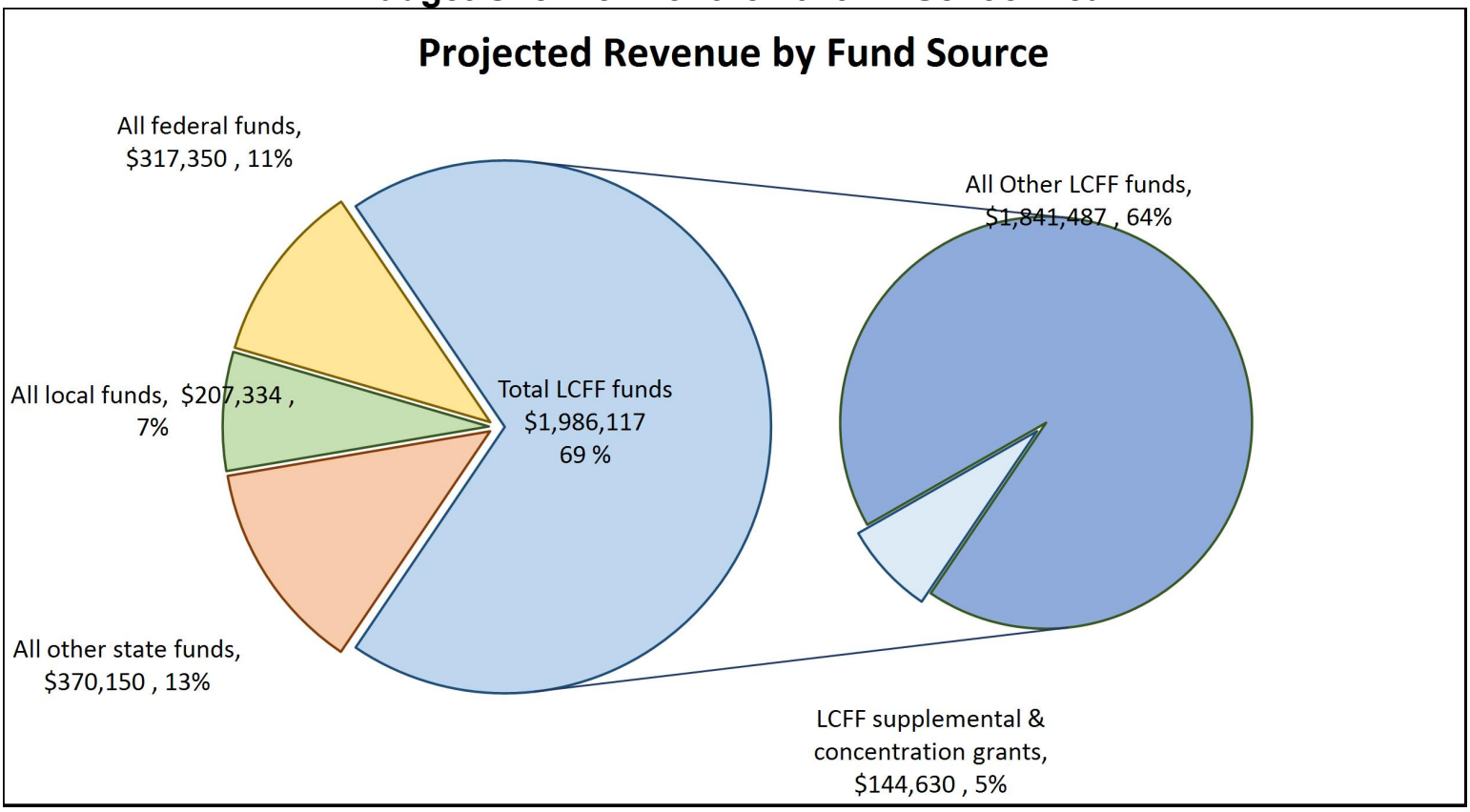
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Antonio Union School District
CDS Code: 27661676026629
School Year: 2026-27
LEA contact information:
Amy Sweet
Superintendent/Principal
amysweet@sanantoniousd.org
831-385-3051

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

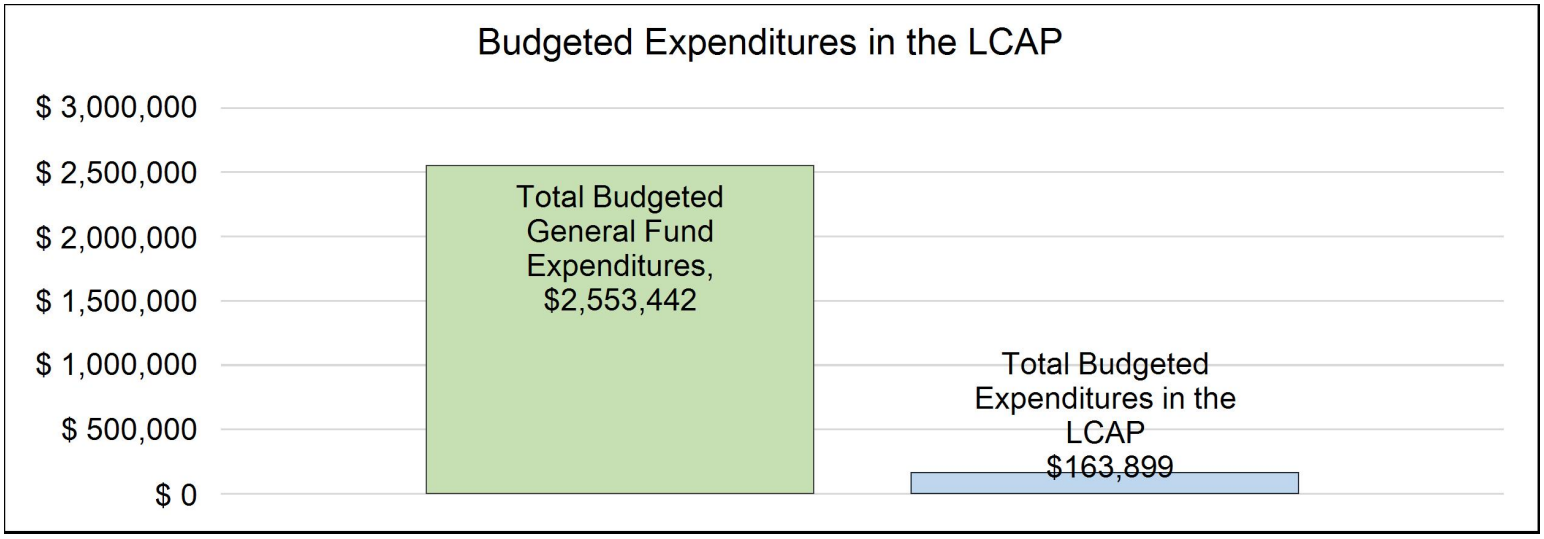


This chart shows the total general purpose revenue San Antonio Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Antonio Union School District is $2,880,951.48, of which $1,986,117.48 is Local Control Funding Formula (LCFF), $370,150 is other state funds, $207,334 is local funds, and $317,350 is federal funds. Of the $1,986,117.48 in LCFF Funds, $144,630 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 San Antonio Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Antonio Union School District plans to spend $2,553,442 for the 2026-27 school year. Of that amount, $163,899 is tied to actions/services in the LCAP and $2,389,543 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures not included in the LCAP will support the district's base instructional program and general operations, including core classroom staffing, administration, facilities maintenance and operations, utilities, transportation, special education services, health and safety supports, insurance, and restricted programs; these expenditures are necessary to operate the district but are not identified as specific actions or services in the LCAP.

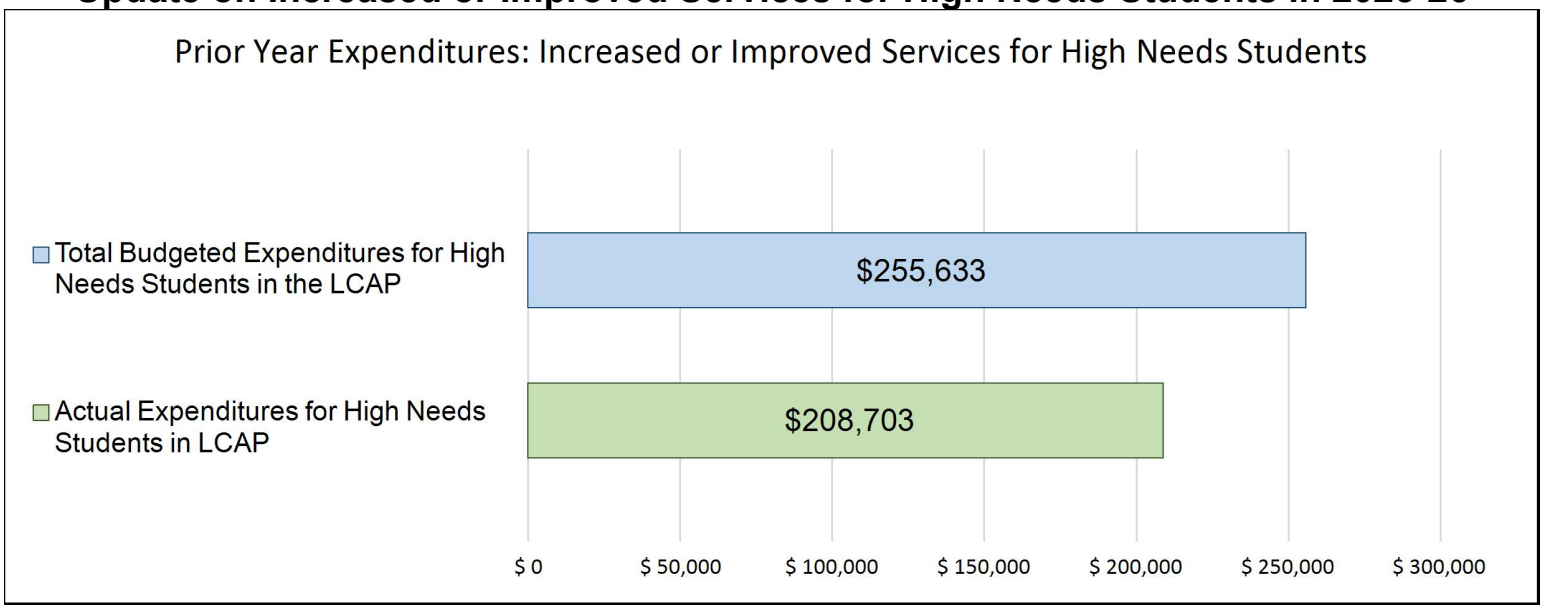
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, San Antonio Union School District is projecting it will receive $144,630 based on the enrollment of Foster Youth, English learner, and low-income students. San Antonio Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Antonio Union School District plans to spend $151,300 towards meeting this requirement, as described in the LCAP.

The district is supporting students utilizing both the LCAP funds and the general fund. The district has made academic achievement, engagement, health and safety, and social emotional support a priority. Grant funding has been utilized to offer individualized training courses to support teachers individual goals. The Learning Recover Grant has supported hiring a reading interventionist to support the services for high needs students.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, San Antonio Union School District's LCAP budgeted $255,633.00 for planned actions to increase or improve services for high needs students. San Antonio Union School District actually spent $208,703 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $46,930 had the following impact on San Antonio Union School District’s ability to increase or improve services for high needs students:

Although actual expenditures for actions and services to increase or improve services for high-needs students were lower than the amount budgeted in the 2025–26 LCAP, the district implemented the planned actions and services as intended. The difference was due to lower-than-anticipated costs and available funding adjustments, and it did not reduce, delay, or negatively impact the overall level or effectiveness of services provided to high-needs students. The district still exceeded the required increased or improved services amount for 2025–26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Antonio Union School District	Amy Sweet Superintendent/Principal	amysweet@sanantoniousd.org 831-385-3051

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.

The San Antonio Union Elementary School District (SAUSD) serves approximately 130 students in Transitional Kindergarten through Grade Eight. Located in southern Monterey County, SAUSD is the largest school district in the county by geographic area, encompassing a predominantly rural region characterized by agricultural, military, and public service communities.

The district operates a single TK–8 school that serves all students residing within district boundaries. SAUSD's student population is diverse and includes children of active-duty military personnel, civilian employees, and families residing at nearby Fort Hunter Liggett. This unique military partnership contributes to a highly mobile student population and requires the district to maintain responsive academic, social-emotional, and transition supports for students and families.

The district is situated near several culturally and historically significant landmarks, including Mission San Antonio de Padua and Lake San Antonio Recreation Area. These community assets provide opportunities to connect classroom learning with local history, environmental stewardship, and experiential educational opportunities.

SAUSD is committed to providing a safe, inclusive, and academically rigorous learning environment where every student is supported to achieve high levels of success. The district's mission is to ensure that all students develop the knowledge, skills, and character necessary to become productive citizens, lifelong learners, and responsible contributors to their communities. Through strong relationships among students, families, staff, and community partners, SAUSD fosters a culture where every student is known, valued, and supported.

The district serves a student population that includes English learners, low-income students, military-connected students, students with disabilities, and foster youth. Consistent with the principles of the Local Control Funding Formula (LCFF), SAUSD prioritizes equitable access to high-quality instruction, intervention services, social-emotional supports, and enrichment opportunities designed to address the unique needs of these student groups.

As a small rural district, SAUSD benefits from personalized instruction, low student-to-staff ratios, and strong collaboration among educational partners. These strengths allow the district to closely monitor student progress, respond quickly to emerging needs, and maintain meaningful engagement with families and community stakeholders throughout the Local Control and Accountability Plan (LCAP) development process.

The district's current strategic priorities include improving academic achievement in English language arts and mathematics, increasing student attendance and engagement, supporting positive school climate and student well-being, strengthening services for English learners and other unduplicated student groups, and maintaining high-quality instructional programs aligned to California State Standards. These priorities have been informed through analysis of local data, educational partner feedback, and ongoing review of student outcomes.

SAUSD receives NO Equity Multiplier funding.

Reflections: Annual Performance

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

The San Antonio Union Elementary School District (SAUSD) conducted a comprehensive review of student performance using the California School Dashboard and local data sources as part of the development of the 2026–27 Local Control and Accountability Plan (LCAP). This analysis identified both areas of success and areas requiring continued attention and improvement.

Areas of success:
The district experienced several positive outcomes during the review period. According to the 2025 California School Dashboard, districtwide Chronic Absenteeism declined by 3.9 percentage points. Additionally, Chronic Absenteeism among English Learners improved by 6.5 percentage points and moved from the Yellow performance level to the Green performance level. Districtwide academic performance also improved, with English Language Arts (ELA) increasing by 26.9 points and Mathematics increasing by 33.4 points from the prior reporting period.

English Learner performance in ELA demonstrated significant growth, improving by 48.8 points change for ELs on ELA and 54.5 points improvement of the Year 2 to baseline. Although English Learners continue to perform below the state standard, the substantial increase indicates that targeted supports are beginning to produce positive results. In addition, the district is in the process of reclassifying five English Learners based on 2025–26 ELPAC results, reflecting continued progress toward English proficiency.

Chronic Absenteeism declined by 3.9%. (2025 CA School Dashboard).
We are in the process of reclassifying five students as English Proficient based on their ELPAC scores for 2026.
English Language Arts scores increased 26.9 points (2025 CA School Dashboard).

English Learners are performing 69.9 points below the standard in English Language Arts, which was an increase of 48.8 points (2025 CA School Dashboard).
Mathematics scores increased 33.4 points (2025 CA School Dashboard).
Chronic absenteeism for English Learners moved from yellow to the green, with a 8.6% decline (2025 CA School Dashboard) and the two year change is a 14.1% decline.

Areas of need:
English Language Arts scores shows student scores are still 46.5 points below the standard (2025 CA School Dashboard).
Targeted interventions providing curriculum support in the areas of reading and writing, focused on English Learners needs are vital to improve student outcomes for all subgroup.

Despite these gains, significant achievement gaps remain. Districtwide ELA performance remains 46.5 points below standard, indicating the need for continued instructional improvement and intervention supports. English Learners continue to perform 69.9 points below standard in ELA, demonstrating the need for sustained and enhanced services designed specifically to accelerate language acquisition and academic achievement.

Analysis of local and state data indicates that targeted interventions focused on reading, writing, language development, and academic support remain necessary to improve outcomes for English Learners and other unduplicated student groups. Educational partner feedback further emphasized the need for additional academic intervention opportunities and individualized support for students experiencing learning gaps.

Required Dashboard Identification for the Duration of the Three-Year LCAP Cycle

Areas of need: (2023 CA School Dashboard).
English learners are performing at the red indicator for chronic absenteeism indicator, districtwide (2023 CA School Dashboard).
Districtwide chronic absenteeism declined 10% (2023 CA School Dashboard).
This data provides insight into the specific areas of academic and attendance challenges, allowing for targeted interventions and strategies to improve student outcomes.
English Learners are performing 124.4 points below the standard, with an increase of 11.1 points (2023 CA School Dashboard).
Targeted interventions providing curriculum support in the areas of reading and writing, focused on English Learners needs are vital to improve student outcomes for this subgroup.

Inclusion of LREBG Funds: The district has unexpended LREBG funds for the 2026-27 school year.

SAUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026–27 school year. A comprehensive needs assessment identified widespread underperformance across all major subgroups—including English Learners, Long-Term English Learners, students with disabilities, Hispanic students, and socioeconomically disadvantaged students—in Chronic Absenteeism, ELA, and Math, with 100% of these groups in the mixed status/color Dashboard performance levels.

To address these disparities, the district added Action 1.3 and designated it as LREBG-funded. This action supports the hiring and training of an instructional teacher focused on small-group and academic intervention instruction.

Action 1.3 has been revised to include LREBG funding.
Metric 2.4 has been revised to include low-income students, English Learners, and students with disabilities.
The action(s) align with allowable fund uses in the area of accelerating progress to close learning gaps through the implementation of evidence-based small group learning supports provided by certificated staff.

This action aligns directly with the needs identified in the dashboard analysis and educational partner feedback, which emphasized improved academic support, particularly for unduplicated and historically underserved students. By reducing student-teacher ratios and expanding access to small group instruction, this LREBG-funded strategy is expected to accelerate learning and close the achievement gaps that were clearly outlined in the heatmap data.

Overall, SAUSD's Dashboard and local data reflect both meaningful progress and persistent areas of need. The district remains committed to using data-driven decision making, educational partner input, and targeted investments to improve student outcomes and advance educational equity for all students.

Reflections: Technical Assistance

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

San Antonio is not eligible for technical assistance.

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.

San Antonio Union Elementary is not a school identified as 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.

San Antonio Union Elementary is not a school identified as CSI.

Monitoring and Evaluating Effectiveness

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

San Antonio Union Elementary is not a school identified as CSI.

Engaging Educational Partners

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

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

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 Principals Administrators Other school personnel Local bargaining units of the LEA MCOE personnel Parents Parent Advisory Committee/School Site Council/DELAC Special Education SELPA Consult Students	The San Antonio Union Elementary School District engaged educational partners throughout the 2025–26 school year using a variety of formal and informal engagement opportunities to gather feedback regarding student achievement, school climate, attendance, communication, facilities, and priorities for the development of the 2026–27 LCAP. District staff participated in ongoing site-based meetings throughout the school year to discuss instructional programs, student needs, school climate, professional development, academic interventions, attendance trends, and priorities for continuous improvement. In addition, the district administered its Annual Staff Survey from April 28, 2026, through May 31, 2026. The survey provided certificated and classified staff opportunities to provide input regarding effective teaching practices, student learning supports, school facilities, school climate, communication, and areas for future improvement. The Governing Board received regular updates regarding district programs, student performance data, budget development, and LCAP priorities during regularly scheduled board meetings held on August 12, 2025; September 16, 2025; October 21, 2025; November 18, 2025; December 9, 2025; January 20, 2026; February 10, 2026; March 17, 2026; April 21, 2026; May 19, 2026; and June 9, 2026. These meetings provided opportunities for public input and discussion

Educational Partner(s)	Process for Engagement
	regarding district goals, expenditures, student outcomes, and strategic priorities. Parents, family members, and English learner families were engaged through School Site Council and English Learner Advisory Committee (ELAC) meetings held on the first Wednesday of each month. During these meetings, participants reviewed student achievement data, attendance trends, English learner progress, school programs, safety initiatives, and proposed LCAP goals and actions. Educational partners were encouraged to provide feedback regarding district strengths, areas of need, and resource allocation priorities. Students participated in classroom discussions, surveys, student leadership meetings, and informal feedback sessions conducted during the spring of 2026. Students identified a desire for additional enrichment activities, school recognition programs, and opportunities for social-emotional support. Additional family engagement opportunities included Back-to-School Night (August 27, 2025), Fall Festival (October 29, 2025), Holiday Extravaganza (December 17, 2025), Read Across America activities (March 2, 2026), and Open House (May 21, 2026). These events provided opportunities for district staff to share information regarding student programs and services while gathering parent feedback regarding school climate, communication, academic supports, and student engagement. The district also engaged families through Monthly Wildcat Award Ceremonies held on the last Friday of each month. Families attended recognition events celebrating student achievement and were provided opportunities to communicate directly with district staff regarding student needs, school programs, and district priorities. In addition to formal engagement opportunities, district administration maintained ongoing communication with families through individual meetings, phone calls, email correspondence, and informal conversations during student drop-off and pick-up times. These one-on-one interactions provided valuable opportunities to solicit

Educational Partner(s)	Process for Engagement
	feedback, address concerns, discuss student progress, and gather input that informed the development of the LCAP. Through these engagement activities, the district collected feedback from parents, students, staff, community members, and advisory groups regarding academic achievement, attendance, school climate, student supports, communication, and resource allocation. This feedback was used to inform the district's goals, actions, and expenditures included in the 2026–27 LCAP. DATES below: San Antonio District administered its Annual Staff Survey from April 28 to May 31, 2026, covering questions on effective teaching, learning support, school facilities, climate, and communication. In addition site meetings were held at the school site. Board Meeting Dates: The San Antonio School Board typically meets the second Tuesday of every month (8/12/25, 9/16/25, 10/21/25, 11/18/25, 12/9/25, 1/20/26, 2/10/26, 3/17/26, 4/21/26, 5/19/26, 6/9/26). Site-Council/ELAC Dates: The Site Council/ELAC committee meet the first Wednesday of every month. Other engagement Dates: Back to School Night (8/27/25), Fall Festival (10/29/25), Holiday Extravaganza (12/17/25), Read Across America (3/2/26), and Open House 5/21/26). Monthly Wildcat Award Ceremony: Takes place the last Friday of each month. Families are invited to be present while their child receives an award. I often chat with families before and after the ceremony. One-on-one check ins with families. These interactions take place on a regular basis as families drop off or pick up students. I also call parents and communicate with each family individually as needed or to solicit opinions.

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

UPDATED Version:

Educational partner feedback significantly influenced the development of the 2026–27 Local Control and Accountability Plan (LCAP). Input was collected through staff surveys, School Site Council and ELAC meetings, Governing Board meetings, family engagement events, individual parent meetings, phone calls, and ongoing conversations with students, families, and staff throughout the school year.

A consistent theme across educational partner groups was the need to continue improving academic achievement in English Language Arts and Mathematics, particularly for English Learners, low-income students, students with disabilities, and students experiencing academic difficulties. Staff and families expressed support for expanding intervention services, maintaining small-group instructional supports, and providing additional resources to address learning gaps. As a result, the district prioritized actions that strengthen academic achievement, including intervention support services (Action 1.3), academic intervention programs (Action 1.1), and professional learning opportunities designed to improve instructional practices and student outcomes (Actions 1.2, 1.4, 1.5, and 1.6).

Educational partners also identified attendance, student engagement, and school connectedness as important priorities. Families and staff emphasized the importance of maintaining a safe, supportive, and inclusive school environment while continuing to provide services that address students' social-emotional and behavioral needs. This feedback directly influenced the continuation and refinement of actions supporting student wellness, school climate, and social-emotional development, including Actions 1.7, 2.3, and 2.4.

Parents, staff, and community members additionally expressed the importance of maintaining strong communication between home and school. Feedback highlighted the value of regular communication regarding student progress, school programs, and opportunities for family involvement. As a result, the district continued Action 2.2 to strengthen family engagement and communication systems while ensuring families remain informed partners in student learning.

Goal 1 was influenced by educational partner feedback emphasizing the need to improve academic performance, close achievement gaps, strengthen intervention supports, and maintain high-quality instruction for all students. Educational partners supported continued investment in targeted academic interventions, instructional staff, and professional development to improve student achievement outcomes.

Goal 2 was influenced by feedback highlighting the importance of student well-being, positive school climate, attendance, family engagement, and effective communication. Educational partners identified social-emotional supports, student recognition programs, family partnerships, and ongoing communication as critical components of student success, resulting in the continuation of actions designed to support the whole child and strengthen school-family connections.

Overall, educational partner feedback confirmed the district's commitment to improving academic achievement, supporting student well-being, strengthening family engagement, and providing targeted services for student groups with the greatest needs. The adopted LCAP reflects the priorities, concerns, and recommendations shared by educational partners throughout the engagement process.

Last Year's Influence:
The San Antonio Union Elementary School District (SAUSD) employed multiple strategies to ensure inclusive, meaningful engagement with educational partners in the development of its 2026–27 Local Control and Accountability Plan (LCAP). This process met the consultation requirements outlined in Education Code Section 52062 and adhered to updated LCAP guidance for equity-focused planning, including obligations for Equity Multiplier funding.

The LCAP for San Antonio District was significantly shaped by the feedback collected from a variety of educational partners through multiple channels. Between April 1 and April 22, 2026, the district administered its Annual Staff Survey, which gathered input on critical aspects such as effective teaching, learning support, school facilities, climate, and communication. Additionally, site meetings at the school site allowed for in-depth discussions with stakeholders. The feedback received through these surveys and meetings was further enriched by ongoing dialogues held at Board Meetings, Site Council/ELAC gatherings, and various school events such as Back to School Night and the Fall Festival. Monthly interactions during the Wildcat Award Ceremony and one-on-one check-ins with families also provided valuable insights. This comprehensive feedback informed the development of the LCAP, ensuring that it addressed the community's needs and priorities by emphasizing improved teaching strategies (Action 1.2, 1.4, 1.5, 1.6 & 2.1), enhanced support services (Action 1.1, & 1.3), social & emotional development, leadership, health & wellness (Action 1.7, 2.3 & 2.4), and increase student and parent engagement (Action 2.2). As a result, the LCAP reflects a collaborative effort to advance educational outcomes based on direct input from those most invested in the district's success.

Goal 1: This goal was influenced by educational partner feedback, emphasizing the need for improved teaching quality and academic support. Input gathered through staff surveys, site meetings, and family engagement events led to prioritizing actions such as hiring intervention staff (Action 1.3), strengthening teaching strategies (Actions 1.2, 1.4, 1.5, 1.6), and expanding academic support systems (Action 1.1) to ensure more effective and equitable instruction.

Goal 2: This goal was shaped by stakeholder insights collected from ongoing community interactions and formal feedback processes that underscored the importance of student well-being and communication. Actions promoting social-emotional development, health and wellness, and leadership (Actions 2.3 and 2.4), increasing parent and student engagement (Action 2.2), and ensuring consistent support services (Action 2.1) were directly informed by family check-ins, Site Council/ELAC discussions, and events such as the Wildcat Award Ceremonies.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	During the school year, all students will have access to high quality teaching and learning opportunities, resulting in improved overall student achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

According to the 2024 California Dashboard, San Antonio continues to work toward standard for Priority 1 and 2. The district provides students with Broad Access to Courses and are continuing to improve in the areas of Math and English Language Arts. However, specific subgroups such as Foster and Homeless Youth, EL's, low-income students and students with disabilities still need additional support in the academic areas to increase achievement. Parents and stakeholders agree that there should be an emphasis on overall student achievement with the primary focus on writing and reading achievement. The actions and metrics listed below will provide staff with the professional support and training they need to deliver high quality instruction concentrating on Reading and Writing during the 2025-2026 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately credentialed and assigned teachers Source: DataQuest P1	For 2021-22, 64.7% of teaching assignments are 'Clear' for credentialing and appropriately assigned.	For 2022-23, 66.7% of teaching assignments are 'Clear' for credentialing and appropriately assigned.	2023-24 is 76.7% (TAMO)	80% of Teachers are fully credentialed and appropriately assigned.	+12%
1.2	Local assessment of fully-credentialed staff. P1	In 2023-24, 40% were fully credentialed teachers, another 40%	In 2024-25, 90% were fully credentialed	In 2025-26, 90% were fully credentialed	80% of Teachers are fully credentialed and	+50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		had preliminary credentials, and 20% started the year as an intern and then obtained a preliminary credential halfway through the year.	teachers, 10% had a preliminary credential.	teachers, 10% had a preliminary credential.	appropriately assigned.	
1.3	Students have access to standards-aligned instructional material Source: Williams P1	in 2023-24, 100% of students had access to standards-aligned instructional materials	In 2024-25, 100% of students had access to standards-aligned instructional materials	In 2025-26, 100% of students had access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	No change
1.4	The facility is safe clean and well maintained. Source: FIT Report P1	There were 2 minor findings on the last William's Act inspection. Year: 2023-24	There was 1 finding on the last William's Act inspection. Year 2024-25	There was 1 minor finding on the last William's Act inspection. Year 2025-26	To have 1 or less minor findings in the William's Act Inspection.	-1
1.5	Ensure that teachers use the resources and curriculum adopted to provide students with the proper learning opportunities for all students, including students with disabilities, English Language Learners, Unduplicated Pupils, and Foster/Homeless Youth. P2	The staff has started to concentrate efforts to ensure EL students are receiving the supports they need to equitably access the curriculum. Continued training and supports will be implemented to meet the need of EL students. Curriculum planning has been loosely applied in previous years. Some teachers completed mapping while others did not.	This year we had reading, English support, and math intervention teachers who worked on small group instruction to support struggling students to bridge learning gaps. Curriculum planning and mapping was encouraged, but not required. This year mapping will be required in the	This year there was a concentration on ensuring all standards were taught. The teachers used a mapping tool for Math and Language Arts. The middle school teachers utilized a support curriculum and worked with English Learners in small groups. Year 2025-26	Teachers will be provided training opportunities around curriculum as well as standards, including English Language Development to support our English Language Learners. Utilize Common Curriculum for teachers to use to lesson plan allowing admin the	Improved support Planning and mapping implemented

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Year: 2023-24	area of Math and Language Arts. Year 2024-25		opportunity to support teachers, keep them accountable to teaching all the standards, and use as a mapping tool for curriculum planning.	
1.6	Academic progress regarding English Language Learners as well as all students for academic progress on ELA CAASPP. Source: CA Dashboard P2	All student: 55.3 points below the standard EL: 124.4 points below the standard Low Income: 68.4 points below the standard Foster: N/A Year: 2022-23	All student: 73.5 points below the standard EL: 118.7points below the standard Low Income: 84.9 points below the standard Foster: N/A Year: 2023-24	(Each are points below the standard) All Students -46.5 English Learner: -69.9 Hispanic -48.8 Long-Term English Learner -80.3 Low income -41.7 Students with Disabilities -101.1 White -49.1 Year: 2024-25	All student: 25 points below the standard EL: 72 points below the standard Low Income: 30 points below the standard Foster: 25 points below the standard	ELA ALL: +8.8 points from baseline EL:+54.5 points from baseline Low Income: +26.7 points from baseline
1.7	Reclassification rates regarding English Language Learners. Source: CALPADS P2 P4	The percent of English Language Learners who have been reclassified is 0%. Year: 2023-24	Three students were reclassified this school year. Year 2024/25	Students made growth on the ELPAC, 5 students reclassified. Year 2025/26	To have 50% of the current English Learner students reach English proficiency and be reclassified. That would be 15 students in total.	25.8% of ELL students have reclassified. (8 students out of 31 students)
1.8	Percentage of ELs making progress towards proficiency. Source: CA Dashboard	55.2% of ELs are making progress toward English proficiency. Year: 2022-23	51.4% of ELs are making progress toward English proficiency.	32.3% of ELs are making progress toward English proficiency.	50% of ELs are making progress toward English proficiency.	-22.9% difference based on the 2024/25 Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	P2 P4		Year: 2023-24	Year: 2024-25		
1.9	Math Statewide Assessments Source: CA Dashboard P4	All student: 67 points below the standard EL: 101.8 points below the standard Low Income: 85.1 points below the standard Foster: N/A Year: 2022-23	All student: 73.4 points below the standard EL: 113.8 points below the standard Low Income: 86.3 points below the standard Foster: N/A Year: 2023-24	All Students -39.9 English Learner -43.3 Hispanic -40.9 Long-Term English Learner -47.1 Socioeconomically Disadvantaged -49.6 Students with Disabilities -70.9 White -46.3 Year: 2024-25	All student: 40 points below the standard EL: 60 points below the standard Low Income: 50 points below the standard Foster: 50 points below the standard	Math All: +27.1 English Learners:+58.5 Low income: +35.5 Foster Youth: N/A
1.10	Science Statewide Assessments Source: CA Dashboard P4	11.5% met or exceeded standards Year: 2022-23	28.6% met or exceeded standards Year: 2023-24	All Students 42.3 English Learner 40.1 Hispanic 45.5 Socioeconomically Disadvantaged 44.7 White 35.3	70% meet or exceed standards	30.8%
1.11	Percentage of students who have access to and enrollment in a board course of study. Extended learning opportunity programs and support staff will be provided to provide unduplicated pupils and individuals with exceptional needs services to support learning.	100% of students have access to a broad course of study. Year: 2023-24	100% of students have access to a broad course of study. Year: 2023-24	100% of students have access to a broad course of study. Year: 2024-25	100% of students have access to a broad course of study.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	P7					
1.12	Percentage of students showing growth Source: iReady	MAPS Testing: Low Income, English learner, Foster Youth: Math: 46th percentile Low Income, English learner, Foster Youth: Reading: 35th percentile Low Income, English learner, Foster Youth: Language Arts 34th percentile *These are the current scores utilizing MAPS testing. The initial assessment for iReady should be used as the baseline. Year: 2023-24 iReady Testing: Reading: 3% of students are mid or above grade level 19% of students are early on grade level 42% of students are one grade level below 15% of students are two grade levels below 22% of students are three or more grade levels below	iReady Testing: Reading: 20% of students are mid or above grade level 15% of students are early on grade level 38% of students are one grade level below 16% of students are two grade levels below 13% of students are three or more grade levels below February 2025	iReady Testing: Reading: 25% of students are mid or above grade level 25% of students are early on grade level 30% of students are one grade level below 9% of students are two grade levels below 12% of students are three or more grade levels below May 2026	To increase the number of students working at or above grade level to above 70%.	+22% of students working at or above grade level (iReady Growth)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall 2024				

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.

San Antonio Union School District has made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Action 1.1 Instructional Staffing

This action was implemented. The district was able to replace teachers that were not returning with fully-credentialed staff. This year 100% of the teachers hired were fully credentialed with at least four years of experience. Support staff was utilized to provide small group instruction for low-income, english learners, and foster youth, working on closing learning gaps. The district was able to bring back a part-time reading intervention teacher for the second year in a row.

Action 1.2 Materials, Supplies, and Curriculum

This action was successfully implemented. Students were provided with proper materials, supplies, and standard based curriculum to meet their learning needs.

Action 1.3 Instructional Support

This action was partially implemented and the actions were carried out with adaptations. The available training time was utilized for safety and training in new or piloted curriculum. Therefore, MCOE was not utilized as the provider to assist in the training. The district was able to utilize this funding and the LREBG funding was used to hire 3 part time intervention teachers, focusing on math, reading, and english learners reading and writing skills.

Action 1.4 Instructional Training

This action was implemented with adaptations. The district utilized one time monies to fund many of the trainings including: AI training, iReady Training, Step Up to Writing training, safety, and conferences that teachers could focus on their individual learning goals. The trainings helped to build a strong foundation for new curriculum, build greater understanding and unity in how we handle emergency situations on campus.

Action 1.5 EL support/Step Up to Writing

This action was successful implemented with adaptations. Step Up to Writing was adopted and the staff was training on how to use the curriculum. The implementation focused on supporting students to have visual understanding and graphic organizers to increase their writing skills. The district also purchased support materials for our English Learners to help prepare them for the ELPAC assessment. Teachers built time into their day to present the materials. The primary focus was middle school. The district will implement the program in all grade levels next year.

Action 1.6 iReady Assessments

This action was successful implemented. SAUSD adopted and utilized iReady providing pathways to close learning gaps. We received additional training with iReady Math program for grades K-5. The implementation focused on increased academic success for all students with a focus on English Learners and low socioeconomic student populations, ensuring that the students would show increased academic success on state assessments and close learning gaps to ensure an increase of students are working at or above grade level.
Overall, the implementation demonstrated progress has been made in terms of academic success despite the continued growth needed to improve all students are working at grade level.

Action 1.7 Facility Maintenance and Safety

This action was successfully implemented. Unexpected need for repairs and replacements of heating and air conditioning units were purchased. A new sprinkler system was purchased replacing the old one that was not functioning.

Action 1.8 Superintendent

This action covers the Superintendent costs to the district. This includes but is not limited to membership dues, supplies, training for the district/administration, boosting moral, and supporting overarching goals.

Action 1.9 Utilities
While utilities are not included in the LCAP this year, it is noted it is an expense and was previously listed as it encompassed the entire school's budget.

Continued work needs to be done to ensure the highest level of student success in academic achievement. The next steps will be to require curriculum mapping and continue to offer trainings for the adopted curriculum and support programs.

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.

San Antonio Union School District experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Action 1.1 – Instructional Staffing
For Action 1.1, titled “Instructional Staffing,” there was a not a 10% variance.

Action 1.2 – Materials, Supplies, and Curriculum
For Action 1.2, titled “Materials, Supplies, and Curriculum,” there was a variance of over 10% between the planned amount ($100,818) and the actual expenditure ($22,287). This difference is due to not finding curriculum that the staff is comfortable adopting. They would like to pilot additional curriculum next year.

Action 1.3 – Instructional Support
For Action 1.3, titled “Instructional Support,” there was a variance of over 10% between the planned amount ($137,157) and the actual expenditure ($95,895). This difference is due to the decrease of personnel and the inability to find a part-time math intervention teacher.

Action 1.4 – Instructional Training
For Action 1.4, titled “Instructional Training,” there was a variance of over 10% between the planned amount ($5,000) and the actual expenditure ($302). This difference is due to training that was provided free of charge, and did not come out of the planned budgeted amount. We also had more one time grant funding set to expire June of 2026 to assist with training than we accounted for in the budget.

Action 1.5 – EL Support / Step Up to Writing
For Action 1.5, titled “EL Support / Step Up to Writing,” there was a variance of over 10% between the planned amount ($1,711) and the actual expenditure ($2,919). This difference is due to additional training costs, $1,500 should have been coded to Action 1.4.

Action 1.6 – iReady Assessments
For Action 1.6, titled “iReady Assessments,” there was a variance of over 10% between the planned amount ($9,000) and the actual expenditure ($17,762). This difference is due to the adoption of the iReady math curriculum that should have been charged to Action 1.2.

Action 1.7 – Facility Maintenance and Safety
For Action 1.7, titled “Facility Maintenance and Safety,” there was a 42% variance. This was due to projects such as flooring and a new roof that was not able to occur during the school year and rolled over to the 2026/27 school year. We were also able to install safety blinds internally which saved money.

Action 1.8- Superintendent

For Action 1.8, titled "Superintendent" there was not a 10% variance. The budgeted amount was ($161,967) and the actual expenditure ($152,787.15). Administration costs were not as high as anticipated due to one time funding that helped to pay for conference costs that this action item did not need to cover.

Action 1.9- Utilities
For Action 1.9, titled "Utilities" there was a 49.5% variance. The budgeted amount was ($90,000) and the actual expenditure ($44,486.99). The numbers in the original budget were over budgeted. Utility costs were not as high as originally expected. These funds are from unrestricted funds.

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

Based on SAUSD analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving the Goal. Ratings were based on an analysis of inputs from educational partners and metrics.

Action 1.1 – Instructional Staffing (Highly Qualified Teachers)
Effectiveness: Effective
Supporting Metrics:

Percentage of fully credentialed teachers increased from 40% to 100% (+60%)

Credentialing target of 80% was exceeded
Analysis: Action 1.1 was highly effective in staffing classrooms with highly qualified teachers. The district exceeded its credentialing target, with 100% of teachers fully credentialed this year. This improvement directly enhances instructional quality and supports equitable access to effective teaching for all students, particularly benefiting high-need groups like English Learners and low-income students.

Action 1.2 – Materials, Supplies, and Curriculum
Effectiveness: Effective
Supporting Metrics: 100% of students had access to standards-aligned instructional materials (maintained baseline).
CAASPP ELA: All students improved from 8.8 points from the baseline.
Metric 1.7 – Reclassification Rate: In 2023–24, the reclassification rate for English Learners was 0%, with no students reclassified. Following the implementation of Action 1.2, the 2024–25 school year saw an improvement, with three students successfully reclassified. In the 2025-26 school year, five students will be reclassified. This indicates positive impact from the investment in instructional resources aligned to English Language Development standards.

Analysis:
Full implementation of materials and curriculum ensured consistent access across all student groups. The alignment with standards and use of updated curriculum appears to have contributed to significant gains in both ELA and Math CAASPP scores. The improvement in Metric 1.7 provides evidence of early success in supporting English Learners' progress toward proficiency, suggesting that access to updated,

standards-aligned instructional materials also plays a role in language development. These outcomes validate the action's effectiveness in supporting academic growth.
--

Action 1.3 – Instructional Support

Effectiveness: Effective
Supporting Metrics:

Intervention staff hired for reading.
CAASPP ELA:All students improved by +8.8 points.
CAASPP Math:All students improved by +27.1 points.
Analysis:Targeted small-group interventions for low-income, EL, and foster youth had a measurable impact. Gains on CAASPP reflect the effectiveness of additional instructional support in addressing learning gaps and accelerating achievement.
Metric 1.7 Reclassification Rate: In 2023–24, the reclassification rate for English Learners was 0%, with no students reclassified. Following the implementation of Action 1.3, the 2024–25 school year saw an improvement, with three students successfully reclassified. Although this represents a modest absolute gain, it indicates early positive impact from the investment in instructional resources aligned to English Language Development standards.

Action 1.4 – Instructional Training

Effectiveness: Effective
Supporting Metrics:

Professional development provided on new and piloted curriculum.
CAASPP ELA:** All students improved by +8.8 points.
CAASPP Math:** All students improved by +27.1 points.
Analysis:While originally planned with MCOE, the adapted professional training still delivered positive outcomes. The improved CAASPP performance suggests the training enhanced teacher capacity to deliver effective instruction using new curricula.

Action 1.5 – EL Support / Step Up to Writing

Effectiveness: Somewhat Effective
Supporting Metrics:

ELPI Progress: Declined by 22.9%

Reclassification Rate: Improved from 0% to 25.8%.
CAASPP ELA (EL students):** Improved by +54.5 points.

Analysis:While ELA performance among ELs significantly improved, progress toward English proficiency (ELPI) declined. Step Up to Writing showed positive impact in academic writing, but additional supports are needed to strengthen language development and reach reclassification goals.

Action 1.6 – iReady Assessments and Learning Support

Effectiveness: Somewhat Effective
Supporting Metrics:

* **iReady Reading:** Mid/above grade level rose from 20% to 50% (+30%).
* **CAASPP ELA:** +8.8 points (All Students).
* **CAASPP Math:** +58.5 points (All Students).
* **EL CAASPP Math:** Improved by +27.1 points.
Analysis:Adopting iReady supported diagnostic and instructional alignment, yielding notable gains. However, performance remains well below the target (70% at or above grade level), suggesting the need for ongoing support and consistent use of the platform.

Action 1.7 – Facility Maintenance and Safety

Effectiveness: Somewhat Effective
Supporting Metrics:

* Facility findings decreased from 2 to 1.
* **Chronic Absenteeism:** Has improved – All Students: 11%, ELs: 14.6%, Low-Income: 9.3%.
Analysis: Improvements to physical conditions contributed to a safer and better-maintained environment. Chronic absenteeism declined, indicating that environmental upgrades are sufficient to address attendance challenges. Additional engagement strategies may be needed to meet the Chronic Absenteeism goals

***Action 1.8 - Superintendent/Administration**

Effectiveness: Effective
Supporting Metrics.
***Greater School Rating:** Has improved from a 3/10 rating to a 7/10 rating.
***Chronic Absenteeism:** Has improved – All Students: 11%, ELs: 14.6%, Low-Income: 9.3%.

***Student Survey of Trusted Adult:** Has increased by 1% and students that "Feel Safe" at school increased by 3.1%
***Teacher moral survey** Is currently rated as and average of 8.5/10.
Analysis: Strong and consistent leadership has helped to create an improved academic focus, provided increased of enrichment and sports programs, and increased test scores resulting in an overall improved educational experience and an increased Greater School Rating.

***Action 1.9 - Utilities**

Effectiveness: Effective
Supporting Metrics
* **Chronic Absenteeism:** Has improved – All Students: 11%, ELs: 14.6%, Low-Income: 9.3%.
Analysis: Providing a comfortable atmosphere in the classrooms and multipurpose room along with proper lightening helps create a welcoming atmosphere for students to want to attend school.

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.

GOAL:
Changes to Goal Statement removing 2025-26 year.

METRIC: NO CHANGE

TARGET OUTCOMES: NO CHANGE

ACTIONS:

Action 1.1 will change to instructional staffing/administration support
This will encompass a boarder support group to evaluate credentialing and providing the highest quality of instructional staff.

Action 1.3 will remain the same with the addition of the LREBG funding that will be used to hire a reading intervention teacher & a math and EL support teacher. The LCAP funds will help to support the what the LREBG fund does not cover.

Action 1.5 will change to EL Support with a focus on writing, reading, and handwriting.
The district recognizes the strong correlation between writing and reading. The community partners recognizes many our students handwriting is difficult to read. Therefore, SAUSD will continue to utilize Step Up to Writing and Accelerated reader, but will adopt a handwriting program to support the development of the students handwriting. The action will also provide students positive incentives to encourage reading and reclassification.

Action 1.6 will remain the same with the addition of the action step of providing students with incentives for reaching their stretch goals.

Action 1.8 will remain the same with the addition of the action step to increase morale and have the option to buy basic necessities for low-income students to account for the Superintendent expenses.

Action 1.9 will remain the same to account for the utilities required for the operation of the school.

Action 1.3 has been revised to include LREBG funding and is a contributing action.

IIS: Enhanced the language within each action description to clearly articulate how each action is principally directed toward unduplicated pupils, including English Learners, low-income students, and Foster Youth. Justifications were strengthened to explain why actions are implemented on an LEA-wide basis, ensuring alignment with state guidance and demonstrating that services are both principally directed and effective in meeting the identified needs of these student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Staffing	1001-Provide qualified instructional staff and administration to provide a well-rounded instructional program. For low-income pupils: Provide core academic instruction with a focus on Common Core standards and development of academic language vocabulary that approximates grade-level proficiency using small groups and other intervention programs. For English learners: Provide core academic instruction with a focus on the development of academic language vocabulary that approximates grade-level proficiency. Provide core academic instruction to support the development of domain-specific vocabulary that approximates grade-level proficiency. Monitor student progress on the ELPAC with the goal of increasing one level every two years. For Foster Youth: Provide core academic instruction with a focus on Common Core standards and development of academic language vocabulary that	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		approximates grade-level proficiency using small groups and other intervention programs. Provide 1:1 or small group instruction for students who have not been reclassified and/or are working below grade level.		
1.2	Materials, Supplies, and Curriculum	1002-Purchase books, supplies and materials to supplement the core curriculum.	$5,250.00	Yes
1.3	Instructional Support	1003-Hire and train instructional teacher to support small group and academic intervention instruction. *NEW LREBG Funded Action The LEA will support students with hiring and training an instructional teacher dedicated to small group and academic intervention instruction. Research shows that targeted small group instruction and personalized academic interventions significantly accelerate learning recovery, particularly for students most impacted by disrupted instruction, such as English learners, foster youth, and low-income students. Evidence-based practices recommend reduced student-teacher ratios and consistent intervention to close achievement gaps and support grade-level proficiency. The metric being used to monitor the action is Metric 1.6; the % of students performing at or above grade level on the CAASPP, ELA. LREBG Funds supporting this action: $12,599 through 2027–2028.	$42,599.00	Yes
1.4	Instructional Training	1004 - Provide supports to provide coaching and/or training to staff on strategies to differentiate instruction.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	EL support /Step Up to Writing/Reading Support and Handwriting	1005- SAUSD will implement a comprehensive support strategy to improve language acquisition and academic achievement for English Learners (ELs) by: Language Acquisition Program: ELs will receive targeted instruction through a robust language acquisition program that includes both Designated and Integrated English Language Development (ELD). The district will implement the Step Up to Writing program, which integrates structured writing routines with visual supports specifically designed to aid comprehension and expression for ELs. These tools will scaffold language production and academic vocabulary development across content areas. Professional Development: All instructional staff working with ELs will receive focused professional development in ELD-aligned strategies. This includes training in Step Up to Writing and Accelerated Reader, both of which are structured to enhance reading fluency, comprehension, and vocabulary acquisition. These trainings will equip teachers with practical techniques to support ELs within both designated ELD blocks and core academic instruction. Handwriting Program Implementation: The district will adopt and implement Handwriting Without Tears or similar program to support foundational writing skills for ELs, especially newcomers and early elementary students. This program includes multi-sensory strategies and visual supports, ensuring accessibility for students developing literacy in a new language.	$8,500.00	Yes
1.6	iReady Assessments/Curriculum and Learning Support	1006- SAUSD will continue to use iReady to assess students in ELA and Math to find areas needing interventions. This will allow teachers to disaggregate data for ELs, SED, and to access lessons targeting student individual needs. The district summative assessments program, iReady, was adopted last year to measure academic progress and provide support to students with gaps in academic learning. This years the goal is to build time into all staffs	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		schedule to provide intervention time to target small group instruction to close learning gaps in Math and Language Arts. Provide incentives for students reaching their goals.		
1.7	Facility Maintenance and Safety	1007- The facility shall be kept safe, clean and maintained with additional personnel and additional materials in order to provide the best learning environment to increase attendance rates, specifically for English learners and low income student. The funds for this action include redoing 2-3 classroom floors creating a cleaner more visually appealing classroom atmosphere for the students. The cost is contributing to the overall cost of the	$15,000.00	Yes
1.8	Purchase of Increased Materials and Supplies	This action item will allow the Superintendent to purchase increased quantities of materials, supplies, and basic necessities for low-income students, and to purchase items or services to boost staff morale, resulting in a more positive school culture for both students and staff. Administration salary, supplies, and memberships to support the overarching goals set forth by the district to ensure all students will have access to high quality teaching and learning opportunities, resulting in improved overall student achievement.	$5,000.00	Yes
1.9	Utilities	Utilities to support the daily operation of the school facility creating a comfortable atmosphere for students to learn and thrive.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: During the School year, the students overall wellbeing and student/parental engagement will increase, with a reduction in chronic absenteeism, resulting in an increase to academic achievement, safety, health and wellness and improved engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

According to the 2022-2023 California Dashboard, San Antonio continues to work toward standard for Priority 3, the Local Climate Survey, which measures school environment based on climate survey. In order to maintain these outcomes, especially for Foster and Homeless Youth, EL's, low-income students and students with disabilities, we will continue to incorporate enrichment opportunities and create community partnerships to ensure students and parents engagement. Improved student attendance by reducing chronic absenteeism to enhance engagement and academic achievement. Currently the CA Dashboard has all students in the orange with 27.2% being chronically absent. English Learners are in the red with 22.7% being chronically absent. Reduction in chronic absenteeism and improved student attendance should result in an increase in overall engagement and academic performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate with an emphasis on EL. Source: CA Dashboard P5	CA Dashboard states: All Students: 27.2% ELs: 22.7% Low income: 27.6% Year: 2022-23	CA Dashboard states: All Students: 20% ELs: 16.7% Low income: 25% Year: 2023-24	CA Dashboard states: All Students: 16.2% ELs: 8.1% Low income: 18.3% Year: 2024-25	All Students: 12% ELs: 12% Low income: 12%	All Students: -11% ELs: -14.6% Low income: -9.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Attendance Rate Source: P-2 Report P5	The 2023/24 P-2 Report showed 135.44 students total enrolled. 90% attendance rate.	The 2024/25 P-2 Report showed 128.13 students for ADA which is 94% attendance rate.	The 2025/26. P-2 Report showed 123.92 students for ADA which is 96% attendance rate.	Increase the P-2 report attendance to 140 students total enrolled. 95% attendance rate.	+6%
2.3	Middle school dropout rates Source: CALPADS P5	There were 0% of middle school students who dropped out int the 23/24 school year.	There were 0% of middle school students who dropped out in the 23/24 school year.	There were 0% of middle school students who dropped out in the 24/25 school year.	Maintain 0% drop out rate.	No change
2.4	Family and community participation in school events, committees, and surveys. Reflects staff encouragement and communication between the school and families with an emphasis on unduplicated students and individuals with exceptional needs. P3	There were only 30% of parents that participated in the end of the year survey. Site council meetings has only had 3 parent participants attend in the 2023-24 school year. Representation of parents of students with disabilities and unduplicated students was sought. Back to school night, Open House, and the Holiday performance has had an average participation. Data will be collected more effectively this year.	Site council continued to only have 3 parent participants attending in the 2024-25 school year. However, we do have 2 community members attending meetings on a regular basis, including unduplicated students or students with disabilities. All events has food provided and was well attended. Food was provided at Back to School Night and Open House. Both	Site council has 6 active participants attending in the 25/26 school year. There was strong participation at Back to School night, the Winter Extravaganza, and Open House. Food was provided for either purchase or free of charge at all three of these events.	By year 3, 80% of parents will participate in surveys. School site council meetings will have 8 parent participants attend including parents of students with disabilities and unduplicated students. 80% of parents will attend school events such as Back to School Night, Open House, and the Holiday Performance.	SSC-6 parents out of 8 targeted for participated. Increase by 3. School Events: Well Attended

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			events were well attended.			
2.5	Suspension rates Source: CA Dashboard P5	0% Year 2022-23	0% Year 2023-24	1.3% Year 2024-2025	Maintain 0% suspension rate	Up 1.3%
2.6	Expulsion rates Source: DataQuest	0% Year 2022-23	0% Year 2023-24	0% Year 2024-25	Maintain 0% expulsion rate	No change - 0%
2.7	Percentage of students who have a trusted adult at the school. Source: Student Survey	Student survey Adult support: 71% Feel safe: 75.9% Year 2022-23	Student survey Have a trusted adult:78% and 18.6 stated that they maybe had a trusted adult on campus. Feel safe: 81.4% Year 2024-25	Student survey Adult support: 72% Maybe have a trusted adult 20% Feels safe: 79% Year 2025/26	85% of students feel like they have a trusted adult and feel safe on campus.	Adult support +1% Feel safe: +3.1%

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.

San Antonio Union School District has made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Action 2.1: Attendance Incentives
Overall, the implementation of Action 2.1 was notable for its successes. The district successfully offered trimester-perfect attendance field trips as planned, which helped motivate students and contributed to a measurable decrease in chronic absenteeism, especially among English Learners. A major implementation success was the activation of the automated phone tree system to notify parents of absences, which led to improved communication and increased use of independent study options for absent students.

However, the weekly attendance incentives (e.g., popcorn or popsicles) were only partially implemented and will be an area of focus for full rollout in the coming year. Despite this, the positive trend in attendance data—particularly for English Learners—indicates that the

implemented elements of this action had a meaningful impact. Staff also expressed renewed motivation upon seeing these gains, reinforcing that the action is contributing to broader goals around engagement and attendance. This action was successfully implemented. There were no significant challenges in implementing the goal.

Action 2.2: Increased Engagement Through Communication
Action 2.2 was implemented with modifications. The original strategy included using PowerSchool to increase parent awareness of school events. However, the opt-in requirement for families significantly limited participation. In response, the district shifted to using the school website and a regular newsletter, which successfully broadened outreach to more parents without the need for opt-in. This action was successfully implemented. There were no significant challenges in implementing the goal.

Additionally, the district hosted multiple parent events with food provided, enhancing attendance and engagement. Though not all of the originally budgeted funds were used directly for these events, student groups supported them as fundraising opportunities. As a result, surplus funds were repurposed for student engagement activities such as field trips. These adjustments allowed the action to achieve its intent—enhancing communication and increasing family engagement—while also supporting broader student involvement.

Action 2.3: Social-Emotional Learning (SEL)
Action 2.3 was successfully implemented. The district administered the purchased SEL program to all middle school students, focusing on mindfulness and character education. Additionally, Harmony at Home services were made available to all students, supporting emotional well-being across grade levels. The comprehensive rollout of these supports aligned well with the goal of enhancing student wellness and engagement, particularly in fostering a positive school climate and ensuring all students have access to SEL resources. This action was successfully implemented. There were no significant challenges in implementing the goal.

Action 2.4 was partially implemented, with key components successfully carried out. The district partnered with "We’ve Got Your Back" to provide comprehensive safety training to all staff, including monthly emergency scenario run-throughs. These trainings proved effective during two real emergency events this year, including a lockdown and a shelter-in-place, affirming the value of preparedness efforts.

However, the installation of planned window coverings has not yet occurred. Pending confirmation of remaining funds, the district intends to complete this portion, which would move the action toward full implementation. Overall, the safety-focused actions significantly contributed to a safer campus environment and aligned with LCAP goals related to student well-being and engagement.

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.

The LEA experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Action 2.1 – Perfect Attendance Incentives
For Action 2.1, titled “Perfect Attendance Incentives,” there was no variance between the planned amount ($3,000) and the actual expenditure ($2,500). No material differences.

Action 2.2 – Increased Student and Parent Engagement
For Action 2.2, titled “Increased Student and Parent Engagement,” there was no significant variance between the planned amount ($15,679) and the actual expenditure ($7,277). This was due to amazing donations from of dinner from a community business and the opportunity provided to our student groups to fundraise for trips and events. Therefore, not all the planned money was spent.

Action 2.3 – Social & Emotional Learning
For Action 2.3, titled “Social & Emotional Learning,” there was a variance of over 10% between the planned amount ($20,350) and the actual expenditure ($18,050). This is due to paying funding from another account.

Action 2.4 – Safety
For Action 2.4, titled “Safety,” there was a variance of over 10% between the planned amount ($75,521) and the actual expenditure ($42,430). The plan was to have floors and a roof project complete over the summer; however, contractors were not able to complete the projects in the 2025/26 school year.

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

During the 2023–24 school year, the chronic absenteeism rate for English Learners was in the Red performance level on the California School Dashboard, indicating significant concern. In response, the district implemented Actions 2.1 through 2.4 to address attendance, engagement, and student well-being. As a result, preliminary local data from 2024–25 shows a 6% reduction in chronic absenteeism among English Learners and a 4% overall increase in average daily attendance compared to the previous year. These gains suggest that the combined actions are beginning to produce meaningful improvements aligned with the district’s goals.

Action 2.1 (Attendance Incentives) proved effective in increasing student motivation through regular rewards such as popcorn and popsicles and trimester field trips for perfect attendance. Communication in both Spanish and English helped ensure equitable family engagement. Staff report higher weekly attendance during incentive weeks, with some classrooms achieving 90% or better daily attendance.

Action 2.2 (Increased Student and Parent Engagement) improved event participation, particularly among families of English Learners and low-income students. Attendance at Back to School Night rose by 30% compared to the previous year, following the introduction of family dinners and refreshments. Year 2 chronic absenteeism rates (Metric 2.1) decreased to 15.6% down from 20% in 2024 for all students, 8.1% for English Learners, and 17.3% for low-income students, reflecting a positive link between increased family engagement and improved attendance. These efforts have helped establish a more inclusive and welcoming school culture.

Action 2.3 (SEL) contributed to improved student well-being. The introduction of a school wide SEL framework and ongoing counseling services through Harmony at Home supported better emotional regulation and classroom behavior. Teachers report improved student focus and confidence, especially among students receiving counseling services. Metrics 2.5 and 2.6: 1.3% suspension and expulsion rates (this change was a result of 1 student who had in school suspension for 2 days). Metric 2.1 (Chronic Absenteeism, Year 2 Outcome 2025): 16.2% for all students, 8.1% for English Learners, and 18.3% for low-income students, reflecting progress in reducing absenteeism alongside improved social-emotional supports.

Action 2.4 (Safety Enhancements) increased both the real and perceived safety of the school environment. Safety training for staff and updated safety protocols have led to fewer incidents during recess and transitions. Metrics 2.5 and 2.6: increased 1.3% suspension and expulsion rates. Metric 2.1 (Chronic Absenteeism, Year 2 Outcome 2025): 16.2% for all students, 8.1% for English Learners, and 18.3% for low-income students, reflecting progress in reducing absenteeism alongside improved social-emotional supports.
Overall, these actions have been effective in building the foundational supports necessary for sustained gains in attendance and engagement. Continued implementation and refinement, informed by data and partner input, will be critical in meeting long-term goals.

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.

Changes to Goal Statement
Minimal changes were made to the goal statement, year 2024-25 was removed.

Changes to expected outcomes: None

Changes made to metrics: None

Changes made to actions
2.1: No change.
2.2: No change.
2.3: Modify title to include Leader in Me initiative as an SEL focus, along with health and wellness to support active lifestyles and healthy eating.
2.4: No change.

IIS: Enhanced the language within each action description to clearly articulate how each action is principally directed toward unduplicated pupils, including English Learners, low-income students, and Foster Youth. Justifications were strengthened to explain why actions are implemented on an LEA-wide basis, ensuring alignment with state guidance and demonstrating that services are both principally directed and effective in meeting the identified needs of these student groups.

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	Attendance Incentives	To continue to increase attendance, specifically for English learners and low income students. We will continue to communicate the importance of attendance to parents in their primary language.	$5,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SA will offer weekly incentives for perfect attendance, such as popcorn or popsicles. Offer trimester field trips for perfect attendance.		
2.2	Increased Student and Parent Engagement	To increase parent engagement and school attendance, especially for English learners, low-income and foster youth families, the district will provide the following inclusive actions: Offer dinner options for families for our evening events such as Back to School Night, Holiday Performance, and Open House. Feed teachers for events outside of contracted hours, provide coffee and snacks for early morning site-council meetings. Provide funding for Field Trips for classes and Field Trips for Assessment achievement.	$18,300.00	Yes
2.3	SEL/Leadership/Health & Wellness	The district will be working towards becoming a Leader in Me school to better develop students leadership skills and increase their life skills to support SEL. The staff will get trained through the Franklin Covey Institute and students will receive curriculum to learn healthy habits. This movement should transform the school environment to improve student behavior, enhance academic achievement, create a positive school culture, and a stronger family engagement. Harmony at Home will continue to provide counseling services to our students. The district will continue to provide free lunches for all students through the free and reduced lunch program. The district will also hire a physical education teacher to provide standard based physical education classes one day a week for the 2026-27 school year.	$46,000.00	Yes
2.4	Increased Safety	In order to increase safety on school campus, the district will continue to provide increased safety precautions on campus, and increased safety and CPR training for staff. Students will continue to utilize We've Got Your Back curriculum to increase their knowledge of how to deal with emergency situations.	$8,000.00	Yes

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
$144,630	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.110%	0.000%	$0.00	8.110%

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
1.2	**Action:** Materials, Supplies, and Curriculum **Need:** English Learners and low-income students continue to demonstrate a need for additional academic and language-development support in English Language Arts. According to the 2025 California School Dashboard, English Learners are performing 69.9 points below standard in ELA, and low-income students are	This action will allow teachers the ability to purchase supplies, materials or extra curriculum to meet the needs of their age student groups. Providing EL and low-income students with the proper materials, supplies, and curriculum to support their needs to be successful in all subject areas. The increase of skills and confidence will result in success in academics, assessments, and reclassification.	ELA and Math CAASPP Scores Reclassification Rates

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
	performing 41.7 points below standard. These outcomes indicate a need for supplemental instructional materials, visual supports, and targeted resources that help students access grade-level content, build academic vocabulary, strengthen reading and writing skills, and participate more fully in classroom instruction. **Scope:** LEA-wide	Although all students benefit, implementing the program LEA-wide ensures consistent access across all classrooms, meeting the needs of unduplicated pupils districtwide. This approach is both principally directed and effective for closing opportunity gaps.	
1.3	**Action:** Instructional Support **Need:** According to the 2025 California School Dashboard, English Learners are performing 69.9 points below standard in English Language Arts, while low-income students are performing 41.7 points below standard. Districtwide performance remains 46.5 points below standard in ELA. Educational partner feedback from staff, families, ELAC, and School Site Council meetings consistently identified the need for additional academic intervention, targeted reading and writing support, and individualized instruction to address persistent learning gaps. Analysis of local assessment data further indicates that English Learners and low-income students continue to require additional instructional support to accelerate academic growth, strengthen literacy skills, and increase access to grade-level standards.	This action provides an intervention teacher who delivers targeted small-group and individualized academic support focused on literacy development, reading comprehension, writing skills, and foundational academic skills. The intervention teacher works closely with classroom teachers to identify students needing additional support and provides supplemental instruction beyond core classroom learning opportunities. This action is principally directed toward English Learners, low-income students, and other unduplicated pupils because these student groups demonstrate the greatest academic need based on Dashboard and local performance data. The additional instructional time, smaller instructional groups, and targeted interventions increase the quantity and quality of services provided to unduplicated students beyond what is available through the core instructional program. Although principally directed toward unduplicated pupils, this action is provided on an LEA-wide basis because San Antonio Union School District	Metric 1.6: English Language Arts CAASPP performance for All Students, English Learners, and Low-Income Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	is a small rural district with unduplicated students distributed across all grade levels and classrooms. Implementing intervention services LEA-wide is the most effective use of funds because it allows the district to promptly identify and support unduplicated students wherever they are enrolled while ensuring equitable access to intervention services. This approach increases flexibility, maximizes instructional support, and allows services to be delivered based on student need rather than classroom assignment. This action is additionally supported with Learning Recovery Emergency Block Grant (LREBG) funds and aligns with the district's identified need to accelerate learning recovery and close achievement gaps through evidence-based small-group instruction.	
1.4	**Action:** Instructional Training **Need:** According to the 2024 CA Dashboard in ELA, our students are currently 73.5 points below the standard, highlighting a need for instructional training to enhance teaching strategies, improve student engagement, and effectively address the gaps in literacy skills. **Scope:** LEA-wide	MCOE will facilitate continuous improvement efforts to improve student outcomes. This involves regular assessment, feedback, and interactive instructional adjustments, which help identify and address the specific needs of these student groups more effectively. For English learners, continuous improvement allows for ongoing monitoring of language acquisition progress and timely interventions. For low-income students, it provides a structured approach to mitigate learning gaps through consistent evaluation and tailored support strategies. This dynamic process enhances overall educational outcomes, promoting equity and ensuring all students receive the necessary resources to succeed. While the focus remains on unduplicated pupils, this professional development also enhances	CAASPP ELA

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
		instructional practices districtwide, benefiting all students through improved teaching quality. Providing this action LEA-wide ensures equitable access to trained educators across all classrooms, making the action both principally directed and effective for addressing disparities.	
1.5	**Action:** EL support /Step Up to Writing/Reading Support and Handwriting **Need:** English Learners often face challenges with writing due to limited vocabulary, unfamiliarity with academic language structures, and differences in writing conventions between their home languages and English. While targeted to English Learners, all students benefit from improved writing instruction that enhances clarity, coherence, and communication skills. Implementing this action LEA-wide ensures that English Learners receive consistent support across all classrooms, while also strengthening writing outcomes for all students through improved instructional practices. The need to provide a dedicated writing program will continue into the 2026/27 school year. The previous writing program was outdated and not designed to best support EL students. Step up to Writing was adopted and teachers were trained and started implementing the program in the 2024-25 school year. Full implementation was executed in the 2025-26 school year. In the 2026-27	This action is designed to fully implement a writing program that incorporate graphic organizers to significantly benefit English learners and low-income students. This is done by enhancing their ability to organize and express their thoughts clearly. Research shows that graphic organizers help students visually map out their ideas, making the writing process more accessible and structured. For English learners, this visual aid supports language development by providing a clear framework for vocabulary and grammar usage. For low-income students, who may lack prior exposure to organized writing techniques, graphic organizers serve as an essential tool to develop critical thinking and writing skills. Adopting a handwriting program is impactful for ELs and low-income student to build foundational academic skills, reinforce memory pathways and easing the cognitive load needed for reading and writing. It also helps students build stronger motor skills. The AR program benefits ELLs by improving vocabulary, fluency and encourages reading both in and outside of the classroom. Given more opportunities, students will be more successful in reading at grade level resulting in academic success including but not limited to high scores on	ELPI Rates Reclassification Rates CAASPP Test Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school year there will be a districtwide scope and sequencing guide holding teachers accountable to teach the program with fidelity. Handwriting has been identified as a need among the varies surveys and through observations. To pass the ELPAC and be successful on the CAASPP testing, students need to be proficient readers. The Accelerated Reader (AR) program provides targeted reading practice. ELPI Rates of 55.2% Reclassification Rates-28% over a three year period **Scope:** LEA-wide	the state test and passing the language proficiency exam. Although all students benefit, implementing the program LEA-wide ensures consistent access across all classrooms, meeting the needs of unduplicated pupils districtwide. This approach is both principally directed and effective for closing opportunity gaps.	
1.6	**Action:** iReady Assessments/Curriculum and Learning Support **Need:** Low Test Scores Low Reclassification Rates Gaps in Learning **Scope:** LEA-wide	The action is designed to provide both formative and summative assessments, which play a crucial role in supporting English learners and low-income students by offering continuous feedback and measuring learning outcomes. Research shows that formative assessments, conducted during the learning process, allow teachers to identify and address students' needs in real time. This is particularly beneficial for English learners, as it helps monitor their language development and adjust instruction accordingly. Summative assessments, conducted at the end of instructional periods, provide a comprehensive evaluation of student learning. For low-income students, these assessments highlight achievement gaps and	Internal Assessment Data Utilizing this new program for: All Students Low Income English learner Foster Youth

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
		inform targeted interventions. Together, these assessment types enhance instructional effectiveness, promote equity, and improve academic outcomes for all students. Although designed to support EL learners, all students can benefit from this program, providing an opportunity to close learning gaps for all students. Although the strategy targets unduplicated pupils, implementing it LEA-wide ensures that these assessments are used consistently across all classrooms, maximizing their impact. This approach promotes equity by improving instructional responsiveness for high-need students while also benefiting all learners.	
1.7	**Action:** Facility Maintenance and Safety **Need:** The Chronic Absenteeism rate is high for all students (15.6%), ELs (8.1%), and low-income students (17.3%). **Scope:** LEA-wide	Safe and clean facilities are crucial for increasing attendance among English learners and low-income students. Research indicates that well-maintained, safe, and clean school environments directly impact student health, well-being, and willingness to attend school regularly. For English learners and low-income students, who may face additional challenges outside of school, a safe and clean learning environment provides stability and reduces health-related absences. Additionally, these positive conditions foster a sense of pride and belonging, encouraging students to attend school consistently. Overall, investing in the quality and safety of school facilities promotes better attendance and supports academic achievement for these vulnerable student populations. Research supports that well-maintained facilities directly improve student health, safety, and sense of belonging, key factors influencing regular school attendance. For English Learners and low-income	Chronic Absenteeism Rates for: All Students ELs Low income

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
		students, clean and secure learning spaces offer consistent, supportive environments critical for academic engagement. While all students benefit, this service is provided LEA-wide because English Learners and low-income students are enrolled throughout all classrooms. Maintaining facilities across the entire district ensures equitable access to safe learning conditions and maximizes the action's effectiveness in reducing chronic absenteeism and promoting academic success for the students.	
1.8	**Action:** Purchase of Increased Materials and Supplies **Need:** Low-income students demonstrate a need for additional materials, supplies, basic necessities, and responsive school supports that remove barriers to attendance, participation, and learning. Baseline chronic absenteeism data show that 27.6% of low-income students were chronically absent, compared with 27.2% of all students. This indicates that low-income students experienced elevated attendance barriers and need additional supports that help them come to school prepared, participate fully in instruction, and feel connected to the school community. **Scope:** LEA-wide	This flexible, discretionary budget will provide options to support students whose families are unable to provide the necessary supplies for their children. This could also be spent on unexpected needs, supplies, materials, or training that support the school's improvement. This action allows the district to purchase increased quantities of materials, supplies, and basic necessities for low-income students so that students can fully participate in instruction, school activities, and daily learning without barriers related to lack of access to essential resources. The action also supports a positive school culture by allowing the district to provide supplies, materials, memberships, and services that help staff respond to student needs, strengthen engagement, and maintain a supportive learning environment. This action is provided on an LEA-wide basis because San Antonio is a small, single-school district, and low-income students are served across classrooms and grade levels. Providing	Chronic Absenteeism Rates for: All Students ELs Low income Student survey for a trusted adult on campus. Teacher survey for morale.

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
		materials and supports LEA-wide allows staff to respond promptly and discreetly when student needs arise, reduces stigma, and ensures students have equitable access to the resources necessary for participation and learning. Although all students may benefit from a more positive school climate and improved access to materials, this action is principally directed toward low-income students by removing resource-related barriers that may affect attendance, engagement, participation, and academic achievement.	
2.1	**Action:** Attendance Incentives **Need:** 2025 CA Dashboard: Chronic Absenteeism All Students: 15.6% ELs: 8.1% Low income: 17.3% **Socioeconomically Disadvantaged students have the highest percentage (Yellow). **Scope:** LEA-wide	Effective communication about the importance of attendance significantly supports English learners students by emphasizing the connection between regular attendance and academic success. Regular attendance is crucial for continuous language exposure and practice for English learners. By reinforcing the importance of attendance, schools can improve engagement and academic performance among these vulnerable populations. Building relationships with low income families to better understand the barriers that can be causing absenteeism and then problem solve with parents to remove barriers. Insure families are aware and use the independent study days available to students to improve attendance and support academic growth that is missed when they do not attend school. Students from low income families often face learning gaps that can widen with every missed school day. Regular attendance ensures consistent instruction, participation in learning activities, and access to interventions that support	Chronic Absenteeism Rates for: All Students EL Students Low-Income Students

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
		academic growth. These students rely on schools for meals, counseling, and social and emotional supports. Although the primary focus is on unduplicated pupils, implementing the strategy LEA-wide ensures that communication, support, and resources are accessible to all families across the district. This approach increases ADA, enhances learning outcomes for all students, and promotes equitable access to academic and wellness supports—making the action both principally directed and effective in serving the students who generate additional funding.	
2.2	**Action:** Increased Student and Parent Engagement **Need:** 2025 CA Dashboard: Chronic Absenteeism All Students: 15.6% ELs: 8.1% Low income: 17.3% **Socioeconomically Disadvantaged students have the highest percentage (Yellow). Analysis of attendance data and educational partner feedback identified a need to strengthen family engagement and school connectedness, particularly among English Learner, low-income, and foster youth families. Educational partners consistently emphasized the importance of increasing family participation in school events, improving communication between home and school, and reducing barriers that prevent families from engaging in their children's education.	Effective communication with the families of English learners and low-income students is vital for fostering academic success and engagement. Research highlights that regular, clear communication between schools and families builds trust and ensures that parents are informed about their children's progress and needs. For English learners, this communication often involves providing information in their home language, which helps families support their children’s language development and educational activities. For low-income students, proactive communication connects families with essential resources and support services, helping to mitigate external challenges that may affect learning. Strengthening these home-school connections is crucial for creating a supportive educational environment that enhances student achievement and well-being. Although targeted toward unduplicated students, implementing this action LEA-wide ensures	Chronic Absenteeism Rates for: All Students EL Students Low-Income Students

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
	Research and local data indicate that increased family engagement is associated with improved attendance, stronger academic outcomes, and higher levels of student engagement. **Scope:** LEA-wide	consistent messaging and equitable outreach practices across all classrooms. This strengthens the overall school community and fosters a supportive environment that benefits all students, while remaining principally directed and effective in addressing the specific needs of those generating the supplemental funding.	
2.3	**Action:** SEL/Leadership/Health & Wellness **Need:** 2025 CA Dashboard: Chronic Absenteeism All Students: 15.6% ELs: 8.1% Low income: 17.3% **Socioeconomically Disadvantaged students have the highest percentage (Yellow). Educational partner feedback identified a continued need to strengthen student engagement, social-emotional well-being, school connectedness, and positive student behavior. Local attendance data and Dashboard results indicate that some student groups continue to experience challenges related to engagement and attendance. English Learners, low-income students, and foster youth may experience additional barriers that impact school connectedness, self-confidence, and access to social-emotional supports. Families and staff emphasized the importance of providing counseling services, leadership opportunities,	This action supports implementation of the Leader in Me framework, counseling services through Harmony at Home, physical education opportunities, and wellness supports that promote positive social-emotional development, leadership skills, healthy habits, and student engagement. These services increase the quality of support available to unduplicated pupils by providing additional opportunities to develop self-management, resilience, leadership, communication skills, and positive peer relationships. The action is principally directed toward English Learners, low-income students, and foster youth because these students may require additional social-emotional and behavioral supports to remain engaged in school and achieve academic success. Improved social-emotional competencies and stronger connections to school are expected to contribute to improved attendance, engagement, and academic performance. This action is designed to promote attendance and achievement by transform the school environment to improve student behavior, enhance academic	Chronic Absenteeism Rates for: All Students EL Students Low-Income Students

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
	wellness supports, and programs that promote positive school culture. **Scope:** LEA-wide	achievement, create a positive school culture, and a stronger family engagement. School counseling can significantly support social-emotional learning (SEL) for English learners and low-income students by providing personalized and culturally sensitive guidance. Counselors help these students navigate the unique challenges they face, such as language barriers and economic stressors, by teaching them essential SEL skills like emotional regulation, resilience, and effective communication. School counselors create safe and inclusive environments through individual and group counseling sessions where students can express themselves and build strong relationships. Additionally, counselors collaborate with teachers and families to ensure consistent support and access to resources, promoting a holistic approach to the student's emotional and social well-being. The whole child is important to a students success. Therefore the students health and wellness is a priority. Proper nutrition directly fuels brain function, helping students to concentrate on their academics, maintain higher attendance and helps regulate mood. Regular physical activity improves focus, supports cognitive development, and reduces chronic health conditions. The districts recognizes the need to tach students to care for their bodies at a young age. Although the primary intent is to meet the needs of unduplicated students, offering this support LEA-wide ensures that a positive classroom climate, trauma-informed practices, and counselor	

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
		collaboration benefit all students. This systemic approach builds inclusive, emotionally safe learning environments and is both principally directed and effective in promoting equity and improving outcomes for the targeted student groups. The action is provided on an LEA-wide basis because social-emotional learning and school culture are most effective when implemented consistently across the entire school community. A schoolwide approach allows unduplicated students to access supports within an inclusive environment while benefiting from positive peer interactions, consistent expectations, and a culture of belonging that promotes student success.	
2.4	**Action:** Increased Safety **Need:** Continued training and use of the We've Got Your Back Curriculum will be utilized. The Big 5 will be practices regularly. 2025 CA Dashboard: Chronic Absenteeism All Students: 15.6% ELs: 8.1% Low income: 17.3% **Socioeconomically Disadvantaged students have the highest percentage (Yellow). Student survey: 78% responded that they feeling safe or very safe at school. The district would like to see that above 80%. Educational partner feedback consistently identified the importance of maintaining a safe,	This action is designed to promote a safe, secure, and predictable learning environment that is principally directed toward English Learners, low-income students, and foster youth, who may experience additional barriers to learning, including trauma, language challenges, economic hardship, and instability outside of school. Safe school environments provide a foundation for academic engagement and emotional well-being. Students who feel safe and connected to school are more likely to attend regularly, participate fully in learning, and access available academic and support services. This action is provided on an LEA-wide basis because school safety systems are most effective when implemented consistently across the entire campus. A comprehensive schoolwide approach ensures that all students benefit from enhanced safety procedures while creating the stable learning conditions necessary for English	Feedback from educational partners. Chronic Absenteeism Rates for: All Students EL Students Low-Income Students

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
	supportive, and predictable learning environment. Students who feel physically and emotionally safe at school are more likely to attend regularly, remain engaged in learning, and achieve academic success. For English Learners, low-income students, foster youth, and highly mobile students, a safe and stable school environment is particularly important in supporting attendance, engagement, and positive school experiences. **Scope:** LEA-wide	Learners, low-income students, and foster youth to engage in instruction and experience a greater sense of belonging.	

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

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.

There are no limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services.

Additional Concentration Grant Funding

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

Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	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	$1,783,280	144,630	8.110%	0.000%	8.110%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$151,300.00	$12,599.00	$0.00	$0.00	$163,899.00	$51,000.00	$112,899.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Staffing	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Materials, Supplies, and Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$5,250.00	$5,250.00				$5,250.00	
1	1.3	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$30,000.00	$12,599.00	$30,000.00	$12,599.00			$42,599.00	
1	1.4	Instructional Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$8,000.00	$8,000.00				$8,000.00	
1	1.5	EL support /Step Up to Writing/Reading Support and Handwriting	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$8,500.00	$8,500.00				$8,500.00	
1	1.6	iReady Assessments/Curriculum and Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,000.00	$2,000.00	$0.00		$0.00	$2,000.00	
1	1.7	Facility Maintenance and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.8	Purchase of Increased Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.9	Utilities	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$0.00	$5,250.00	$5,250.00				$5,250.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.2**	Increased Student and Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$18,300.00	$18,300.00		$0.00		$18,300.00	
2	**2.3**	SEL/Leadership/Health & Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$21,000.00	$25,000.00	$46,000.00		$0.00		$46,000.00	
2	**2.4**	Increased Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$8,000.00	$8,000.00				$8,000.00	

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
$1,783,280	144,630	8.110%	0.000%	8.110%	$151,300.00	0.000%	8.484 %	**Total:**	$151,300.00
								LEA-wide Total:	$151,300.00
								Limited Total:	$0.00
								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	**1.2**	Materials, Supplies, and Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,250.00	
1	**1.3**	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	**1.4**	Instructional Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
1	**1.5**	EL support /Step Up to Writing/Reading Support and Handwriting	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,500.00	
1	**1.6**	iReady Assessments/Curriculum and Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	**1.7**	Facility Maintenance and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	**1.8**	Purchase of Increased Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.1**	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,250.00	
2	**2.2**	Increased Student and Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,300.00	
2	**2.3**	SEL/Leadership/Health & Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,000.00	
2	**2.4**	Increased Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,669,994.00	$1,365,369.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Staffing	No	$884,314.00	863,497.20
1	**1.2**	Materials, Supplies, and Curriculum	Yes	$100,818.00	22,287.00
1	**1.3**	Instructional Support	No	$137,157.00	$95,895
1	**1.4**	Instructional Training	Yes	$5,000.00	301.00
1	**1.5**	EL support /Step Up to Writing/Reading Support and Handwriting	Yes	$1,711.00	2919.00
1	**1.6**	iReady Assessments/Curriculum and Learning Support	Yes	$9,000.00	17,762
1	**1.7**	Facility Maintenance and Safety	Yes	$165,477.00	95,177.00
1	**1.8**	Administration	No	$161,967.00	152,787.15
1	**1.9**	Utilities	No	$90,000.00	44,486.99
2	**2.1**	Attendance Incentives	Yes	$3,000.00	2,500.00
2	**2.2**	Increased Student and Parent Engagement	Yes	$15,679.00	7,277.00

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	**2.3**	Social & Emotional Learning	Yes	$20,350.00	18,050.00
2	**2.4**	Safety	Yes	$75,521.00	42,430.00

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)
$147,971	$255,633.00	$208,703.00	$46,930.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Materials, Supplies, and Curriculum	Yes	$46,529.00	$22,287.00		
1	1.4	Instructional Training	Yes	$5,000.00	$301.00		
1	1.5	EL support /Step Up to Writing/Reading Support and Handwriting	Yes	$1,711.00	$2,919.00		
1	1.6	iReady Assessments/Curriculum and Learning Support	Yes	$9,000.00	$17,762.00		
1	1.7	Facility Maintenance and Safety	Yes	$78,843.00	$95,177.00		
2	2.1	Attendance Incentives	Yes	$3,000.00	$2,500.00		
2	2.2	Increased Student and Parent Engagement	Yes	$15,679.00	$7,277.00		
2	2.3	Social & Emotional Learning	Yes	$20,350.00	$18,050.00		
2	2.4	Safety	Yes	$75,521.00	$42,430.00		

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)
$1,748,391	$147,971	0	8.463%	$208,703.00	0.000%	11.937%	$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