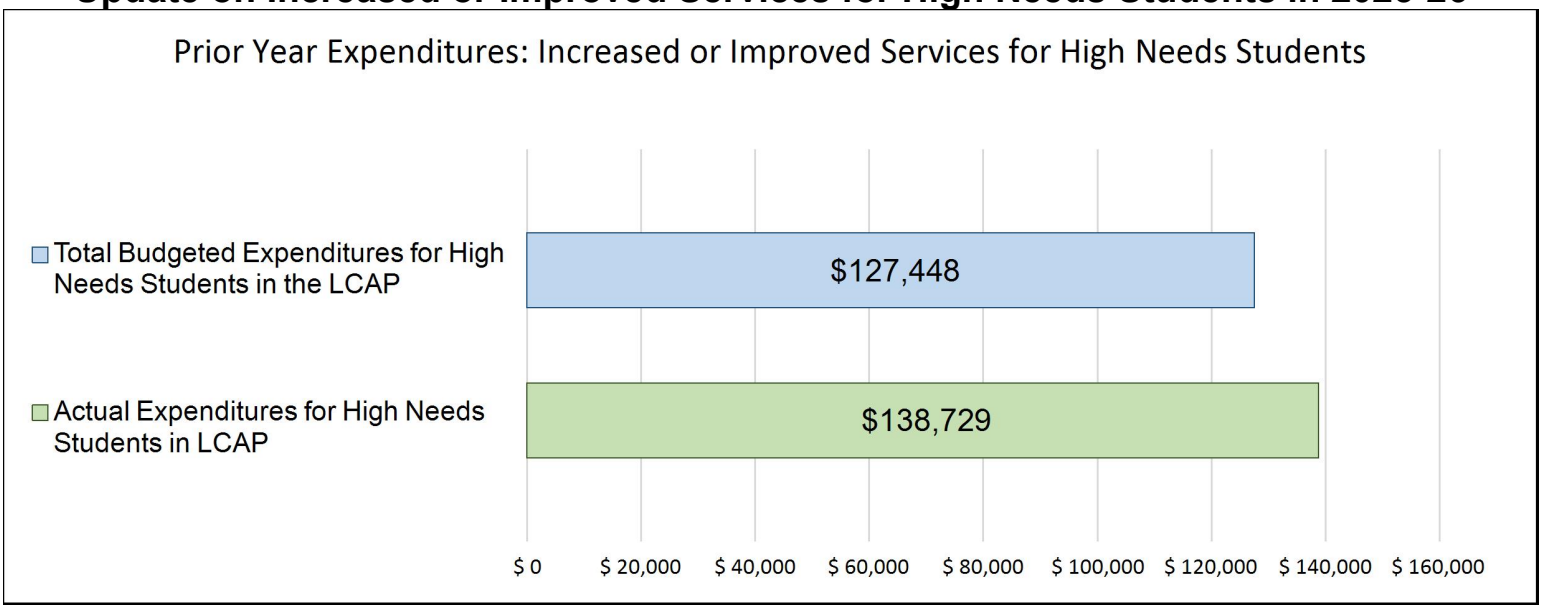
1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under $5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation
9. Other outgo including indirect costs charges

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

In 2026-27, Meadows Arts and Technology Elementary School is projecting it will receive $70,057 based on the enrollment of Foster Youth, English learner, and low-income students. Meadows Arts and Technology Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Meadows Arts and Technology Elementary School plans to spend $131,073 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 Meadows Arts and Technology Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Meadows Arts and Technology Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Meadows Arts and Technology Elementary School's LCAP budgeted $127,448 for planned actions to increase or improve services for high needs students. Meadows Arts and Technology Elementary School actually spent $138,729 for actions to increase or improve services for high needs students in 2025-26.

Meadows Arts and Technology Elementary School

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
Meadows Arts and Technology Elementary School	Kristen Walker Executive Director	kwalker@matescharter.org 805-495-7037

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.

Meadows Arts and Technology Elementary School (MATES) is a free, public, conversion charter school directly funded by the state and authorized by the Ventura County Office of Education. The MATES governing Board of Directors is comprised of parents and community members, and it operates in accordance with state and federal mandates. MATES has great autonomy with regard to curriculum and teaching methodologies, and strives to meet or exceed state academic standards. The Executive Director and Assistant Director preside over the day-to-day operation of the campus.

The guiding principle that drives MATES is simple. We collectively believe that children deserve our best effort in providing a safe, stimulating, enriched learning environment where every child thrives. This includes a focus on academic excellence within the research supported framework of the arts and technology, project-based learning opportunities, strong teacher collaboration, high expectations of achievement in core content areas, an emphasis on core values, and community involvement.

As a conversion charter school, the priority of MATES is to serve the surrounding neighborhood of the campus in order to honor the original vision of the founders to maintain a neighborhood school. At the time of the closure of the Meadows campus, the surrounding neighborhood was an aging population with declining numbers of school-aged children. Since the inception of MATES, the community demographics have changed. Young families have moved to the neighborhood, as MATES has become a draw for the community. The influx of neighborhood children has given MATES the opportunity to continue to serve the original intention of the charter by providing a high-quality education infused with the arts and technology to the surrounding neighborhood and local community. MATES provides expanded educational choice and opportunities for families in the community of Thousand Oaks. As a conversion school, the demographics of MATES reflect those of the

neighborhood population. Additionally, MATES provides outreach to families from surrounding areas in order to extend school choice to families from all demographic backgrounds. Thus, MATES provides opportunities for a diverse population of learners.

MATES students are actively engaged in high interest, rigorous learning via thematic, project-based instruction linked to state standards. By integrating visual and performing arts and technology, students enhance and solidify their knowledge of core academic subjects, apply critical thinking skills, and deepen artistic self-expression. Curricular instruction, based on grade-level standards, is infused with the arts and technology at all levels to equip students with tools and creative processes necessary for life and academic success.

MATES has been successful in implementing the California State Standards. The success is indicated in CAASPP Scores. In the 2024-25 school year, 85.71% of MATES students met or exceeded standards in ELA. MATES teachers work hard to continue implementing the ELA/ELD framework aligned to the California State Standards for ELA. MATES has also been very successful in implementation of the California State Standards for Mathematics. In the 2024-25 school year, 86.73% of MATES students met or exceeded standards in Mathematics. The overall MATES student population (ALL) and all student groups including English Learners (EL), Socioeconomically Disadvantaged (LI), and Students with Disabilities (SWD) perform well above the state average.

While MATES students have demonstrated great academic success, MATES teachers continue to differentiate instruction to meet the needs of all learners. Differentiation occurs in a variety of ways including homogeneously grouping students for reading and math in order to extend or remediate their learning. Additionally, MATES offers a Response to Intervention (RtI) program for students who are not meeting standards in reading or math. Students identified as Gifted and Talented (GATE) Learners receive enriched activities as identified in their Individualized Learning Plan (ILP), and students eligible for special education are provided services in their areas of need as determined by their Individualized Education Program (IEP). These efforts have not gone unnoticed as MATES was named a 2020 National Blue Ribbon School for closing the achievement gap. Additionally, MATES was named a 2023 California Distinguished School, and a 2023 Exemplary Arts Education Elementary School.

Current Enrollment: 414
Grade Spans: Transitional Kindergarten (TK) - 5th Grades
Key Personnel Roles: 18 Credentialed Multiple Subject Teachers, 1 Special Education Teacher
Enrollment Trends: MATES continues to demonstrate strong enrollment with an ongoing waitlist for potential future enrollment
Equity Multiplier: MATES did not generate Equity Multiplier funds in 2025-26. Therefore, MATES did not need to consult educational partners on required focus goals for Equity Multiplier schools per EC §52064(d)(7)

Reflections: Annual Performance

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

MATES students continually perform above the state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP). MATES continues to implement a goal to maintain or increase the academic achievement of all students (ALL) with a special emphasis on socioeconomically disadvantaged students (LI), English Learners (EL), and students with

disabilities (SWD). In the 2024-25 school year, the overall MATES student population and all student groups including Socioeconomically Disadvantaged and Students with Disabilities performed well above the state average. In the 2024-25 school year:

English Language Arts: Blue Dashboard
85.71% of all MATES students met or exceeded the grade level standards in ELA
68.43% of SWD met or exceeded standards in ELA
84.62% of Hispanic students met or exceeded standards in ELA

Mathematics: Blue Dashboard
86.73% of all MATES students met or exceeded the grade level standards in math
57.90% of SWD met or exceeded standards in math
84.62% of Hispanic students met or exceeded standards in math

Science: Blue Dashboard
75.38 of all MATES students met or exceeded grade level standards in science

Very Low Performers Status:
2025 Dashboard analysis confirms no Very Low designations. All groups maintained Medium/Yellow Dashboard status or better, exceeding state Dashboard averages.

Annual Performance:
MATES EL students continue to make growth in their English Language development, as evidenced by ELPAC scores and student report card data. This can be attributed in part to the annual Individualized Learning Plans (ILPs) that are created for home and school to work together to support English Language Development. Due to the success of these ILP meetings, MATES will continue this action to achieve Goals 1 and 3 in the 2026-27 LCAP.

MATES has also seen great success with the Response to Intervention (RtI) program that is available to students not meeting or approaching state standards in ELA and Math, however priority is given to unduplicated students including socioeconomically disadvantaged students (LI), English Learners (EL), and foster youth (FY). 7% of students served in RtI in 2025-26 were referred for and qualified for special education services. 31% of students served in RtI no longer required the intervention support by the third trimester, and 85% of students in the program made improvements with RtI support. MATES will continue this action to provide intervention services to achieve Goal 1 in the 2026-27 LCAP.

MATES teachers are life-long learners and continually attend professional development offerings. This allows the teachers to stay current with the best research-based teaching strategies for student success. During the 2025-26 school year, MATES provided teachers 3 full staff development days before the school year began. This allowed for both training and time to plan implementation of Universal Design for Learning (UDL) strategies and activities to address the needs of all students throughout the school year. Each month, MATES teachers attended in-service staff development sessions in areas of need to provide an effective program. Additionally, MATES teachers are provided with annual funds to attend outside workshops and conferences to remain up to date on best practices in education. This year, MATES teachers attended a variety of conferences including Get Your Teach On, Computer Using Educators (CUE), and the California Charter

Schools Association Conference. Ongoing professional development has proven to be an effective part of the MATES program and will continue to be provided to MATES staff to achieve Goals 1 and 2 in the 2026-27 LCAP.

In addition to many successes, MATES has also used CAASPP data to identify areas for academic growth. Overall, MATES students continued to score well on the 2024-25 English language arts and mathematics assessment, achieving well above the state average. Comparatively, students with disabilities (SWD) perform lower than the overall population, but these students continue to make progress toward their IEP goals. The special education team follows student progress and updates student goals as appropriate. To meet the needs of these students, the resource teacher, speech pathologist, school psychologist, and social emotional services specialist meet with students to provide the academic and social-emotional support needed to help them succeed. The MATES staff, including the school psychologist and social emotional services specialist will continue these supports in the 2026-27 school year. This is addressed in Goal 2.

Additionally, continuous review of the needs of English learners is essential for their continued success. Therefore, MATES continues to use the ELA/ELD Framework to prepare lessons for English learners. Individualized Learning Plans for EL students are updated annually in order to create goals to help the students to continue to expand their language skills. This is addressed in Goal 1.

To meet the varied needs of students from different student populations, MATES teachers continue to differentiate instruction to meet the needs of all learners. Differentiation occurs in a variety of ways including homogeneously grouping students for reading and math in order to extend or remediate their learning. Additionally, MATES has developed and implemented a robust Response to Intervention (RtI) program in which the intervention specialist teachers are working to develop skills for students who demonstrate a need to remediate identified skills gaps. This is addressed in Goal 1. When these short-terms interventions do not address the learning need, the MATES special education team follows students through the Student Study Team process, and students may be referred for full psychoeducational assessments.

In addition to the academic program, MATES supports the social-emotional needs of all students. This is a high priority at MATES. In order for students to be prepared to learn, they must develop their social-emotional, interpersonal, and decision-making skills to be successful. In addition to social-emotional lessons integrated into thematic units, read alouds, and classroom lessons, teachers continue to develop conflict resolutions skills using the MATES HEART Highway peace path and HEART of an Eagle core values program. This is addressed in Goal 2.

Engagement of educational partners and volunteerism have always been a strength at MATES. Opportunities to participate in various committees such as Safety, Curriculum, Technology, and Budget allow MATES committees to make plans with input from a variety of perspectives. In the 2026-27 school year, these committees will continue to inform instructional, safety, and budgetary decisions. Educational partners play an active role in these committees, and their continued engagement helps contribute to student success. Also, teachers find the greatest success for student achievement comes from parent involvement as well as frequent communication between home and school. MATES will continue to keep parents, guardians, and educational partners engaged and informed. MATES will continue to work with the parent teacher organization, MATES Community Network (MCN), to develop parent education nights and community building activities. These actions are addressed in Goal 3.

Broad Course of Study: Students have access to a broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable:
As an elementary school of self-contained classrooms, all MATES students have access to a complete course of study in all areas of the California State Standards as reported by standards-based report cards. Additionally, students with exceptional needs such as the need for

Special Education (SWD), Gifted and Talented Education (GATE), and English Language Development (ELD) are provided appropriate services, accommodations, differentiated curriculum, and individualized learning plans. Teachers successfully monitor all student progress and provide differentiated curriculum and instructional methods to meet the needs of all students. Students who are reported to need extra assistance in specific areas are provided additional academic support from the Response to Intervention (RtI) Teachers. All MATES students have access to a broad course of study. MATES provides all students an integrated, thematic approach to learning. With the incorporation of the Expanded Learning Opportunities Program (ELOP), unduplicated students have the opportunity to attend the YMCA afterschool, for intersession, and/or for summer. This program provides opportunities for students to experience a safe and supportive learning environment for actively engaged learning supports as well as social emotional lessons and physical activity. (State Priority 7A–Course Access)

Implementation of the Academic Content and Performance Standards Adopted by the State Board :
MATES has been very successful in implementing the California State Standards, as demonstrated by continued student performance well above state and county averages on the CAASPP. This is evidenced in the 2024-25 CAASPP scores in which 85.71% of all MATES students met or exceeded standards in ELA. MATES has also been very successful in implementation of the California State Standards for Mathematics. In the 2024-25 school year, according to CAASPP, 86.73% of MATES students met or exceeded standards in Mathematics. (State Priority 2A - Implementation of State Standards)

English Learners: Programs and services enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency:
MATES teachers have worked hard to to meet the needs of English learners (EL) through both integrated and designated instruction, implementing the ELA/ELD framework aligned to the California State Standards for ELA. MATES creates individualized annual goals for English learners (EL) through annual Individualized learning plans (ILPs), Based on ELPAC results and academic performance, in the 2025-26 school year, 57.9% of English Learners were re-designated as RFEP. (State Priority 2B - Implementation of State Standards)

Percentage of Properly Credentialed Teachers: Percentage of teaching full-time-equivalent:
Since the California State Assignment Accountability System (CalSAAS) system was implemented to monitor teacher credentialling, MATES has worked with the VCOE tech services to ensure accurate reporting of the MATES percentage of appropriately assigned teachers. MATES teachers have always been 100% fully credentialed and appropriately placed. However, the data in metric 2.4 does not indicate this due to previous errors in state reporting. Though the data is improving in moving toward accuracy, it should be noted that the actual record for teacher credentialing and appropriate assignment was and continues to be 100%. This is addressed in Goal 2, Metric 2.4.

Learning Recovery Emergency Block Grant (LREBG):
MATES has unexpended LREGB funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Action 1.10, which provides Response to Intervention (RtI) services to low-performing students for academic support. MATES students in the lowest achievement level or on the low end of the second lowest achievement level as well as students reported as chronically absent in all student groups are prioritized for this service.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Teachers	Curriculum Committee Meetings (every other month), Grade Level Meetings (monthly), Staff Meetings (monthly), Parent Advisory Council Meetings (every other month), Budget Committee Meetings (each fiscal interim), Teacher Advisory Council Meetings (monthly) All meetings are held in-person on the MATES campus. Educational partner input and data were gathered via two-way communication and open-ended discussion.
Administrators (Executive Director and Assistant Director: As a charter school, the Executive/Assistant Directors fulfill the roles of both Principal/Assistant Principal as well as Superintendent/Deputy Superintendent)	Directors' Dialogues (monthly), Curriculum Committee Meetings (every other month), Staff Meetings (monthly), Parent Advisory Council Meetings (every other month), Budget Committee Meetings (each fiscal interim) All meetings are held in-person on the MATES campus. Educational partner input and data were gathered via two-way communication and open-ended discussion.
Parents	School Climate Survey (annually), Directors' Dialogues (monthly), Curriculum Committee Meetings (every other month), Parent Advisory Council Meetings (every other month), Budget Committee Meetings (each fiscal interim) All meetings are held in-person on the MATES campus. Educational partner input and data were gathered via two-way communication and open-ended discussion. The School Climate Survey is delivered digitally to gather multiple choice and open-ended feedback.
Students	Student Climate Survey (annually) The Student Climate Survey is delivered digitally to gather multiple choice and open-ended feedback.

Educational Partner(s)	Process for Engagement
Other School Staff	Curriculum Committee Meetings (every other month), Staff Meetings (monthly), Parent Advisory Council Meetings (monthly), Budget Committee Meetings (each fiscal interim) All meetings are held in-person on the MATES campus. Educational partner input and data were gathered via two-way communication and open-ended discussion.
SELPA	SELPA Consultation Meeting (annually) SELPA Consultation was held in-person at the Ventura County Office of Education.
Board of Directors	Directors' Dialogues (monthly), Curriculum Committee Meetings (every other month), Budget Committee Meetings (each fiscal interim) All meetings are held in-person on the MATES campus. Educational partner input and data were gathered via two-way communication and open-ended discussion.
Equity Multiplier	MATES did not generate Equity Multiplier funds in 2025-26. Therefore, MATES did not need to consult educational partners on required focus goals for Equity Multiplier schools per EC §52064(d)(7).

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

Educational partner engagement at MATES is an ongoing process. MATES provides opportunities for all educational partners to be actively involved in the planning and decision-making process. Parents, staff, board members, and community members are invited to participate in board committees that include Curriculum, Technology, Budget, Safety, Visual Arts, and Performing Arts. These committees review the needs of the students and school at-large. The committees then make recommendations to the MATES Board of Directors who make the ultimate decisions. A Parent Advisory Council (PAC) acts as a liaison to the MATES Board of Directors. The PAC actively works on continuous improvement of parent participation for students' academic success. Additionally, all parents and guardians have the opportunity to participate in a monthly Directors' Dialogue in which they can have an open dialogue with the Executive Director and the Assistant Director. These dialogues provide parents opportunities to share successes and concerns. Educational partners are also engaged through frequent all-calls, emails, app notifications, and text messages to inform parents of upcoming events and opportunities for participating in the school in various capacities. In addition to these committees, the MATES staff works collaboratively through grade level meetings, staff meetings, and staff development opportunities to participate in preparing and implementing LCAP goals. MATES administrators and other staff members participate in meetings with educational partners at Ventura County Office of Education (VCOE) including the local Special Education Local Plan Area (SELPA) and the Directors of Local Support Services, as well as the county's Multilingualism Leadership Network.

Goal 1: This goal is designed to support the academic achievement of all students and all student groups. To meet this goal, educational partners discussed the value of Individualized Learning Plan (ILP) meetings for parents of English Learners and also parents of gifted

students to help engage them in the success of their child's academic program. Survey results were shared and discussed at the Parent Advisory Council (PAC) meeting, the Curriculum Committee meeting, the Teacher Advisory Council meeting, the MATES staff meeting, and the MATES Board of Directors meeting. These committees are made up of representatives from all educational partner groups. The committees agreed that maintaining or improving academic achievement is key for continued success. Additionally, the committees agreed to continue to provide interventions (RtI) to students who may need extra support. While overall MATES students are meeting and exceeding grade level standards, there are always ways to improve. MATES will focus on supporting the academic needs of all students and all student groups. Continued professional development to keep teachers current on the most recent research and best practice teaching strategies will allow for this continued growth.

Goal 2: MATES surveys the fifth grade students annually to gather their feedback and collect data to inform LCAP actions. When asked, 95.1% of students feel that they belong, and 93.4% of them feel safe at school. Based on previous student survey data, MATES implemented a conflict resolution strategy called the HEART Highway. When this year's class was asked if they knew how to work out conflicts with their classmates, 88.6% of the students believed they could. 96.8% of students believe that their teacher cares about them, and 96.8% believe that their teacher listens to their ideas. 93.5% of students say that they can read with confidence, and 93.4% can do math with confidence. When asked if they can get help when they don't understand something, 96.8% of students said they could. MATES recognizes that the social-emotional health of the students is a factor to a successful education. As such, MATES will continue to address these needs in Goal 2. These survey results were shared and discussed at the Parent Advisory Council (PAC) meeting, the Curriculum Committee meeting, the Teacher Advisory Council meeting, the MATES staff meeting, and the MATES Board of Directors meeting. These committees are made up of representatives from all educational partner groups. Additionally, MATES has a core values program called the HEART of an Eagle which is an essential component to the social-emotional learning and school culture. MATES teachers have incorporated many lessons and activities to support the social-emotional health of the students. MATES continues to utilize the Second Step curriculum, which helps teach social-emotional skills such as growth mindset, emotion management, empathy, and problem-solving. MATES has also implemented a new Kindness Ambassadors program to promote student leadership in kindness activities and outreach efforts. MATES provided additional behavioral and emotional regulation training for campus supervisors to help support positive behavior intervention on the playground. The committees believe that continuing to develop these social-emotional skills throughout all grade levels is essential for the well-being of all students. Staff can build on the social-emotional learning component of the existing curriculum in order to promote mindfulness, good character, and strong leaders. The MATES curriculum committee has also piloted a new social-emotional curriculum this year called Move this World. Based on the outcome of this pilot, the committee may use this program as an additional support to LCAP goal 2 in the future.

Goal 3: MATES parents and guardians are invited to participate in the school-wide climate survey every year. The MATES Board of Directors take the results of the climate survey and committee discussions for LCAP planning and strategic planning in order for MATES to continue to deliver a quality education for all children. This school climate survey gives parents an opportunity to provide feedback in a variety of areas. The 2025-26 school year climate survey results indicated that 93% of parents surveyed rated the academic program at MATES as meeting their expectations. 95.9% of parents surveyed said teachers at MATES support student learning. In order to maintain or improve this successful academic program, MATES will continue to address these in Goal 3. The committees agree that parent involvement is critical for student success. MATES has always prided itself on the community culture of the school. Parental involvement including volunteerism, collaborating with teachers, and connecting with others in the community have made MATES a student and family-centered school. Over the years, it has been clear that when families feel connected to the school, students thrive. Goal 3 will continue to address this need. The climate survey indicated that providing parents with communication was helpful to continue the home-school partnership. Continued communication and parent/educational partner engagement are critical for student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	MATES students currently perform above the state and county averages as measured by CAASPP. MATES will maintain this level of performance for all students including Students with Disabilities (SWD), Socioeconomically Disadvantaged Students (LI), English Learners (EL), and Hispanic students as measured by the CAASPP.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In the 2022-23 school year, state CAASPP scores demonstrated that:

English Language Arts
80.61% of all MATES students met or exceeded the grade level standards in ELA
76.92% of Ever-EL students met or exceeded standards in ELA
51.72% of SWD met or exceeded standards in ELA
82.85% of Hispanic students met or exceeded standards in ELA
46.16% of LI Students met or exceeded standards in ELA

Mathematics
80.71% of all MATES students met or exceeded the grade level standards in math
78.58% of Ever-EL students met or exceeded standards in math
48.27% of SWD met or exceeded standards in math
80.00% of Hispanic students met or exceeded standards in math
46.16% of LI Students met or exceeded standards in math

Based on analysis of previous CAASPP scores, MATES has consistently achieved above state and county levels. This goal was developed to continue to focus on the conditions for learning by focusing on the state LCAP priorities of Implementation of State Standards, Course Access, Pupil Achievement, and Other Pupil Outcomes. The school will ensure that the actions aligned with this goal will continue to provide a quality education for student success. Based on the analysis of student progress, MATES will continue actions that help students increase or maintain their academic achievement while working to bridge the achievement gap for the learners not meeting standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California Assessment of Student Performance and Progress (CAASPP) (Priority 4A–Pupil Achievement) (Priority 7B–Course Access)	2022-23 CAASPP Results: English Language Arts 80.61% of all MATES students met or exceeded the grade level standards in ELA 76.92% of Ever-EL students met or exceeded standards in ELA 51.72% of SWD met or exceeded standards in ELA 82.85% of Hispanic students met or exceeded standards in ELA 46.16% of LI students met or exceeded standards in ELA Mathematics 80.71% of all MATES students met or exceeded the grade level standards in math 78.58% of Ever-EL students met or exceeded standards in math 48.27% of SWD met or exceeded standards in math	2023-24 CAASPP Results: English Language Arts 81.35% of all MATES students met or exceeded the grade level standards in ELA Ever-EL data suppressed to protect student privacy 42.86% of SWD met or exceeded standards in ELA 77.78% of Hispanic students met or exceeded standards in ELA 63.63% of LI students met or exceeded standards in ELA Mathematics 81.87% of all MATES students met or exceeded the grade level standards in math Ever-EL data suppressed to	2024-25 CAASPP Results: English Language Arts 85.71% of all MATES students met or exceeded the grade level standards in ELA Ever-EL data suppressed to protect student privacy 68.43% of SWD met or exceeded standards in ELA 84.62% of Hispanic students met or exceeded standards in ELA LI data suppressed to protect student privacy Mathematics 86.73% of all MATES students met or exceeded the grade level standards in math Ever-EL data suppressed to protect student privacy	Maintenance of Progress: MATES students will continue to perform above the state and county averages as measured by CAASPP Targeted Improvement Over Baseline: English Language Arts 82% of all MATES students will meet or exceed the grade level standards in ELA 77% of Ever-EL students will meet or exceed standards in ELA 52% of SWD will meet or exceed standards in ELA 83% of Hispanic students will meet or exceed standards in ELA 47% of LI students will meet or	2022-23 and 2024-25 CAASPP Comparison: English Language Arts 5.1% increase of all MATES students meeting or exceeding standards in ELA 16.71% increase of SWD meeting or exceeding standards in ELA 1.77% increase of Hispanic students meeting or exceeding standards in ELA Mathematics 6.02% increase of all MATES students meeting or exceeding standards in math 9.63% increase of SWD meeting or exceeding standards in math 4.62% increase of Hispanic students meeting or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		80.00% of Hispanic students met or exceeded standards in math 46.16% of LI students met or exceeded standards in math	protect student privacy 46.43% of SWD met or exceeded standards in math 81.48% of Hispanic students met or exceeded standards in math 54.54% of LI students met or exceeded standards in math	57.90% of SWD met or exceeded standards in math 84.62% of Hispanic students met or exceeded standards in math LI data suppressed to protect student privacy	exceed standards in ELA Mathematics 82% of all MATES students will meet or exceed the grade level standards in math 79% of Ever-EL students will meet or exceed standards in math 49% of SWD will meet or exceed standards in math 81% of Hispanic students will meet or exceed standards in math 47% of LI students will meet or exceed standards in math	exceeding standards in math
1.2	California Science Test (CAST) (Priority 4A–Pupil Achievement)	2022-23 CAST Results 68.75% of all MATES students met or exceeded the grade level standards in science	2023-24 CAST Results 50.82% of all MATES students met or exceeded the grade level standards in science	2024-25 CAST Results 75.38% of all MATES students met or exceeded the grade level standards in science	Maintenance of Progress: MATES students will continue to perform above the state and county averages as measured by CAST Targeted Improvement Over Baseline:	2022-23 and 2024-25 CAST Comparison: Science 6.63% increase of all MATES students meeting or exceeding standards in science

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Science 69% of all MATES students will meet or exceed the grade level standards in science	
1.3	Summative English Language Proficiency Assessments for California (ELPAC) (Priority 2B–Implementation of State Standards) (Priority 4E–Pupil Achievement) (Priority 7B–Course Access)	2022-23 ELPAC Results Data suppressed to protect student privacy	2023-24 ELPAC Results Data suppressed to protect student privacy	2024-25 ELPAC Results 61.54% of ELs are Well Developed (Level 4) in English language skills 30.77% of ELs are Moderately Developed (Level 3) in English language skills 7.69% of ELs are Somewhat Developed (Level 2) in English language skills 0% of ELs are Beginning to Develop (level 1) in English language skills	Maintenance of Progress: MATES students will continue to perform above the state and county averages as measured by ELPAC Targeted Improvement Over Baseline: English Language Development: 62% of all MATES EL students will demonstrate Well Developed (Level 4) English language skills	2022-23 and 2024-25 ELPAC Comparison: English Language Development: Data suppressed to protect student privacy
1.4	English Learner Reclassification Rate: Ever-ELs (Priority 4F–Pupil Achievement)	2023-24 Reclassification Rate Number of Ever-EL Students EL 0-3 years: 8 EL 4-5 years: 0	2024-25 Reclassification Rate Number of Ever-EL Students EL 0-3 years: 12	2025-26 Reclassification Rate Number of Ever-EL Students EL 0-3 years: 7	Maintenance of Progress: MATES students will continue to perform above the state and county averages as	2023-24 and 2025-26 Reclassification Rate Comparison: Number of Ever-EL Students EL 0-3 years: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 6+ years: 0 RFEP: 13 Total Ever-EL: 21 Percent of Ever-EL Students EL 0-3 years: 38.1% EL 4-5 years: 0.0% EL 6+ years: 0.0% RFEP: 61.9%	EL 4-5 years: 2 EL 6+ years: 0 RFEP: 8 Total Ever-EL: 22 Percent of Ever-EL Students EL 0-3 years: 54.5% EL 4-5 years: 9.1% EL 6+ years: 0.0% RFEP: 36.4%	EL 4-5 years: 1 EL 6+ years: 0 RFEP: 11 Total Ever-EL: 19 Percent of Ever-EL Students EL 0-3 years: 36.8% EL 4-5 years: 5.3% EL 6+ years: 0.0% RFEP: 57.9%	measured by Reclassification Rates Targeted Improvement Over Baseline: English Language Development: 62% of all MATES EL students will be reclassified as English language proficient each year.	EL 4-5 years: +1 EL 6+ years: 0 RFEP: -2 Total Ever-EL: -2 Percent of Ever-EL Students EL 0-3 years: 1.3% decrease EL 4-5 years: 5.3% increase EL 6+ years: 0.0% no change RFEP: 4% decrease
1.5	English Language Arts (ELA)/ English Language Development (ELD) Local Measures: Percentage of students within each achievement level (Priority 8–Other Pupil Outcomes)	2023-24 ELA/ELD Achievement: 86.42% of all MATES students met or exceeded standards in ELA 13.5% of all MATES students approached standards in ELA .08% of all MATES students did not meet standards in ELA	2024-25 ELA/ELD Achievement: 87% of all MATES students met or exceeded standards in ELA 11% of all MATES students approached standards in ELA 2% of all MATES students did not meet standards in ELA	2025-26 ELA/ELD Achievement: 83.9% of all MATES students met or exceeded standards in ELA 14.7% of all MATES students approached standards in ELA 1.4% of all MATES students did not meet standards in ELA	Maintenance of Progress: MATES students will continue to perform above the state and county averages as measured by Local Measures Targeted Improvement Over Baseline: ELA/ELD Achievement: 87% of all MATES students will meet or exceed standards in ELA	2023-24 and 2025-26 ELA/ELD Achievement Rate Comparison: 2.52% decrease of all MATES students meeting or exceeding standards in ELA 1.2% increase of all MATES students approaching standards in ELA 1.32% increase of all MATES students not meeting standards in ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Mathematics Local Measures: Percentage of students within each achievement level (Priority 8–Other Pupil Outcomes)	2023-24 Math Achievement: 93.4% of all MATES students met or exceeded standards in math 5.3% of all MATES students approached standards in math 1.3% of all MATES students did not meet standards in math	2024-25 Math Achievement: 91.7% of all MATES students met or exceeded standards in math 7.3% of all MATES students approached standards in math 1% of all MATES students did not meet standards in math	2025-26 Math Achievement: 92.1% of all MATES students met or exceeded standards in math 7.5% of all MATES students approached standards in math 0.4% of all MATES students did not meet standards in math	Maintenance of Progress: MATES students will continue to perform above the state and county averages as measured by Local Measures Targeted Improvement Over Baseline: Math Achievement: 94% of all MATES students will meet or exceed standards in math	2023-24 and 2025-26 Math Achievement Rate Comparison: 1.3% decrease of all MATES students meeting or exceeding standards in math 2.2% increase of all MATES students approaching standards in math 0.9% decrease of all MATES students not meeting standards in math
1.7	Least Restrictive Environment (LRE): Percentage of students in the general education setting 80% or more of their school day (Priority 7C–Course Access)	2023-24 Least Restrictive Environment: 100% of students in LRE	2024-25 Least Restrictive Environment: 99.5% of students in LRE	2025-26 Least Restrictive Environment: 99.5% of students in LRE	Maintenance of Progress: MATES students will continue to perform above the state and county averages as measured by Local Measures Targeted Improvement Over Baseline: Least Restrictive Environment:	2023-24 and 2025-26 Math Achievement Rate Comparison: 0.5% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					100% of students will be in LRE	

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.

Overall Implementation description:
MATES continues to carry out the actions designed to help students maintain a level of academic performance above the state and county averages as measured by CAASPP.

Successes with implementation:
Implemented actions have proven to be very successful. The Response to Intervention (RtI) program (Action 1.1, 1.2 and 1.10) has specifically met the needs of unduplicated student populations and individual underperforming students. In the 2025-26 school year, 7% of students served in RtI were referred for and qualified for special education services, 31% of students served in RtI no longer required the intervention support by the third trimester, and 85% of students in the program made academic improvements with RtI support. The RtI data demonstrate that short-term, targeted one-on-one and small group intervention services have benefitted students' academic success.

Challenges with implementation:
There were no major challenges in the action implementation for Goal 1 and all actions were implemented as planned.

Non-implementation or altered actions: NA

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

There were no substantive changes to the expenditure plan. Not substantive, but small variances exist across some actions due to fluctuation in work hours for hourly employees.

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

The MATES students continue to perform above the state and county averages as measured by CAASPP. The actions in place help to maintain this level of effectiveness for Goal 1. The actions supporting Goal 1 have been successfully implemented, have proven to be effective, and will be continued for the future.

Strong Effectiveness:

Action 1.1, 1.2, 1.10: RtI services have proven to be effective as CAASPP data indicate 5.1% growth in ELA and 6.07% growth in math over the past two years.
Action 1.3 & 1.4: ELPAC and reclassification rate data demonstrate that MATES EL students are making continued growth in their English language development and are not becoming long-term English learners.
Action 1.5: Local achievement measures indicate that very small percentages of all MATES students are not meeting standards. In 2025-26 1.4% did not meet standards in ELA and 0.4% did not meet standards in math. These small percentages demonstrate that unduplicated students are making academic progress and have benefitted from the academic support the ELOP program provides.
Action 1.6: Paraprofessionals help to support students with disabilities. CAASPP data demonstrate a 16.71% increase of students with disabilities meeting or exceeding standards in ELA and a 9.63% increase of students with disabilities meeting or exceeding standards in math over the past two years proving this action to be highly effective.
Action 1.7:UDL strategies are implemented broadly throughout all grade levels to provide students access to their education and reduce barriers to learning. Consistently improving CAASPP scores show that these strategies are effective.
Action 1.8: CAASPP data demonstrate a 16.71% increase of students with disabilities meeting or exceeding standards in ELA and a 9.63% increase of students with disabilities meeting or exceeding standards in math over the past two years, confirming that keeping students with disabilities in the general education setting to the greatest extent possible is beneficial for academic success.
Action 1.9: Integration of the arts is a key component of the MATES educational philosophy. Local achievement measures demonstrate that multi-modal, thematically structured academic units that incorporate the visual and performing arts into the core curriculum are beneficial to student learning and retention as evidenced by strong student CAASPP scores.

Emerging Effectiveness: NA

Did Not Achieve Desired Outcomes: NA

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

There are no substantive changes to the planned goal or actions. Previous LCAP metrics included CAASPP data, and based on educational partner feedback, additional academic metrics were added to the 2026-27 LCAP in order to further monitor the academic progress of MATES students. Additional academic metrics and target outcomes now also include CAST science progress, English development ELPAC progress, EL reclassification rate progress, local ELA/ELD and math achievement data, and LRE data. Due to increased need, additional paraprofessional hours were added to support students with disabilities in the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Response to Intervention (RtI)	RtI services are provided by an Intervention Specialist 3.75 hours per day for grades 3-5 to provide academic support for students not meeting standards	$56,373.00	Yes
1.2	Response to Intervention (RtI)	RtI services are provided by an Intervention Specialist 3 days per week for grades K-2 to provide academic support for students not meeting standards	$59,450.00	Yes
1.3	Instruction for English Learners	Instruction for English learners focusing on ELD standards will be integrated and designated by teachers within the classroom setting to meet the needs of English Language Learners (State Priority 7B - Course Access)	$15,000.00	Yes
1.4	Individualized Learning Plan Meetings	Teachers create and implement Individualized Learning Plans for each English Language Learner. Plans will be devised in collaboration with parents, teacher, and administration. Goals and progress will be measured throughout the school year.	$150.00	Yes
1.5	Expanded Learning Opportunities Program	Provide an opportunity for students to experience a safe and supportive environment for actively engaged learning that supports, but does not duplicate, the instructional day. (YMCA afterschool, intersession, and summer program).	$60,000.00	Yes
1.6	Paraprofessionals	Two part-time paraprofessionals provide additional support for special education students and assist in the resource classroom	$121,850.00	No
1.7	Universal Design for Learning (UDL)	Improve inclusive practices for all students and students with disabilities by providing staff members with professional development opportunities for inclusion and Universal Design for Learning	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Least Restrictive Environment	Provide inclusive environments for special education students to engage with general education peers (State Priority 7C - Course Access)	$0.00	No
1.9	Visual and Performing Arts	Incorporate Visual and Performing Arts into the core curriculum to demonstrate understanding of content and to synthesize learning. Provide opportunities to develop pieces of art and/or incorporate learned content into a performance to demonstrate understanding.	$164,830.00	No
1.10	Response to Intervention (RtI)	LREBG Action Learning Recovery for underperforming students to utilize the Learning Recovery Emergency Block Grant. The funds and associated actions are contingent on the Enacted Budget (final, legally approved state budgets passed by legislature and signed by the governor at the end of June). RtI services are provided by an Intervention Specialist to provide academic support for students not meeting standards as research demonstrates that the targeted, small-group format of RtI is an effective early intervention framework for improving early literacy and preventing academic failure. Metric used to monitor the action: Metric 1.5 and 1.6 LREPG Funds supporting this action: $3,969.00	$3,969.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and use social-emotional, interpersonal, and decision-making skills to establish and maintain positive relationships and to achieve school success.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The social emotional well-being of the students at MATES has always been a high priority. Parents and staff members agree that in order for students to be prepared to learn, they must develop their social-emotional, interpersonal, and decision-making skills to be successful. Based on analysis of parent and student climate survey results, MATES can continue to implement and strengthen social-emotional learning. This goal was developed to continue to focus on the conditions for learning by focusing on the state LCAP priorities of Basic Services, Pupil Engagement, and School Climate. The school will ensure that the actions aligned with this goal will continue to provide continued growth in social emotional learning allowing for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate (Priority 6A–Suspension Rate)	2022-23 Suspension Rate: 0.2% of students were suspended in the 2022-23 school year	2023-24 Suspension Rate: 0.5% of students were suspended in the 2023-24 school year	2024-25 Suspension Rate: 0.2% of students were suspended in the 2024-25 school year	Maintenance of Progress: MATES students will continue to develop and use social-emotional, interpersonal, and decision-making skills to establish and maintain positive relationships and	2022-23 and 2024-25 Comparison: 0% increase of students who were suspended

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					to achieve school success. Targeted Improvement Over Baseline: Suspension Rate 0.1% of students will be suspended	
2.2	Student Survey Results (Priority 6C–Local Measures)	2023-24 Student Survey Results: 90.9% of MATES fifth-grade students feel that they belong at school 96.4% of MATES fifth-grade students feel safe at school 90.9% of MATES fifth-grade students feel that they have friends 89% of MATES fifth-grade students feel they know how to work out conflicts with classmates 94.5% of MATES fifth-grade students feel that other students are nice to them 92.8% of MATES fifth-grade students feel that their teacher cares about them	2024-25 Student Survey Results: 95.3% of MATES fifth-grade students feel that they belong at school 96.8% of MATES fifth-grade students feel safe at school 96.8% of MATES fifth-grade students feel that they have friends 98.4% of MATES fifth-grade students feel they know how to work out conflicts with classmates 96.8% of MATES fifth-grade students feel that	2025-26 Student Survey Results: 95.1% of MATES fifth-grade students feel that they belong at school 93.4% of MATES fifth-grade students feel safe at school 98.4% of MATES fifth-grade students feel that they have friends 88.6% of MATES fifth-grade students feel they know how to work out conflicts with classmates 96.7% of MATES fifth-grade students feel that	Maintenance of Progress: MATES students will continue to develop and use social-emotional, interpersonal, and decision-making skills to establish and maintain positive relationships and to achieve school success. Targeted Improvement Over Baseline: Student Survey Results: 91% of MATES fifth-grade students will feel that they belong at school	2023-24 and 2025-26 Comparison: 4.2% increase of MATES fifth-grade students feeling that they belong at school 3% decrease of MATES fifth-grade students feeling safe at school 7.5% increase of MATES fifth-grade students feeling that they have friends 0.4% decrease of MATES fifth-grade students feeling they know how to work out conflicts with classmates 2.2% increase of MATES fifth-grade students feeling

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		91% of MATES fifth-grade students look forward to coming to school each day 98.2% of MATES fifth-grade students keep trying even when school work is hard	other students are nice to them 100% of MATES fifth-grade students feel that their teacher cares about them 69.8% of MATES fifth-grade students look forward to coming to school each day 96.8% of MATES fifth-grade students keep trying even when school work is hard	other students are nice to them 96.8% of MATES fifth-grade students feel that their teacher cares about them 67.2% of MATES fifth-grade students look forward to coming to school each day 98.3% of MATES fifth-grade students keep trying even when school work is hard	97% of MATES fifth-grade students will feel safe at school 91% of MATES fifth-grade students will feel that they have friends 90% of MATES fifth-grade students will feel they know how to work out conflicts with classmates 95% of MATES fifth-grade students will feel that other students are nice to them 93% of MATES fifth-grade students will feel that their teacher cares about them 92% of MATES fifth-grade students will look forward to coming to school each day 99% of MATES fifth-grade students will keep trying even when school work is hard	that other students are nice to them 4% increase of MATES fifth-grade students feeling that their teacher cares about them 23.8% decrease of MATES fifth-grade students looking forward to coming to school each day 0.1% increase of MATES fifth-grade students who keep trying even when school work is hard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Schoolwide Climate Survey Results (Priority 6C–Local Measures)	2023-24 Schoolwide Climate Survey Results: 90.9% of MATES parents report that their child feels safe at school 87% of MATES parents feel there are trusted adults their child can go to for help 84.8% of MATES parents feel the MATES staff has a positive impact on their child's behavior 86.3% of MATES parents feel the MATES teachers have built strong relationships with their child	2024-25 Schoolwide Climate Survey Results: 91.5% of MATES parents report that their child feels safe at school 95.7% of MATES parents feel there are trusted adults their child can go to for help 94.7% of MATES parents feel the MATES staff has a positive impact on their child's behavior 92.6% of MATES parents feel the MATES teachers have built strong relationships with their child	2025-26 Schoolwide Climate Survey Results: 86.8% of MATES parents report that their child feels safe at school 92.9% of MATES parents feel there are trusted adults their child can go to for help 87.9% of MATES parents feel the MATES staff has a positive impact on their child's behavior 93.9% of MATES parents feel the MATES teachers have built strong relationships with their child	Maintenance of Progress: MATES students will continue to develop and use social-emotional, interpersonal, and decision-making skills to establish and maintain positive relationships and to achieve school success. Targeted Improvement Over Baseline: Schoolwide Climate Survey Results: 91% of MATES parents will report that their child feels safe at school 88% of MATES parents will feel there are trusted adults their child can go to for help 85% of MATES parents will feel the MATES staff has a positive	2023-24 and 2025-26 Comparison: 4.1% decrease of MATES parents reporting that their child feels safe at school 5.9% increase of MATES parents feeling there are trusted adults their child can go to for help 3.1% increase of MATES parents feeling the MATES staff has a positive impact on their child's behavior 7.6% increase of MATES parents feeling the MATES teachers have built strong relationships with their child

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					impact on their child's behavior 87% of MATES parents will feel the MATES teachers have built strong relationships with their child	
2.4	Percentage of Properly Credentialed Teachers: Percentage of teaching full-time-equivalent (Priority 1A–Basic Services)	2022-23 Percentage of Fully Credentialed Teachers: 92.1%	2023-24 Percentage of Fully Credentialed Teachers: 96.8%	2024-25 Percentage of Fully Credentialed Teachers: 99.5%	Maintenance of Progress: MATES students will continue to develop and use social-emotional, interpersonal, and decision-making skills to establish and maintain positive relationships and to achieve school success. Targeted Improvement Over Baseline: Percentage of Fully Credentialed Teachers: 100%	2022-23 and 2024-25 Comparison: 7.4% increase in recorded credential data
2.5	Student Access to Standards-Aligned Instructional Materials (Priority 1B–Basic Services)	2022-23 Percentage of students without access to their own copies of standards-aligned instructional materials	2023-24 Percentage of students without access to their own copies of standards-aligned	2024-25 Percentage of students without access to their own copies of standards-aligned	Maintenance of Progress: MATES students will continue to develop and use social-emotional,	2022-23 and 2024-25 Comparison: 0% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for use at school and at home: 0%	instructional materials for use at school and at home: 0%	instructional materials for use at school and at home: 0%	interpersonal, and decision-making skills to establish and maintain positive relationships and to achieve school success. Targeted Improvement Over Baseline: Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	
2.6	Facilities in Good Repair: Instances where facilities do not meet the “Good Repair” standard (Priority 1C–Basic Services)	2022-23 Deficiencies and Extreme Deficiencies: 0%	2023-24 Deficiencies and Extreme Deficiencies: 0%	2024-25 Deficiencies and Extreme Deficiencies: 0%	Maintenance of Progress: MATES students will continue to develop and use social-emotional, interpersonal, and decision-making skills to establish and maintain positive relationships and to achieve school success.	2022-23 and 2024-25 Comparison: 0% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Targeted Improvement Over Baseline: Deficiencies and Extreme Deficiencies: 0%	
2.7	School Attendance Rates: Average daily attendance rate for the school year (State Priority 5A - Pupil Engagement)	2023-24 Attendance Rate: 96%	2024-25 Attendance Rate: 96%	2025-26 Attendance Rate: 96%	Maintenance of Progress: MATES students will continue to develop and use social-emotional, interpersonal, and decision-making skills to establish and maintain positive relationships and to achieve school success. Targeted Improvement Over Baseline: Attendance Rate: 96.5%	2023-24 and 2025-26 Comparison: 0% increase
2.8	Chronic Absenteeism Rates (State Priority 5B - Pupil Engagement)	2022-23 Chronic Absenteeism Rate: ALL: 2.9% chronically absent SWD: 5.4% chronically absent Hispanic: 7% chronically absent	2023-24 Chronic Absenteeism Rate: ALL: 2.2% chronically absent SWD: 1.9% chronically absent Hispanic: 1.9% chronically absent	2024-25 Chronic Absenteeism Rate: ALL: 2% chronically absent SWD: 3.8% chronically absent Hispanic: 1.7% chronically absent	Maintenance of Progress: MATES students will continue to develop and use social-emotional, interpersonal, and decision-making skills to establish	2022-23 and 2024-25 Comparison: ALL: 0.9% decrease SWD: 1.6% decrease Hispanic: 5.3% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 5.9% chronically absent LI: 20.8% chronically absent	EL: data suppressed for privacy LI: 19% chronically absent	EL: 0% chronically absent LI: 7.1% chronically absent	and maintain positive relationships and to achieve school success. Targeted Improvement Over Baseline: 2022-23 Chronic Absenteeism Rate: ALL: 2% will be chronically absent SWD: 5% will be chronically absent Hispanic: 6% will be chronically absent EL: 5% will be chronically absent LI: 10% will be chronically absent	EL: 5.9% decrease LI: 13.7% decrease
2.9	Pupil Expulsion Rates (State Priority 6B - School Climate)	2023-24 Pupil Expulsion Rate: 0%	2024-25 Pupil Expulsion Rate: 0%	2025-26 Pupil Expulsion Rate: 0%	Maintenance of Progress: MATES students will continue to develop and use social-emotional, interpersonal, and decision-making skills to establish and maintain positive relationships and to achieve school success.	2023-24 and 2025-26 Comparison: 0% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Targeted Improvement Over Baseline: Pupil Expulsion Rate: 0%	
2.11						

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.

Overall Implementation description:
MATES continues to carry out the actions designed to help students develop and use social-emotional, interpersonal, and decision-making skills to establish and maintain positive relationships and to achieve school success. There were no substantive changes to the action plan.

Successes with implementation:
Implemented actions have been successful. Student behavioral needs are addressed at increasing levels of support as needed from universal supports such as the social-emotional learning curriculum (Action 2.1), HEART Highway (Action 2.6), and Core Values program (Action 2.5) to more targeted interventions such as social skills groups (Action 2.3) and behavior intervention services (Action 2.4). Suspension, expulsion, and attendance rate data support a positive school climate. Additionally, both student and schoolwide climate surveys show positive results.

Challenges with implementation:
There were no major challenges in the action implementation for Goal 2 and all actions were implemented as planned.

Non-implementation or altered actions: NA

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

There were no substantive changes to the expenditure plan.

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

The MATES students continue to do well in making connections to the MATES community and forming positive relationships with peers and adults on campus. The MATES community continues to report a positive school climate. The actions in place help to maintain this level of effectiveness for Goal 2. The actions supporting Goal 2 have been successfully implemented, have proven to be effective, and will be continued for the future.

Strong Effectiveness:
Action 2.1: Social-emotional learning curricula are a critical component of the MATES course of study. Ongoing developmentally appropriate and vertically articulated lessons have demonstrated effectiveness in supporting student behavior and school climate as indicated by climate survey data.
Action 2.2: In addition to providing academic support, the ELOP program also provides a safe and supportive environment for unduplicated students in which they benefit from positive role models, homework help, and social activities as demonstrated by strong dashboard data in suspension rates and attendance rates.
Action 2.3: Social skills groups have been a highly beneficial Tier 2 resource for students who need additional skills building and social-emotional support. In the 2025-26 school year, the MATES school psychologist supported 21 students in four different types of groups with this targeted, short-term intervention as demonstrated by strong dashboard data in suspension rates and attendance rates.
Action 2.4: The social-emotional services specialist works one-on-one with high needs students to build skills and provide intensive, Tier 3 support to help students learn to manage emotions, build social skills, and cope with stress or trauma. This service has been highly beneficial for the students who qualify for this level of support as demonstrated by strong dashboard data in suspension rates and attendance rates.
Action 2.5: The HEART of an Eagle is the MATES school-wide core values program that is implemented in all grade levels. Through the HEART of an Eagle program, all MATES staff including teachers, administrators, and campus supervisors have consistent core values language and procedures to support student behavior and provide positive reinforcement for student behavior. Parents, guardians, and families are also encouraged to reinforce the HEART of an Eagle language in the home setting. The effectiveness of this program is shown in positive climate survey results.
Action 2.6: The HEART Highway is a conflict resolution tool that students are trained to use with peers. This is an effective tool for helping students to communicate effectively with one another and build skills to work out peer conflict independently. Students have access to the HEART Highway in both their classrooms and on the playground. The benefits of this tool are demonstrated in positive student survey results.

Emerging Effectiveness: NA

Did Not Achieve Desired Outcomes: NA

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

There are no substantive changes to the the planned goal, or actions. Previous Goal 2 metrics included suspension rate data, student survey results, and schoolwide climate survey results. Based on educational partner feedback, in the 2026-27 LCAP additional metrics were added to further monitor the progress of percentage of properly credentialed teachers, student access to standards-aligned instructional materials, facilities, school attendance rates, chronic absenteeism rates, and pupil expulsion rates.

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	Social-Emotional Learning	Teachers integrate classroom social-emotional lessons from Mind Up and Second Step curricula, as well as supplemental supports including Go Noodle videos, core values literature books, community circles, art projects, affirmation jars, etc. MATES will provide professional development opportunities in social-emotional learning strategies for teachers.	$2,000.00	No
2.2	Expanded Learning Opportunities Program	Provide opportunities for students to experience a safe and supportive environment for actively engaged learning that supports, but does not duplicate, the instructional day. (YMCA after school, intersession, and summer program).	$20,000.00	Yes
2.3	Social Skills Groups with School Psychologist	School Psychologist will designate 2 1/2 hours per week to provide short-term social skills groups to students in need of additional social-emotional support.	$5,000.00	Yes
2.4	Behavior Intervention Services	Contract services of a Social-Emotional Services Specialist for 8 hours a week through Ventura County SELPA to provide social-emotional and/or behavioral support services to students in need of more than a short-term group setting.	$25,000.00	No
2.5	MATES HEART of an Eagle Core Values Program	Teach "Heart of an Eagle" core values lessons across school settings. Acknowledge students at monthly Core Values Assemblies and provide incentive awards.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Conflict Resolution Strategies	Use the MATES "HEART Highway" (restorative justice peace path) to teach and practice conflict resolution strategies across school settings.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide various opportunities for participation of all educational partners in students' academic success.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Educational partner engagement and volunteerism have always been a strength at MATES. Educational partners play a key role in the continuous development of the school. Opportunities to participate in various committees such as safety, curriculum, technology, and budget allow MATES to review the program through a variety of perspectives. Research shows that parental involvement in their students' education leads to student success. Keeping parents and educational partners informed, allows for home/school support and ultimately aids in student achievement. On the 2026 Annual Parent Climate Survey, 98% of parents surveyed said that they are actively involved with their child's education. 85.8% of parents surveyed stated that they are connected to other families at the school and they support each other. 89.9% of parents surveyed said that they have the information they need to support their child's learning at home, and 87.9% of parents surveyed said that they are well-informed about how their child is doing in school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Schoolwide Climate Survey Results (Priority 3A–Parent Involvement) (Priority 3B–Parent Involvement) (Priority 3C–Parent Involvement)	2023-24 Climate Survey Results: 96.9% of MATES parents report that they are involved in their child's education 92.4% of MATES parents report that communication from MATES is easy to understand	2024-25 Climate Survey Results: 100% of MATES parents report that they are involved in their child's education 93.6% of MATES parents report that communication from MATES is easy to understand	2025-26 Schoolwide Climate Survey Results: 98% of MATES parents report that they are involved in their child's education 95.9% of MATES parents report that communication	Maintenance of Progress: Provide various opportunities for participation of all educational partners in students' academic success. Targeted Improvement Over Baseline:	2023-24 and 2024-25 Comparison: 1.1% increase of MATES parents reporting that they are involved in their child's education 3.5% increase of MATES parents reporting that communication

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		75.6% of MATES parents feel they are connected to other families at the school 84.8% of MATES parents feel they have information to support their child's learning at home 87.1% of MATES parents feel they are well-informed of how their child is doing in school	87.2% of MATES parents feel they are connected to other families at the school 74.5% of MATES parents feel they have information to support their child's learning at home 87.3% of MATES parents feel they are well-informed of how their child is doing in school	from MATES is easy to understand 85.8% of MATES parents feel they are connected to other families at the school 89.9% of MATES parents feel they have information to support their child's learning at home 87.9% of MATES parents feel they are well-informed of how their child is doing in school	Climate Survey Results: 97% of MATES parents report that they are involved in their child's education 93% of MATES parents report that communication from MATES is easy to understand 76% of MATES parents feel they are connected to other families at the school 85% of MATES parents feel they have information to support their child's learning at home 88% of MATES parents feel they are well-informed of how their child is doing in school	from MATES is easy to understand 10.2% increase of MATES parents feeling they are connected to other families at the school 5.1% increase of MATES parents feeling they have information to support their child's learning at home 0.8% increase of MATES parents feeling they are well-informed of how their child is doing in school

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.

Overall Implementation description:

MATES continues to carry out the actions designed to help provide various opportunities for participation of all educational partners in students' academic success. There were no substantive changes to the action plan.

Successes with implementation:
Implemented actions have been successful. MATES provides a variety of ways to engage educational partners including academic participation (Action 3.1, 3.3, 3.4), opportunities to engage in decision-making (Action 3.2), opportunities for community-building (Action 3.5, 3.6, 3.7), and engagement of the larger community (Action 3.9).

Challenges with implementation:
There were no major challenges in the action implementation for Goal 3 and all actions were implemented as planned.

Non-implementation or altered actions: NA

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

There were no substantive changes to the expenditure plan.

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

MATES continues to do well in providing various opportunities for participation of all educational partners in students' academic success. The actions in place help to maintain this level of effectiveness for Goal 3. The actions supporting Goal 3 have been successfully implemented, have proven to be effective, and will be continued for the future.

Strong Effectiveness:
Action 3.1: ILP meetings are valuable and have effectively engaged parents in education of and decision-making about ELD as evidenced by climate survey results.
Action 3.2: School decision-making is driven by board committees, which allow for representation from all educational partner groups. This action is effective as demonstrated by climate survey results.
Action 3.3: Grade level toolkits assist with communication and self-efficacy as shown by climate survey results.
Action 3.4: Parent education sessions are valuable for education and community-building as evidenced by climate survey results.
Action 3.5: The Volunteer Orientation helps volunteers feel prepared and effective in their role as evidenced by climate survey results.
Action 3.6: The MCN provides valuable opportunities for engagement and community-building as shown in climate survey results.
Action 3.7: Volunteer opportunities provide effective school engagement as shown by climate survey results.
Action 3.8: Implemented communication tools have proven to be highly effective as shown in climate survey results.
Action 3.9: Community collaboration with the local university has been an effective community building tool as evidenced by climate survey results.

Emerging Effectiveness: NA

Did Not Achieve Desired Outcomes: NA

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

There are no substantive changes to the planned goal or actions. Previous metrics for Goal 3 included an additional metric for CAASPP data. Based on educational partner feedback, this metric was moved to measure Goal 1. The 2026-27 LCAP includes the schoolwide climate survey results as the Goal 3 metric.

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	Individualized Learning Plan Meetings	Hold Individualized Learning Plan meetings for parents of English language learners in order to create specific goals for their student's English language development.	$100.00	Yes
3.2	Board Committee Participation	Encourage educational partners to share their expertise on MATES Board Committees to provide recommendations to the MATES Board of Directors.	$0.00	No
3.3	Grade Level Tool Kits	Update and maintain Grade Level Toolkits to provide resources for parents when assisting their child at home.	$0.00	No
3.4	Parent Education Days/ Nights	Provide parent education opportunities enabling parents to assist their students at home. Education opportunities may include parenting strategies, managing anxiety, cyber safety, etc.	$0.00	No
3.5	Volunteer Orientation	Volunteer orientation will provide volunteers with the basic information necessary to be most effective in their volunteer role on campus.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Work collaboratively with MCN to provide MATES community events	Along with the MCN, provide MATES family/community events to help families connect at the school allowing them to support each other (i.e. Family Movie Night, Winter Art Gallery, STEAM Night, etc.)	$0.00	No
3.7	Provide Volunteer Opportunities	Provide volunteer opportunities to all educational partners. Opportunities may vary including, but not limited to, assisting in classrooms, specialist classes, board committees, MATES community events, and community service events.	$0.00	No
3.8	Communication	Provide communication in a variety of ways including, but not limited to: email, Wednesday efolder, Parent Square, all calls, weekly blogs, community calendar, parent-teacher conferences, Seesaw, Friday folders, classroom newsletters, etc.	$1,500.00	No
3.9	Community Collaboration School Partnership	Maintain an MOU with California Lutheran University to facilitate Cal Lutheran student volunteers on the MATES campus.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$70,057	$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
1.431%	0.000%	$0.00	1.431%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Response to Intervention (RtI) **Need:** Academic gaps identified through CAASPP and local data **Scope:** LEA-wide	Intervention services provided to students demonstrating academic skill gaps with priority given to unduplicated populations	CAASPP and local academic data monitoring

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Response to Intervention (RtI) **Need:** Academic gaps identified through local data **Scope:** LEA-wide	Intervention services provided to students demonstrating academic skill gaps with priority given to unduplicated populations	Local academic data monitoring
2.3	**Action:** Social Skills Groups with School Psychologist **Need:** Social-emotional skills needs as identified by classroom teachers **Scope:** LEA-wide	Social-emotional skills groups provided to students demonstrating social-emotional skill needs with priority given to unduplicated populations	Student survey results and local anecdotal data

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Instruction for English Learners **Need:**	English language development instruction is provided to students demonstrating language skill gaps to increase fluency in the English language	ELPAC and local academic data monitoring

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English learners require ongoing integrated and designated instruction and practice with the English language **Scope:** Limited to Unduplicated Student Group(s)		
1.4	**Action:** Individualized Learning Plan Meetings **Need:** English learners require ongoing integrated and designated instruction and practice with the English language **Scope:** Limited to Unduplicated Student Group(s)	In alignment with the ELA/ELD Framework, Individualized Learning Plans are created to assist teachers and parents in best supporting the unique language needs of their student	ELPAC, RFEP rates, and local academic data monitoring
1.5	**Action:** Expanded Learning Opportunities Program **Need:** Unduplicated student groups require access to a 9-hour day **Scope:** Limited to Unduplicated Student Group(s)	The YMCA afterschool, intersession, and summer program will provide unduplicated students access to a 9-hour day.	CAASPP and local academic data monitoring
2.2	**Action:** Expanded Learning Opportunities Program **Need:** Unduplicated student groups require access to a 9-hour day	The YMCA afterschool, intersession, and summer program will provide unduplicated students access to a 9-hour day.	Student survey results

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.1	**Action:** Individualized Learning Plan Meetings **Need:** English learners require ongoing integrated and designated instruction and practice with the English language **Scope:** Limited to Unduplicated Student Group(s)	English language development instruction is provided to students demonstrating language skill gaps to increase fluency in the English language	ELPAC and local academic data monitoring

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

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	17.81:416	NA

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 certificated staff providing direct services to students	22.59:416	NA

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	$4,894,402.00	70,057	1.431%	0.000%	1.431%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$299,903.00	$235,819.00	$0.00	$0.00	$535,722.00	$411,722.00	$124,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Response to Intervention (RtI)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3-5	Ongoing	$56,373.00	$0.00	$56,373.00				$56,373.00	
1	1.2	Response to Intervention (RtI)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	Ongoing	$59,450.00	$0.00	$59,450.00				$59,450.00	
1	1.3	Instruction for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.4	Individualized Learning Plan Meetings	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$150.00	$0.00	$150.00				$150.00	
1	1.5	Expanded Learning Opportunities Program	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$60,000.00		$60,000.00			$60,000.00	
1	1.6	Paraprofessionals	Students with Disabilities	No			All Schools	Ongoing	$121,850.00	$0.00		$121,850.00			$121,850.00	
1	1.7	Universal Design for Learning (UDL)	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.8	Least Restrictive Environment	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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	1.9	Visual and Performing Arts	All	No			All Schools	Ongoing	$164,830.00	$0.00	$164,830.00				$164,830.00	
1	1.10	Response to Intervention (RtI)	All	No			All Schools	Ongoing	$3,969.00	$0.00		$3,969.00			$3,969.00	
2	2.1	Social-Emotional Learning	All	No			All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.2	Expanded Learning Opportunities Program	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
2	2.3	Social Skills Groups with School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,000.00	$0.00		$5,000.00			$5,000.00	
2	2.4	Behavior Intervention Services	Students with Disabilities	No			All Schools	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
2	2.5	MATES HEART of an Eagle Core Values Program	All	No			All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
2	2.6	Conflict Resolution Strategies	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Individualized Learning Plan Meetings	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		Ongoing	$100.00	$0.00	$100.00				$100.00	
3	3.2	Board Committee Participation	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Grade Level Tool Kits	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Parent Education Days/ Nights	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.5	Volunteer Orientation	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.6	Work collaboratively with MCN to provide MATES community events	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.7	Provide Volunteer Opportunities	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.8	Communication	All	No			All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	

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	3.9	Community Collaboration School Partnership	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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
$4,894,402.00	70,057	1.431%	0.000%	1.431%	$131,073.00	0.000%	2.678 %	**Total:**	$131,073.00
								LEA-wide Total:	$115,823.00
								Limited Total:	$15,250.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Response to Intervention (RtI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3-5	$56,373.00	
1	1.2	Response to Intervention (RtI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	$59,450.00	
1	1.3	Instruction for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,000.00	
1	1.4	Individualized Learning Plan Meetings	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$150.00	
1	1.5	Expanded Learning Opportunities Program	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.6	Paraprofessionals				All Schools		
2	2.2	Expanded Learning Opportunities Program	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Social Skills Groups with School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Individualized Learning Plan Meetings	Yes	Limited to Unduplicated Student Group(s)	English Learners		$100.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$510,681.00	$529,396.00

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**	Response to Intervention (RtI)	Yes	$54,176.00	$55,980.00
1	**1.2**	Response to Intervention (RtI)	Yes	$58,022.00	$55,163.00
1	**1.3**	Instruction for English Learners	Yes	$15,000.00	$9,253.00
1	**1.4**	Individualized Learning Plan Meetings	Yes	$250.00	$374.00
1	**1.5**	Expanded Learning Opportunities Program	No Yes	$60,000.00	$71,765.00
1	**1.6**	Paraprofessionals	No	$117,854.00	$114,073.00
1	**1.7**	Universal Design for Learning (UDL)	No	$0.00	$0.00
1	**1.8**	Least Restrictive Environment	No	$0.00	$0.00
1	**1.9**	Visual and Performing Arts	No	$167,410.00	$161,689.00
1	**1.10**	Response to Intervention (RtI)	No	$3,969.00	$3,993.00

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	2.1	Social-Emotional Learning	No	$2,000.00	$2,778.00
2	2.2	Expanded Learning Opportunities Program	No Yes	$0.00	$20,000
2	2.3	Social Skills Groups with School Psychologist	Yes	$5,000.00	$6,578.00
2	2.4	Behavior Intervention Services	No	$25,000.00	$25,000.00
2	2.5	MATES HEART of an Eagle Core Values Program	No	$500.00	$1,250.00
2	2.6	Conflict Resolution Strategies	No	$0.00	$0.00
3	3.1	Individualized Learning Plan Meetings	Yes	$0.00	$0.00
3	3.2	Board Committee Participation	No	$0.00	$0.00
3	3.3	Grade Level Tool Kits	No	$0.00	$0.00
3	3.4	Parent Education Days/ Nights	No	$0.00	$0.00
3	3.5	Volunteer Orientation	No	$0.00	$0.00
3	3.6	Work collaboratively with MCN to provide MATES community events	No	$0.00	$0.00
3	3.7	Provide Volunteer Opportunities	No	$0.00	$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)
3	**3.8**	Communication	No	$1,500.00	$1,500.00
3	**3.9**	Community Collaboration School Partnership	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$68,577.00	$127,448.00	$138,729.00	($11,281.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Response to Intervention (RtI)	Yes	$54,176.00	$54,916.00		
1	1.2	Response to Intervention (RtI)	Yes	$58,022.00	$55,163.00		
1	1.3	Instruction for English Learners	Yes	$15,000.00	$22,072.00		
1	1.4	Individualized Learning Plan Meetings	Yes	$250.00	$0.00		
1	1.5	Expanded Learning Opportunities Program	Yes				
2	2.2	Expanded Learning Opportunities Program	Yes				
2	2.3	Social Skills Groups with School Psychologist	Yes		$6,578.00		
3	3.1	Individualized Learning Plan Meetings	Yes	$0.00	$0.00		

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)
$4,788,753.00	$68,577.00	0	1.432%	$138,729.00	0.000%	2.897%	$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).

California Department of Education
November 2024