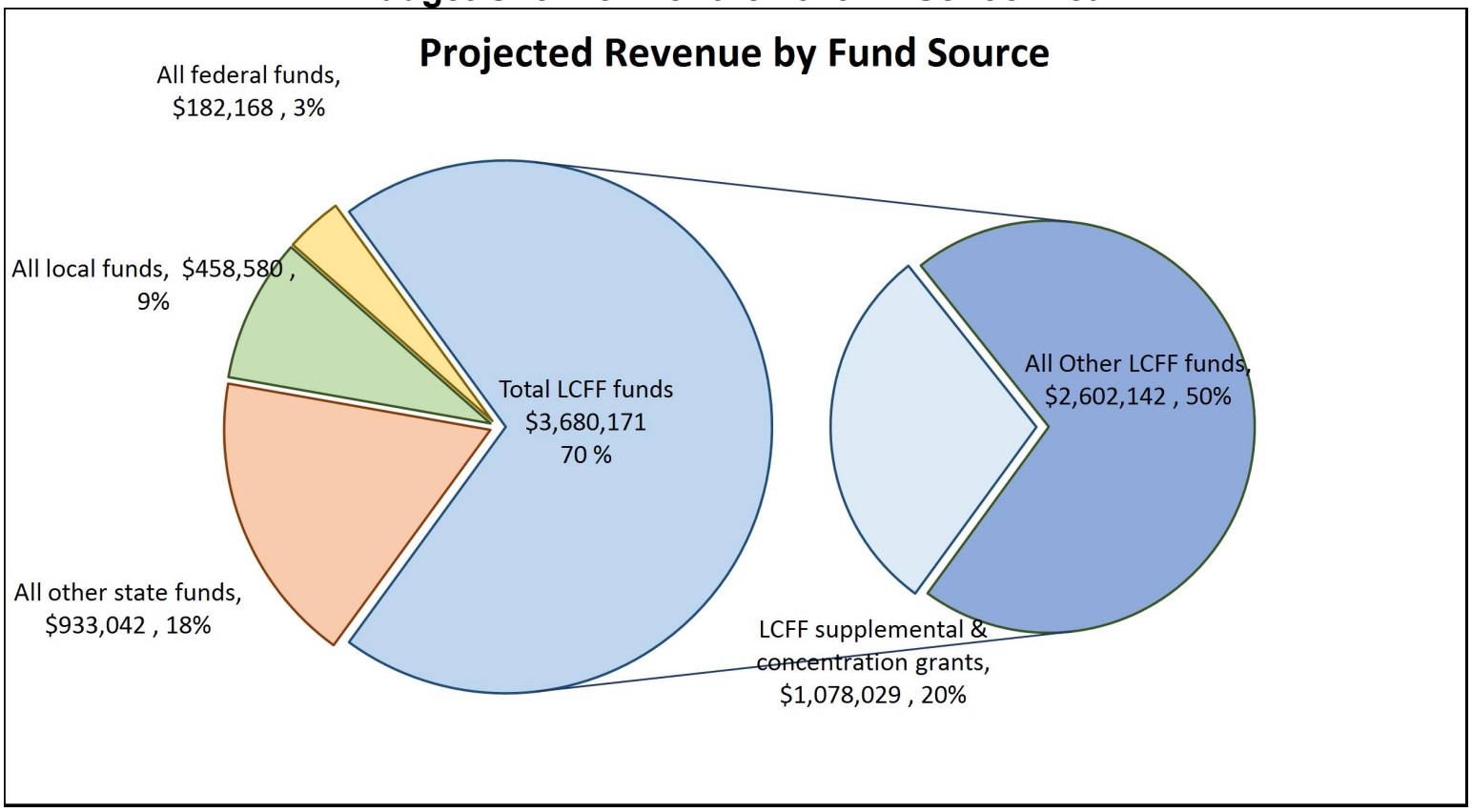
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chualar Union School District
CDS Code: 27 65995 6026082
School Year: 2026-27
LEA contact information:
Alberto Verduzco
Superintendent/Principal
averduzco@chualarusd.org
831-679-2313

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

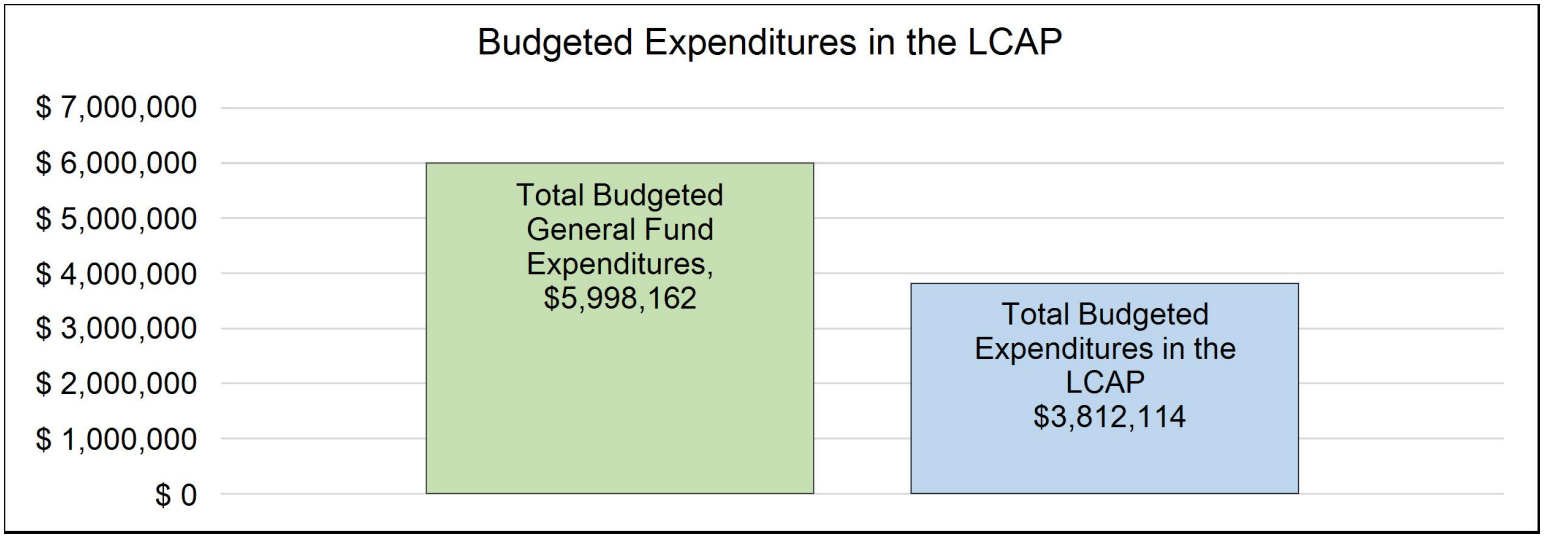


This chart shows the total general purpose revenue Chualar Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chualar Union School District is $5,253,961, of which $3,680,171 is Local Control Funding Formula (LCFF), $933,042 is other state funds, $458,580 is local funds, and $182,168 is federal funds. Of the $3,680,171 in LCFF Funds, $1,078,029 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 Chualar 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: Chualar Union School District plans to spend $5,998,162 for the 2026-27 school year. Of that amount, $3,812,114 is tied to actions/services in the LCAP and $2,186,048 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

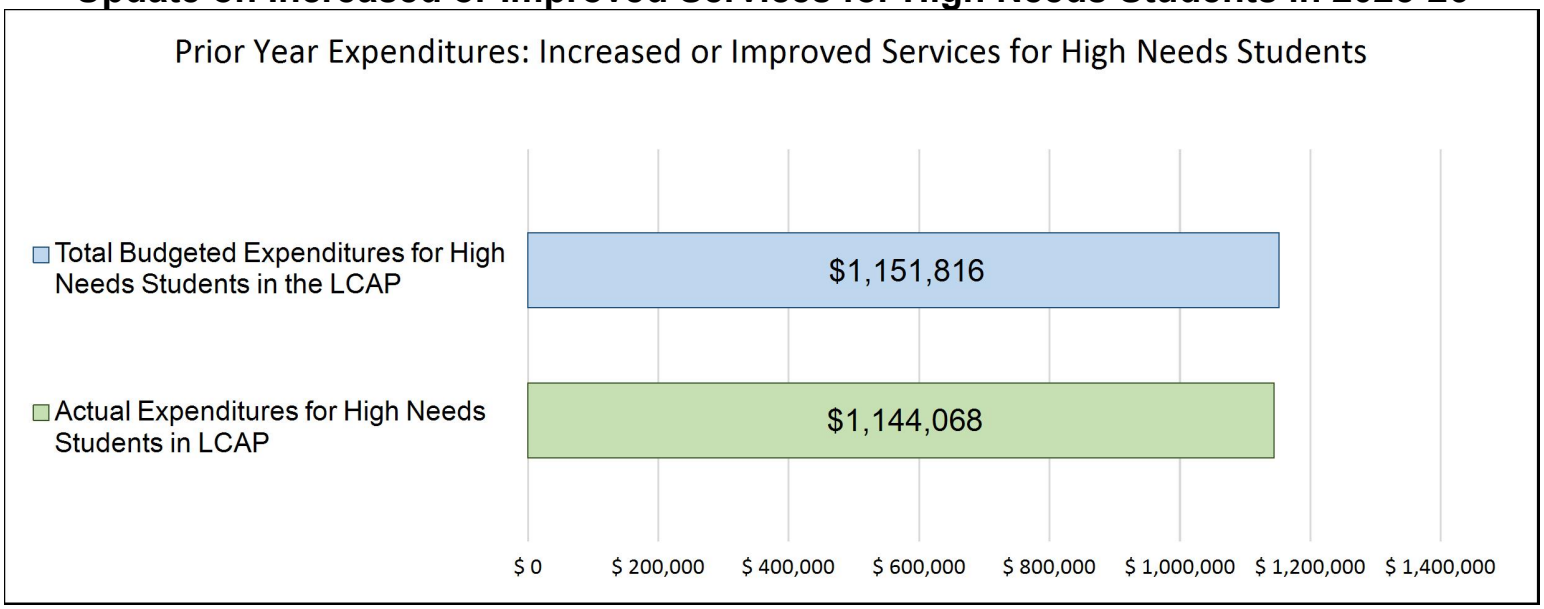
Expenditures for the following programs or departments: a portion of Special Education Program, Transportation and Maintenance Department, Fiscal Services, Board and Administration.

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

In 2026-27, Chualar Union School District is projecting it will receive $1,078,029 based on the enrollment of Foster Youth, English learner, and low-income students. Chualar Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chualar Union School District plans to spend $1,078,029 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Chualar 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 Chualar 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, Chualar Union School District's LCAP budgeted $1,151,816 for planned actions to increase or improve services for high needs students. Chualar Union School District actually spent $1,144,068 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $7,748 had the following impact on Chualar Union School District’s ability to increase or improve services for high needs students:

There was minimal impact as this was due to lower than expected actuals, but full implementation occurred.

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
Chualar Union School District	Alberto Verduzco Superintendent/Principal	averduzco@chualarusd.org 831-679-2313

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 unincorporated community of Chualar is nestled between the Gabilan and Santa Lucia mountain ranges approximately ten miles south of Salinas, California. This small and rural community consists mainly of a Hispanic population of approximately 2,000 residents working in agricultural-related occupations and is home to Chualar Union School District (CUSD). This single-school district maintains a yearly average of 250 students, a total of eleven teachers two special education teachers, and an assessment coordinator.

The LCAP goals reflect the vision that every student will be prepared for success by meeting rigorous grade-level standards in the pursuit of excellence. Our mission at CUSD is to provide a safe, orderly, and nurturing learning environment that promotes commitment to work in partnership with students, parents, and the community to ensure that our students will become responsible contributing members of society. We believe that all students can learn and will maximize their potential on their journey to become life-long learners. The mission of CUSD is to team with families to create an academy-oriented school culture where students are safe, respected, and empowered to contribute to a global community. Our vision statement is to provide a safe, orderly, and nurturing learning environment that promotes commitment to work in partnership with students, parents, and the community to ensure that our students will become responsible contributing members of society. Our staff believes in educating the whole child and we work hard to create a nurturing environment that builds character, supports social and emotional needs, and challenges students to work hard and dream big.

Chualar serves TK-8th grade students in a one-school district. In preparation for the Universal Prekindergarten (UPK), over the next four years, the District will expand the TK program to include all students who are 4 years old by September 1st. We believe these programs set the stage for an aggressive, yet nurturing, instructional environment that will prepare students for the academic rigor of upper grades. We

draw our state-adopted core curriculum programs from a varied range of educational research, guidance from the Monterey County Office of Education (MCOE), and the active participation from our teachers to ensure that our academic curriculum accommodates and meets the instructional, rigor, and multicultural educational needs of our student population. We intend to create and maintain a setting to meet the unique needs of each student as an individual while maintaining academic consistency and relevance to their academic learning experiences. Moreover, kindergarten through first-grade teachers have an instructional aide to support the instructional needs of English learners during the English Language Arts core subject.

Comprehensive and focused professional development will be aligned to the District's Literacy Plan which is an all encompassing plan that integrates all aspects of the school-wide instructional program. The district utilizes several grant sources in order move toward a data-driven, academic instructional program. 1) The district hired a Literacy Coach and Reading Specialist (LCRS) utilizing the AB 121 grant. This Literacy coach is spearheading all professional development leading the comprehensive development of our Literacy Plan, providing training in the Science of Reading, and aligning all instruction based on analysis of current assessment results. 2) With the Learning Recovery Emergency Block Grant (LREBG) funds, the district also hired one credentialed early intervention (EI) teacher in order to support students who are not meeting grade level academic performance standards in either/or Reading and Math. We plan to add a second EI teacher to expand the program to intermediate and middle school grades as well as establish a “newcomer” support program. 3) The district implements a comprehensive extended-day program based on ASES/ELP funds. The program supports daily homework support as well a variety of elective activities that motivate students in the areas of STEAM. The ASES/ELP program currently serves 60% of the student body.

Surveys throughout the year provide critical information to the administration and leads to adjustments to school policies, procedures and practices. The following are highlighted perceptions gained from these stakeholder surveys:

Parents:
Parents on the average of (70.1%) believe that their child is catching up academically. They also believe (90.8%) that their students are being prepared for the next grade. Parents believe (71%) that their child(ren) felt emotionally safe at school. Eighty-two percent believe that the school has enough tutoring and intervention programs in place. Ninety-three percent of respondents believe that their family feels welcomed at school. Eighty-six percent share trust in the school leadership. Ninety percent believe that school messages are effective and seventy-nine percent feel confident in the school’s emergency procedures.

Teachers and Staff
Seventy-one percent of the teachers agree that they have an effective system to monitor all student academic progress. Fifty -seven percent believe that instructional practices and activities facilitate access and success for diverse students. All teachers strongly believe that the school demonstrates caring, concern and high expectations for all students in an environment that is conducive to learning. Eighty-five percent of the teachers agree that the school offers adequate services, including referral services, to support students in areas of social emotional support. Eighty-five percent of the teachers and staff believe that the school is a place where school staff feels safe and that the campus is kept clean.

Challenges - While the effort has been to establish a nurturing environment as well as a rigorous academic program, there exist a few challenges that require attention. Fifty-seven percent of the teachers agree that we must increase our focus on student data assessment and analyze periodically. We’ve begun this effort and anticipate increasing teacher confidence in this effort. Only forty-two percent of

respondents believe that the school effectively supports professional development to facilitate all students achieving the Common Core State Standards. Only forty-three percent of the staff believe that a rigorous, relevant and coherent state adopted curriculum is accessible to all students. Teachers are requesting and the administration agrees to increase professional development opportunities. Additionally, Teachers and staff are requesting, 1) training pertaining to the curriculum being adopted in all subject areas, 2) grade level collaboration sessions to review student assessment results and discuss teaching strategies, 3) to receive all curriculum for the upcoming year on a timely basis.

Reflections: Annual Performance

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

Chualar Unified Elementary School District achieved numerous successes during the 2025-26 school year. Data from the California Dashboard and Local Climate Survey demonstrate that CUESD has successfully established a safe and supportive learning environment. This positive atmosphere is consistently fostered by strong relationships among students, staff, parents, and the broader community. These achievements are evident in our metrics, with 92% of our educational partners reporting that they feel safe and secure within our environment (an 8% increase from last year). Additionally, there was a 2.89% increase in ELA performance, and 57% of our English learners made progress on the 2025 CA Dashboard.

The 2023 California School Dashboard data, reflecting the 2022-2023 school year, revealed significant challenges regarding student attendance. An examination of both the Dashboard data for CUESD and local attendance records highlighted persistent issues with Chronic Absenteeism, particularly among English Learners, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students across the district. Here is the list of the school's lowest-performance indicators and student groups on the 2023 CA School Dashboard:

Chronic Absenteeism: All Students enrolled
Chronic Absenteeism: English Learner Students
-
Chronic Absenteeism: Hispanic Chronic Absenteeism: Homeless Youth
Chronic Absenteeism: Socioeconomically Disadvantaged

Chronic Absenteeism: Students with Disabilities

To address these challenges, CUESD continued effective actions from the previous year's LCAP and addressed identified needs from the analysis of the CA Dashboard data and local records, as outlined in Goal 2. This analysis demonstrates the growing necessity to address Chronic Absenteeism within CUESD. Actions targeting specific student demographics are detailed in Goal 2 and include ongoing support such as small group and one-on-one student support, counseling for social-emotional needs, and professional development for staff focusing on culturally responsive teaching practices to better meet the diverse needs of students. Additionally, initiatives such as student incentives, increased resources, and opportunities in music and sports are planned.

Reflecting on both successes and challenges in 2025-26, CUSD recognizes notable progress in school culture and climate, while acknowledging areas that still need improvement. Among the highlights, students with disabilities demonstrated significant academic growth, with a 27.3-point increase in English Language Arts (ELA) and a 20.2-point gain in Math. Overall, ELA scores increased by 16.6 points for all students, with specific student groups also showing strong gains: Hispanic students improved by 15.5 points, English Learners (ELs) by 19.2 points, Long-Term English Learners by 34.5 points, and socioeconomically disadvantaged (SED) students by 18.2 points.

In Math, all students improved by 3.7 points overall, with Hispanic students gaining 4 points, Homeless students increasing by 6.9 points, and ELs showing a 7.8-point increase. SED students maintained 1.8 points which continues to be an area of continued and targeted intervention, highlighting an area for continued focus and targeted intervention.

Challenges remain in narrowing achievement gaps and providing equitable access to resources and opportunities. CUESD is actively addressing identified needs through targeted interventions and initiatives. For example, additional support services are being implemented for ELA, including small group and one-on-one support and interventions specific to individual student needs. An early intervention program has been established that focuses on students who are demonstrating lack of academic proficiency at the earliest levels.

Learning Recovery Emergency Block Grant (LREBG)
CUESD has unexpended LREBG funds from the 2025–26 school year. These remaining funds will be strategically invested in actions that align with the allowable uses of LREBG, which are focused on accelerating student learning, expanding instructional support, and addressing academic and social-emotional needs.

The district has prioritized the following actions for continued LREBG investment based on a comprehensive analysis of student performance data, attendance trends, school climate indicators, and input from educational partners:

Goal 1, Action 1.10 – Science Lab/Innovation Center to Enhance Hands-On Learning and Equitable Access

Goal 1, Action 1.14 – Reading Intervention Teacher for Targeted Literacy Support

Goal 2, Action 2.4 – Student Recognition to Promote School Culture and Climate

Goal 3, Action 3.4 – Expand Digital Access and Family Learning Support Through Tech-Equipped Lab and Parent Workshops

Goal 3, Action 3.5 – Enhance Multilingual Family Access Through Interpretation Equipment and Services

These actions were selected based on identified needs in the district's comprehensive needs assessment. Findings from the 2024 CA School Dashboard, internal assessment data, and partner feedback indicate persistent challenges in foundational literacy, science access, student motivation, digital equity, and multilingual family engagement. These challenges are most pronounced among socioeconomically disadvantaged students, English learners, and students with disabilities, student groups that experienced the most significant educational disruptions during the pandemic.

Each of the selected actions aligns directly with LREBG allowable uses and supports student re-engagement, academic recovery, and whole-child development:

Action 1.10 supports equity and innovation by enhancing NGSS-aligned science experiences in a dedicated lab setting, fostering inquiry-based learning.

Action 1.14 provides evidence-based small group reading intervention led by a credentialed teacher to accelerate academic recovery in English Language Arts.

Action 2.4 promotes student motivation and a positive school climate through PBIS-aligned student recognition events and incentive systems.

Action 3.4 expands digital access for students and families through a modernized, tech-equipped computer lab and in-person family workshops that build home learning capacity.

Action 3.5 removes language barriers and promotes inclusive family engagement by providing interpretation equipment and hiring interpreters for real-time support during school meetings and events.

Research consistently shows that targeted instruction, hands-on learning environments, recognition programs, family engagement, and equitable technology access improve student outcomes, engagement, and school connectedness. By investing LREBG funds in these high-impact strategies, CUESD reinforces its commitment to equity, learning acceleration, and long-term student success.

This approach ensures that LREBG resources are used responsibly and effectively to address persistent gaps, strengthen systems of support, and meet the needs of students most impacted by the pandemic.

Reflections: Technical Assistance

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

CUESD 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.

CUSD is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Chualar Union School District engaged parents in the LCAP development process through a parent survey conducted from March 2026 through April 2026, as well as through opportunities for input during school engagement meetings, advisory committee meetings, and parent forums. Parents were invited to provide feedback on student academic needs, school climate, communication, family engagement, student supports, and priorities for LCAP actions and services. Feedback from parents, including families of English Learners, low-income students, foster youth, and students with disabilities, was reviewed and considered in the development and refinement of the LCAP.
Students	Chualar Union School District engaged students in the LCAP development process through a student survey conducted from March 2026 through April 2026. Students were invited to provide feedback on school climate, safety, academic supports, student engagement, attendance, social-emotional supports, and enrichment opportunities. Student feedback was reviewed and considered in the development and refinement of LCAP goals, actions, and services.
Teachers	hualar Union School District engaged teachers in the LCAP development process through a staff survey conducted from March 2026 through April 2026. Teachers were invited to provide feedback on student academic performance, instructional programs, professional development needs, intervention supports, school climate, and resource allocation. Teacher input was reviewed and

Educational Partner(s)	Process for Engagement
	considered in the development and refinement of LCAP goals, actions, services, and budget priorities to support improved student outcomes.
Principals and Administrators	This is a single school district, with one administrator/principal. Dates March 2026 - April 2026 Survey sent to parents, middle school students, classified staff, certificated teachers
Other School Personnel	Chualar Union School District engaged classified staff in the LCAP development process through a staff survey conducted from March 2026 through April 2026. Classified staff were invited to provide feedback on student needs, school climate, safety, attendance, student support services, family engagement, and operational practices that impact student success. Input from classified staff was reviewed and considered in the development and refinement of LCAP goals, actions, services, and resource allocations to support improved outcomes for all students.
Local Collective Bargaining Units	Chualar Union School District involved ELAC members in the process of LCAP development through the survey window as well as through bargaining unit members participation in School Site Council and ELAC advisory committees March 18, 2026 - School Site Council / Parent Forum May 18, 2026 - School Site Council / ELAC Advisory meetings
Parent Advisory Committee (PAC)	Chualar Union School District involved School Site Council in the process of LCAP development through the survey window as well as through meetings scheduled and held with agenda. March 4. 2026 - School Site Council / Parent Forum April 20, 2026 - Community Engagement Night May 18, 2026 - School Site Council / ELAC Advisory meetings
District English Learner Advisory Committee (DELAC)	Chualar Union School District involved DELAC in the process of LCAP development through the survey window as well as through meetings scheduled and held with agenda March 4. 2026 - DELAC / Parent Forum May 18, 2026 - School Site Council / ELAC Advisory meetings

Educational Partner(s)	Process for Engagement
English Learner Advisory Committee (ELAC)	Chualar Union School District involved ELAC members in the process of LCAP development through the survey window as well as through meetings scheduled and held with agenda March 4, 2026 - School Site Council / Parent Forum May 18, 2026 - School Site Council / ELAC Advisory meetings
Special Education Local Plan Area Administrator	Consulted with SELPA to support our students with disabilities: June11, 2026.

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

CUESD recognizes the critical role educational partners play in identifying local needs, shaping responsive actions, and supporting improved student outcomes. The district is committed to engaging educational partners, including families, staff, and community members, in the ongoing development and refinement of the LCAP. Through a process grounded in continuous improvement and plan-do-study-act cycles, CUESD ensures that partner feedback informs decision-making and leads to shared ownership of student success. Each year, the district updates its engagement strategies based on reflections and input from the prior year to strengthen inclusion and participation.

In 2025-26, Educational Partner Engagement sessions highlighted key priorities for the LCAP, including increased academic support in English Language Arts and math, improved English language proficiency, student safety, and enhanced socio-emotional support. These priorities were explored through meetings, surveys, and focus groups with students, parents, and staff. Recurring feedback emphasized the importance of differentiated instruction, expanded after-school tutoring, small-group academic interventions, bilingual teachers, and direct instructional time, particularly for English learners and students with disabilities. Parents also expressed a desire for greater transparency and clarity around assignments, more individualized support, and better communication between school and home.

To address these needs, CUESD is continuing several key actions under Goal 1, including targeted small-group instruction during and after school (Actions 1.5 and 1.9), expanded support for students with disabilities through highly qualified SPED teachers and reduced class sizes, and increased access to bilingual staff. The district has added Action 1.14, which provides targeted English Language Arts intervention through small-group instruction designed to accelerate learning recovery. In addition, Action 1.10, the enhancement of the Science/Innovation Center, will offer hands-on, inquiry-based science learning aligned with NGSS to re-engage students in rigorous academic content. Action 1.2 responds to partner feedback for more flexible academic recovery options by providing after-school intervention and Saturday school. Action 1.12 addresses partner feedback regarding student wellness and nutrition by improving cafeteria food services.

The district also plans to strengthen home-school collaboration by offering workshops that help parents support student learning at home, especially for English learners and students with disabilities, and by ensuring families receive clear, accessible guidance on home assignments. LREBG funds will support many of these efforts, including after-school tutoring, small-group interventions, Innovation Lab development, and flexible learning models. These actions are directly aligned with the grant’s allowable uses and grounded in academic recovery priorities identified through data analysis and partner engagement.

Feedback related to Goal 2 emphasized the need for a safe, positive, and inclusive school environment. Educational partners advocated for consistent counselor access (Action 2.3), greater equity in discipline practices, and increased student recognition (Action 2.4) to reinforce positive behavior and attendance. Based on this input, CUESD will continue the implementation of Positive Behavioral Interventions and Supports (PBIS) through Action 2.4, which includes a PBIS student store, schoolwide recognition events, and additional classified staff time to support consistency in implementation. The district will also sustain and expand access to mental health services and SEL resources to re-engage students and improve attendance (Actions 2.1 and 2.2). LREBG funds will help maintain these supports, particularly through funding for PBIS-related incentives, expanded wellness resources, and learning recovery strategies that address chronic absenteeism and promote a safe, engaging school climate for all students. The district successfully past a bond measure that has led to major facility improvements already started and planned for the next 3 years e.g. new school-wide roof system, new improved soccer field , all restrooms (adult / student), all new perimeter and classroom doors, security surveillance system, new fence and gate systems.

Discussions around Goal 3 focused on cultivating strong school-home partnerships. Parents expressed interest in evening workshops, translation services in Spanish, Triqui, and Mixteco, classroom visits, and events that promote academic learning and cultural connection. In response, the district will schedule more events during family-friendly evening hours, offers child care and food, and expand translation services. CUESD also hired a Parent Liaison to coordinate family engagement efforts, including workshops and trainings on Social-Emotional Learning (SEL), mental health, and college readiness.

In alignment with this input, Action 3.4 expands digital access and family learning support by modernizing the school computer lab and hosting in-person workshops where families learn strategies to support literacy, math, and SEL at home. These sessions will use audiovisual technology and online training modules to provide interactive learning experiences for caregivers. Action 3.5 invests in interpretation equipment and interpreter services to ensure multilingual families can fully participate in school meetings, events, and student support systems. Together with Actions 3.1 and 3.3, these initiatives are designed to strengthen trust and collaboration between families and the district.

Several of these community engagement and learning recovery efforts are supported by LREBG funds, especially where they promote student re-engagement, wellness, and family capacity-building, key themes consistently emphasized by CUESD educational partners. These investments ensure that remaining LREBG funds are used strategically and equitably to close learning gaps, remove barriers, and build a stronger foundation for long-term student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students, including English learners, will meet academic expectations in the Common Core State Standards (CCSS) for all core areas through high quality instruction.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Input received from our educational partners through the LCAP development process highlights a strong desire to enhance core academic achievement for all students. In response, we have developed a plan to improve core academic performance by implementing actions that support and enhance student learning. Our progress towards this goal will be measured using the specific metrics and actions outlined below. For the 2026-2027 school year, we will provide our staff with the necessary materials, professional support, collaboration opportunities, and training to ensure they can deliver high-quality instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services Appropriately credentialed and assigned teachers Source: DataQuest	In 2023-24, 42.9% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.	In 2023-24, 71.6% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.	In 2025-26, 77.8% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.	In 2026-27, 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.	+34.9
1.2	Priority 1: Basic Services	In 2023-24, 100% of the students had sufficient	In 2024-25, 100% of the students had	In 2025-26, 100% of the students had	100% of the students have	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Access to standards-aligned instructional materials Source: District's Textbook Sufficiency Resolution	access to the standards-aligned instructional materials.	sufficient access to the standards-aligned instructional materials.	sufficient access to the standards-aligned instructional materials.	sufficient access to the standards-aligned instructional materials.	
1.3	Priority 2: Implementation of State Standards Implementation of state board academic content and performance standards for all students Source: Local Indicator Self-Reflection Tool	In 2023-24,100% of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation.	In 2024-25,100% of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation.	In 2025-26,100% of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation.	100% of our classrooms implemented Common Core State Standards (CCSS) through ongoing professional development and CCSS-aligned curriculum implementation.	0
1.4	Priority 2: Implementation of State Standards Programs and services enable English learners to access the common core academic content knowledge and ELD standards Source: Local Indicator Self-Reflection Tool	In 2023-24,100% of our English learners had access to the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	In 2024-25,100% of our English learners had access to the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	In 2025-26,100% of our English learners had access to the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	100% of our English learners have access to the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Priority 4: Pupil Achievement Statewide assessment CAASPP ELA Source: Ca Dashboard	All students are -31.5 points distance from standard on the 2023 Dashboard EL: 45.5 points below standard SED: 31.4 points below standard Hispanic: 31.1 points below standard SWD: 94.2 points below standard	All students are -22.2 points distance from standard on the 2024 Dashboard EL: 37 points below standard SED: 29.2 points below standard Hispanic: 20.3 points below standard SWD: 66.9 points below standard	All students are -5.6 points distance from standard on the 2025 Dashboard EL: -17.8 points below standard SED: -11 points below standard Hispanic: -4.8 points below standard SWD: -70.2 points below standard	To achieve Green on the CA Dashboard, ELA scores for all students will increase to points below standard. EL: 20.5 points below SED: 6 points below Hispanic: 6 points below SWD: 64.2	All students +25.9 ELs: +27.7 SED: +20.4 Hispanic: +26.3 SWD: +24.0
1.6	Priority 4: Pupil Achievement Statewide assessment CAASPP Mathematics Source: Ca Dashboard	All students are -53.3 points distance from standard on the 2023 Dashboard EL: 66.4 points below standard SED: 54.1 points below standard Hispanic: 53.8 points below standard SWD: 130.5 points below standard	All students are -50.1 points distance from standard on the 2024 Dashboard EL: 64.7 points below standard SED: 55.7 points below standard Hispanic: 50.5 points below standard SWD: 110.3 points below standard	All students are -46.4 points distance from standard on the 2025 Dashboard EL: -56.9 points below standard SED: -54 points below standard Hispanic: -46.5 points below standard SWD: -134 points below standard	To Achieve Green in the CA Dashboard, Math scores for all students will increase to 28 points below standard. EL:40 points below SED: 40 points Hispanic: 23.8 SWD: 100.5	All students +6.9 ELs: +9.5 SED: +0.1 Hispanic: +7.3 SWD: -3.5
1.7	Priority 4: Pupil Achievement Statewide assessment CAST Source: caaspp-elpac.ets.org	The percent of students who met or exceeded standards on the State Science Assessment (CAST) is 14.5% on the 2023 Dashboard. EL: 5.4% SED: 14.8% Hispanic: 14.8%	The percent of students who met or exceeded standards on the State Science Assessment (CAST) is 27.08% on the 2024 Dashboard.	The percent of students who met or exceeded standards on the State Science Assessment (CAST) is 17.54% on the 2025 Dashboard.	The percent of students who met or exceeded standards on the State Science Assessment (CAST) is 14.5% on the 2026 Dashboard.	All Students: +3.4% ELs: -5.4% SED: +1.87% Hispanic: +3.06% SWD: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 0.0%	EL: 3.57% SED: 22.50% Hispanic: 27.66% SWD: 0.0%	EL: 0% SED: 16.67% Hispanic: 17.86% SWD: 0.0%	EL: 20.4 SED: 29.8 Hispanic: 29.8 SWD:	
1.8	Priority 4: Pupil Achievement Rate of EL students making progress toward English proficiency Source: Ca Dashboard	The percent of ELs who progress in English proficiency (ELPAC) is 61.4% on 2023 Dashboard.	The percent of ELs who progress in English proficiency (ELPAC) is 52.3% on 2024 Dashboard.	The percent of ELs who progress in English proficiency (ELPAC) is 57% on 2025 Dashboard.	To Achieve Green on the CA Dashboard, we will increase our English Learner Progress Indicator for all students to a status of 70%.	-4.4%
1.9	Priority 4: Pupil Achievement EL reclassification rate Source: Local Student Information System	The percentage of English learner students who were reclassified in the year 2023-2024 is 5.1%	The percentage of English learner students who were reclassified in the year 2024-2025 is 8.5%.	The percentage of English learner students who were reclassified in the year 2025-2026 is 9%.	The percentage of English learner students who were reclassified in the year 2026-2027 is 50%.	+3.9%
1.10	Priority 7: Course Access Access to and enrollment in a Broad Course of Study Source: Master Schedule and Instructional Minutes	In 2023-24,100% of students have access to a broad course of study.	In 2024-25,100% of students have access to a broad course of study.	In 2025-26,100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	0
1.11	Priority 7: Course Access Programs and services developed and provided to unduplicated pupils	In 2023-24,100% of unduplicated pupils had full access to every program and service designed and offered for unduplicated pupils.	In 2024-25,100% of unduplicated pupils had full access to every program and service designed and offered for	In 2025-26,100% of unduplicated pupils had full access to every program and service designed and offered for	100% of unduplicated pupils have full access to every program and service designed and offered for	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator Self Reflection Tool		unduplicated pupils.	unduplicated pupils.	unduplicated pupils.	
1.12	Priority 7: Course Access Programs and services developed and provided to individuals with exceptional needs Source: Master Schedule and Instructional Minutes	In 2023-24,100% of students with exceptional needs had full access to every program and service designed and offered for individuals with exceptional needs.	In 2024-25,100% of students with exceptional needs had full access to every program and service designed and offered for individuals with exceptional needs.	In 2025-26,100% of students with exceptional needs had full access to every program and service designed and offered for individuals with exceptional needs.	100% of students with exceptional needs have full access to every program and service designed and offered for individuals with exceptional needs.	0
1.13	Priority 8: Other Pupil Outcomes Percentage of students who are at grade level in English Language Arts (ELA) and Math on the end-of-year assessment. Source: IReady	In 2023-24,15% of students achieved grade-level scores on the iReady ELA assessment, and 15% achieved grade-level scores in Math on the end-of-year assessment.	In 2024-25, 29% of students achieved grade-level scores on the iReady ELA assessment, and 27% achieved grade-level scores in Math on the end-of-year assessment.	In 2025-26, 39% of students achieved grade-level scores on the iReady ELA assessment, and 49% achieved grade-level scores in Math on the end-of-year assessment.	45% of students achieved grade-level scores on the iReady ELA assessment, and 45% achieved grade-level scores in Math on the end-of-year assessment	ELA: +24% Math: +34%

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.

Chualar Union Elementary School District made meaningful progress in implementing the planned actions under this goal during the 2025–26 school year. Most actions were implemented substantially as described in the adopted LCAP and focused on improving instructional quality, expanding academic supports, and increasing equitable access to services for all students, particularly unduplicated pupils. The district experienced successes in staffing, intervention programming, instructional support, and expanded learning opportunities, while also encountering implementation challenges related to funding limitations, staffing timelines, and facility modernization planning. Below is a summary of implementation for each action.

1.1 Highly Qualified Certificated Teachers

This action was successful. The district made strong progress in hiring fully credentialed and appropriately assigned teachers. This contributed to improved instructional consistency and support for student achievement. There were no substantive differences between the planned and actual implementation of this action.

1.2 ASES/ELOP Coordinator for Intervention Programs
This action was successful. The coordinator effectively led expanded learning programs, including after-school, Saturday, and intersession sessions aligned with CCSS. These offerings supported targeted academic interventions as intended.

1.3 Assistant Principal
This action was not implemented during the 2025–26 school year. The district originally planned to maintain an assistant principal position to provide instructional leadership, coordinate supports for English learners, foster youth, and low-income students, and strengthen family engagement efforts. However, due to declining enrollment and resulting funding reductions, the assistant principal position was eliminated.

1.4 Testing and Assessment Specialist
This action was successful. The specialist supported timely assessment administration and guided instructional planning using data. The role was carried out as intended. Provided professional development for teachers on assessment implementation for district and state assessments.

1.5 Paraprofessionals
This action was successful. The district implemented this action by maintaining paraprofessionals who provided targeted support during the school day. Paraprofessionals were utilized to lead small group instruction in general and special education classrooms. Their support was essential in reinforcing student learning, addressing diverse academic needs, and improving instructional access for unduplicated student groups and students with disabilities. The implementation aligned well with the planned action and contributed to increased instructional support across classrooms.

1.6 Instructional Materials
This action was successful. All students received access to standards-aligned instructional materials, supporting equity and curriculum alignment. There were no implementation challenges or changes.

1.7 Classified Personnel for Technology Assistance
This action was successfully implemented as planned. The district maintained a dedicated classified staff member who provided consistent technology support across school sites. This staff member delivered daily technical assistance, offered digital literacy guidance, and conducted one-on-one troubleshooting for student devices. Their support was instrumental in increasing equitable access to online learning platforms, assessment tools, and digital instructional resources for both students and staff. The implementation was fully aligned with the original plan and played a critical role in enhancing the effective use of technology in both classroom instruction and extended learning environments.

1.8 Part-time Speech, Occupational Therapists, and Psychologist
This action was successful. The district maintained specialized staff, including speech pathologists, an occupational therapist, and a school psychologist, to support students with disabilities. These professionals provided timely assessments and targeted services aligned with

students' IEPs, addressing academic, behavioral, and social-emotional needs. This multidisciplinary support helped ensure access to and participation in the general education setting.

1.9 Four-week Summer School Intervention Program
This action was successful. The program was implemented as planned, with both academic instruction and enrichment activities designed to support learning recovery for unduplicated students.

1.10 Science Lab/Innovation Center
This action was not implemented during the 2025–26 school year. Although the district planned to expand student access to hands-on STEM learning opportunities through the development of a Science Lab/Innovation Center, implementation was delayed due to facility planning and construction timelines. During the year, district voters approved a school bond measure that will support future building upgrades and modernization projects. The district plans to complete facility improvements before proceeding with the implementation of the Science Lab/Innovation Center in a future school year.

1.11 Professional Development
This action was successfully implemented during the 2025–26 school year. The district provided professional development focused on English Language Development strategies and early literacy instruction, with an emphasis on supporting transitional kindergarten and kindergarten teachers in foundational literacy development. The district plans to continue this support and professional learning during the 2026–27 school year to further strengthen instructional practices and student outcomes for multilingual learners.

1.12 Nutrition Services Coordinator
This action was not continued within the 2025–26 LCAP because the position and related services were funded through alternative funding sources. Although this action was removed from the LCAP, the district remains committed to enhancing student health, nutrition, and overall wellness through continued support of nutrition services and student meal programs. The district will continue providing access to nutritious meals and wellness supports to promote student engagement and readiness to learn.

1.13 Literacy Coach
This action was successfully implemented during the 2025–26 school year. The district maintained literacy support services designed to strengthen reading instruction and improve student literacy outcomes. The literacy coach provided instructional support to teachers, assisted with literacy intervention strategies, and collaborated with staff to strengthen classroom reading practices and targeted student supports. Implementation aligned with the goals and intended outcomes described in the adopted LCAP.

1.14 Reading Intervention Teacher for Targeted Literacy Support
This action was partially implemented during the 2025–26 school year due to delays in staffing and onboarding. Although the district experienced a late start in filling the reading intervention teacher position, the position was ultimately staffed and intervention services were implemented during the school year. Once hired, the reading intervention teacher provided targeted small-group literacy instruction and intervention support for students identified as performing below grade-level standards in reading. While implementation began later than originally planned, the action increased access to targeted literacy intervention services for students requiring additional academic support.

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.

Chualar Union experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year. The following outlines the differences by action:

1.1 Highly Qualified Certificated Teachers: Budgeted [$1,994,982.18]; Actual [$2,403,472.81].
The increase in actual expenditures was primarily due to the district hiring additional certificated staff, including the literacy coach and reading intervention teacher, during the 2025–26 school year. These staffing additions increased salary and benefit expenditures beyond the originally budgeted amount in order to provide additional literacy intervention and targeted instructional support services for students.

1.2 ASES/ELOP Coordinator for Intervention Programs: Budgeted [$94,906.36]; Actual [$113,284.86].
Additional expenditures were required to support expanded after-school programming responsibilities and increased student participation in extended learning opportunities throughout the school year.

1.3 Assistant Principal: Budgeted [$0.00]; Actual [$0.00].
No expenditures were incurred for this action during the 2025–26 school year because the assistant principal position was eliminated due to declining enrollment and associated funding reductions. As a result, the action was not implemented.

1.4 Testing and Assessment Specialist: Budgeted [$50,984.85]; Actual [$54,261.80].
Actual expenditures aligned closely with the budgeted amount. Minor differences were associated with routine salary and benefit adjustments during the school year.

1.5 Paraprofessionals: Budgeted [$389,527.36]; Actual [$482,680.58].
A 2% salary increase for paraprofessional staff contributed to the increase in actual expenditures during the 2025–26 school year.

1.6 Instructional Materials: Budgeted [$211,666.56]; Actual [$212,100.23].
Minimal variance; actual aligned closely with budget.

1.7 Classified Personnel for Technology Assistance: Budgeted [$86,375.59]; Actual [$93,923.02].
Actual expenditures aligned closely with the budgeted amount, with minor increases related to salary and operational support costs necessary to maintain technology services and student device support.

1.8 Part-time Speech, Occupational Therapists, and Psychologist: Budgeted [$87,420.65]; Actual [$98,725.32].
Additional expenditures were necessary to support increased assessment needs during the 2025–26 school year.

1.9 Four-week Summer School Intervention Program: Budgeted [$95,500.00]; Actual [$105,456.25].
Additional expenditures were required to support summer intervention programming, staffing, and expanded instructional services provided during the four-week summer program.

1.10 Science Lab/Innovation Center: Budgeted [$10,000.00]; Actual [$0.00].

No expenditures were incurred during the 2025–26 school year because implementation of the Science Lab/Innovation Center was postponed pending facility modernization planning and future building improvements supported through the recently approved school bond measure.

1.11 Professional Development: Budgeted [$2,100.00]; Actual [$1,125.48].
Actual expenditures were lower than anticipated because portions of the planned professional development and instructional support activities were provided through existing county office supports and internal collaboration opportunities, reducing overall costs to the district.

1.12 Nutrition Services Coordinator: Budgeted [$0.00]; Actual [$0.00].
This action was removed from the LCAP and supported through alternative funding sources during the 2025–26 school year. As a result, no LCAP expenditures were budgeted or expended for this action.

1.13 Literacy Coach: Budgeted [$83,426.87]; Actual [$111,479.03].
Additional expenditures were required to support literacy intervention services, instructional coaching activities, and expanded literacy support efforts implemented during the school year to address student reading and early literacy needs.

1.14 Reading Intervention Teacher Targeted Literacy Support: Budgeted [$81,580.54]; Actual [$14,475.14].
Actual expenditures were significantly lower than budgeted because the district experienced delays in hiring and onboarding the reading intervention teacher. Although the position was ultimately filled and services were implemented, the late start resulted in reduced salary and benefit expenditures during the school year.

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

Chualar Union used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal:

Action(s): 1.1 Highly Qualified Certificated Teachers
Effectiveness of Action(s): 3
Metric(s): 1.1
Analysis Statement: This action was effective in increasing the percentage of appropriately assigned and credentialed teachers from 42.9% in the baseline year to 77.8% in 2025–26, representing a +34.9 percentage point increase. The district also expanded certificated instructional supports through the addition of a literacy coach and reading intervention teacher. The action was effective in supporting improved student achievement in English Language Arts. California School Dashboard results show that the Distance from Standard for All Students improved from -31.5 points in 2023 to -22.2 points in 2024 and to -5.6 points in 2025, demonstrating significant growth toward meeting grade-level standards. English Learners also demonstrated notable improvement, improving from -45.5 points below standard in 2023 to -37.0 points below standard in 2024 and to -17.8 points below standard in 2025. The district believes that maintaining reduced class sizes through additional certificated staffing increased opportunities for individualized instruction, targeted intervention, progress monitoring,

and academic language development, contributing to improved student outcomes. While the achievement gap for English Learners has narrowed, English Learners continue to perform below the all-student group, indicating a continued need for additional instructional support and differentiated strategies. Therefore, the district will continue this action while refining instructional practices and interventions to further accelerate achievement for English Learners and other unduplicated student groups.

Action(s): 1.2 ASES/ELOP Coordinator for Intervention Programs
Effectiveness of Action(s): 3
Metric(s): 1.2, 1.5, 1.6
Analysis Statement: Increased and improved service lists ELA & Math CAASPP for ELs, Low Income, Hispanic, Students With Disabilities as metrics to monitor effectiveness. This action provided extended learning opportunities and targeted intervention support beyond the instructional day. Students participating in intervention and enrichment programs benefited from additional academic support aligned to identified learning needs. Academic performance data demonstrated improvement, including a +16.6 point increase in ELA and a +3.7 point increase in Mathematics from baseline levels. Local assessment results also showed improvement in grade-level proficiency on the i-Ready assessment.

Action(s): 1.3 Assistant Principal
Effectiveness of Action(s): 1
Metric(s): 1.5, 1.6
Analysis Statement: This action was not implemented during the 2025–26 school year because the assistant principal position was eliminated due to declining enrollment and associated funding reductions. Because the position was not implemented, no direct effectiveness data could be attributed specifically to this action.

Action(s): 1.4 Testing and Assessment Specialist
Effectiveness of Action(s): 3
Metric(s): 1.5, 1.6
Analysis Statement: The Testing and Assessment Specialist supported the use of assessment data to identify student learning needs and guide instructional planning. The analysis of local and state assessment data contributed to targeted interventions and monitoring of student progress. Students demonstrated academic growth, including a +16.6 point increase in ELA and a +3.7 point increase in Mathematics from baseline performance levels.

Action(s): 1.5 Paraprofessionals
Effectiveness of Action(s): 3
Metric(s): 1.5, 1.6
Analysis Statement: Paraprofessionals provided targeted classroom and intervention support for unduplicated pupils and students with disabilities through small-group instruction and individualized assistance. Their support contributed to improved access to instruction and academic support services for students requiring additional assistance. While students with disabilities remained below standard in ELA and Mathematics, overall student groups demonstrated continued academic growth, including a +16.6 point increase in ELA and a +3.7 point increase in Mathematics from baseline performance levels.

Action(s): 1.6 Instructional Materials

Effectiveness of Action(s): 3
Metric(s): 1.2, 1.5, 1.6
Analysis Statement: The district maintained 100% student access to standards-aligned instructional materials and Common Core-aligned curriculum resources. Access to instructional materials supported implementation of state academic standards and instructional consistency across classrooms. The district maintained full implementation of state standards and continued to provide English learners with access to core academic content and ELD standards. We have seen double digit point increases for every student group in ELA and all student groups except SWD have seen increased in Math.

Action(s): 1.7 Classified Personnel for Technology Assistance
Effectiveness of Action(s): 3
Metric(s): 1.5, 1.6
Analysis Statement: Technology support personnel ensured students and staff maintained consistent access to instructional technology, digital curriculum resources, and online assessment platforms. Students demonstrated academic growth in ELA, improving by +16.6 points from baseline performance, and Mathematics improved by +3.7 points from baseline. In addition, CAST performance for all students increased from 14.5% at baseline to 17.54% in 2025–26, reflecting continued access to digital instructional supports and science learning resources.

Action(s): 1.8 Part-time Speech, Occupational Therapists, and Psychologist
Effectiveness of Action(s): 3
Metric(s): 1.12
Analysis Statement: This action ensured students with disabilities continued receiving specialized services, assessments, and supports necessary to access educational programs. During the 2025–26 school year, 100% of students with exceptional needs had full access to every program and service designed and offered for individuals with exceptional needs. Additional assessments and specialized supports also assisted the district in maintaining compliance with individualized education program (IEP) requirements and timelines. Students with Disabilities demonstrated improvement in ELA performance, increasing from 83.8 points below standard in 2023 to 70.2 points below standard in 2025, an improvement of 13.6 points. While this growth suggests that district supports have had a positive impact, Students with Disabilities remain the lowest-performing student group and continue to experience significant achievement gaps. As a result, the District will continue and refine targeted interventions, specialized services, and instructional supports to accelerate literacy achievement and reduce performance disparities.

Action(s): 1.9 Four-week Summer School Intervention Program
Effectiveness of Action(s): 3
Metric(s): 1.5, 1.6
Analysis Statement: The summer intervention program provided extended instructional learning opportunities focused on addressing unfinished learning and strengthening foundational academic skills. Students demonstrated continued academic growth, including a +16.6 point increase in ELA and a +3.7 point increase in Mathematics from baseline performance levels. Local i-Ready assessment results also improved, with grade-level proficiency increasing from 15% to 39% in ELA and from 15% to 49% in Mathematics.

Action(s): 1.10 Science Lab/Innovation Center
Effectiveness of Action(s): 1

Metric(s): 1.7
Analysis Statement: This action was not implemented during the 2025–26 school year because facility modernization planning and construction timelines delayed implementation of the Science Lab/Innovation Center. As a result, no direct program implementation data was available for this action. However, overall CAST performance for all students increased from 14.5% at baseline to 17.54% in 2025–26. The district plans to revisit implementation following facility improvements supported by the recently approved bond measure.

Action(s): 1.11 Professional Development
Effectiveness of Action(s): 2
Metric(s): 1.8
Analysis Statement: This action successfully supported professional development focused on integrated English Language Development strategies and early literacy instruction. Transitional kindergarten and kindergarten teachers received training in foundational literacy development, and the bilingual instructional team continued receiving instructional support and collaboration opportunities. In addition, targeted guidance was provided to address the specific needs of Long-Term English Learners (LTELs), ensuring that instructional teams strengthened practices that accelerate language development for students who have not yet reached proficiency after multiple years in U.S. schools. As a result of these combined efforts, English learner progress toward English proficiency increased from 52.3% in 2024–25 to 57% in 2025–26, representing a +4.7 percentage point increase from baseline performance levels.

Action(s): 1.12 Nutrition Services Coordinator
Effectiveness of Action(s): 3
Metric(s): 2.2
Analysis Statement: Although this action was removed from the LCAP and funded through alternative funding sources during the 2025–26 school year, the district continued supporting student nutrition and wellness services. Students maintained access to nutritious meals and wellness supports that contributed to student engagement, attendance, and readiness to learn. The district remained committed to promoting student health and wellness through continued nutrition services support.

Action(s): 1.13 Literacy Coach
Effectiveness of Action(s): 3
Metric(s): 1.13
Analysis Statement: The literacy coach provided instructional support, literacy intervention guidance, and collaboration with teachers to strengthen reading instruction and improve student literacy outcomes. Local i-Ready assessment results improved from 15% proficiency at baseline to 39% proficiency in ELA and from 15% to 49% proficiency in Mathematics during the 2025–26 school year. The literacy coach also supported classroom instructional practices and targeted intervention strategies designed to strengthen foundational literacy skills and improve academic achievement.

Action(s): 1.14 Reading Intervention Teacher for Targeted Literacy Support
Effectiveness of Action(s): 3
Metric(s): 1.13, 1.5

Analysis Statement:

Although implementation began later than originally planned due to staffing timelines, the reading intervention teacher provided targeted literacy instruction and small-group intervention support for students performing below grade-level standards in reading. Students demonstrated improvement on local i-Ready assessments, with ELA grade-level proficiency increasing from 15% at baseline to 39% in 2025–26. In addition, all students improved by +16.6 points in ELA from baseline performance levels on the CA Dashboard, reflecting continued academic growth supported through targeted literacy intervention services.

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.

As a result of reflections on prior implementation and input from educational partners, CUESD has made the following updates to Goal 1 for the 2026–27 school year:

Action Revisions

Action 1.3 (Assistant Principal) was removed due to declining student enrollment and associated reductions in funding.

Action 1.8 Expanded Support Services: Language was clarified to ensure the S/C funds provide additional hours for unduplicated students.

Action 1.10 (Science Lab/Innovation Center) was revised to reflect delayed implementation during the 2025–26 school year due to facility modernization planning and construction timelines. Following the successful passage of the district bond measure, the district plans to complete building upgrades and facility improvements before proceeding with the development of the Science Lab/Innovation Center to support equitable access to hands-on, NGSS-aligned science instruction.

Action 1.11 (Professional Development) was revised to include professional development in early literacy instruction for transitional kindergarten and kindergarten teachers, continued instructional support for the bilingual instructional team, Science of Reading training, and teacher participation in California Association for Bilingual Education (CABE) professional learning opportunities. The district utilized Educator Effectiveness Grant funds to support portions of this professional development during the 2025–26 school year and plans to continue expanding literacy and bilingual instructional training opportunities during the 2026–27 school year with LREBG funding. In addition, the district added 15 minimum days to the 2026–27 school calendar to provide dedicated time for ongoing professional development, teacher collaboration, and grade-level planning to strengthen instructional practices and student outcomes.

Action 1.12 (Nutrition Services Coordinator) was removed from the LCAP because the position and related services will be funded through alternative funding sources. Although no longer included in the LCAP, the district remains committed to enhancing student health and wellness through nutrition services and student meal program supports.

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	Additional Certificated Teachers for Class Size Reduction	Hire additional highly qualified Certificated Teachers to reduce student-teacher ratio and to provide CCSS instruction in all core areas to all students.	$2,037,438.34	Yes
1.2	ASES / ELOP Coordinator to organize Intervention Programs for extended days, including Saturday and Spring Academies.	Chualar School is committed to enhancing students' educational experiences through various programs: • The ASES program will offer an Intervention program after school, featuring one hour of homework assistance, one hour of art engagement, and one hour of physical activity. • The ELO-P program will provide academic support in Mathematics and Reading, alongside elective experiences such as art, computer technology, music, dance, sports, robotics, subject-area field trips, and science. • Saturday Academies will be available in the Spring to prepare students for the SBAC assessment, focusing on Reading, Writing, and Mathematics review and enrichment. • During Spring Break, a Spring Academy will focus on ELA and Math SBAC support, extended ELA and Math assistance, and enrichment activities. These initiatives will support students both socially and academically, reducing learning loss and enhancing engagement, participation, and academic outcomes.	$94,906.36	No
1.3	Assistant Principal-**Discontinued for 2025-2027	Due to a decrease in student enrollment, this position is being eliminated for the 2025–26 school year. Hire an Assistant Principal to support English Learners, homeless/foster students, and those from socioeconomically disadvantaged backgrounds. This includes collaborating with parents and staff and facilitating professional development for teachers and staff to better understand the		

Action #	Title	Description	Total Funds	Contributing
		specific challenges faced by these student groups. Additionally, the Assistant Principal will oversee family engagement initiatives and monitoring and evaluation efforts to ensure the success and well-being of these students.		
1.4	Testing and Assessment Specialist	Continue to provide a part-time Testing and Assessment Specialist (TAS) role to support pupil testing, data management, and data disaggregation. This support will allow the analysis of English learners, foster youth, and low-income students outcomes to guide instructional next steps.	$53,787.85	Yes
1.5	Paraprofessionals	Hire 8 part-time general education and special education paraprofessionals to assist English learners, foster youth, low-income, and students with exceptional needs. These paraprofessionals will support students in both general education and Special Education classrooms during school hours.	$474,238.44	Yes
1.6	Supplemental Instructional and EL Resources	CCSS instructional materials, such as textbooks, workbooks, copies, EL resources, and supplemental materials/resources, will be supplied to English learners, foster youth, and low-income students. Additionally, online access to the curriculum will be provided, ensuring students have access to all necessary resources outside of school.	$329,093.15	Yes
1.7	Classified personnel to provide Technology assistance	Maintain a Library & Technology Specialist to directly assist CUESD students by: • Offering literacy and expanding technology support. • Providing technology assistance during both regular and after-school hours. • Obtaining materials, supplies, software, library books, and electronic equipment. • Guiding students with I-Ready Reading programs, STAR, A/R, and other assessment programs.	$96,389.58	Yes

Action #	Title	Description	Total Funds	Contributing
		These technology programs and services are integral to our goals of enhancing bilingual communication tools, providing 1:1 tech support, and offering family support and resources for our unduplicated student groups.		
1.8	Expanded Specialized Support Services	The District will provide full-time low to moderate classroom Special Education teachers. To further support students in the Special Education program the District will retain two part-time Speech Pathologists, Occupational therapist, and Psychologist as needed.The District will maintain a second Speech-Language Pathologist to increase service capacity, provide timely interventions, and strengthen collaboration among service providers, teachers, and families.	$209,750.17	Yes
1.9	Expanded Learning Opportunities Program (ELOP): Four-Week Summer School Intervention Program	Chualar will provide effective instruction during a four-week summer school program to address learning loss and learning gaps through the Expanded Learning Opportunities Program (ELO-P). The summer ELO-P will be a 9-hour program which will provide academic support in the curricular areas of Reading, Writing and Mathematics as well as an electives enrichment program. Food Services Department will provide a breakfast, lunch and an afternoon snack.	$24,525.00	No
1.10	Science Lab/Innovation Center	LREBG Action: Equip and launch the existing Science Lab/Innovation Classroom that will serve as a hub for hands-on, inquiry-based learning in all grades. This space will be supplied with instructional materials, lab tools, science/STEM resources, and curriculum kits for projects connected to the curriculum lessons. These resources will support NGSS-aligned instruction and promote engagement, creativity, and critical thinking. Research has shown that experiential, hands-on science learning improves conceptual understanding, boosts motivation, and supports long-term academic success. Studies show that early exposure to high-quality science instruction is especially effective in accelerating learning and closing opportunity gaps among underserved student populations.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action directly supports learning recovery and re-engagement through meaningful, real-world learning experiences that foster a love of science and innovation. Metric 1.7 LREBG Funds: $10,000 for 2025-26		
1.11	Professional Development-ELD	Ensure that all staff receive high-quality Professional Development (PD) that integrates English Language Development (ELD) into all academic content areas. The PD will include targeted training on supporting long-term English learners and will provide educators with effective strategies and direct instructional support. In addition, the PD will emphasize early literacy development in Transitional Kindergarten and Kindergarten (TK/K) to build foundational language skills. Support will also be provided for the bilingual team to enhance instructional practices and ensure effective implementation of dual-language and ELD strategies. This comprehensive approach is designed to enhance the educational experiences of English learners and help teachers effectively support these students in the classroom across all subjects..	$2,100.00	Yes
1.12	Nutrition Services Coordinator **Discontinued for 2025-2027	**This action was removed from the LCAP because it will be funded through alternative sources.* To hire a Nutrition Services Coordinator to improve the quality and nutritional value of meals served in Chualar district cafeteria, promoting student health and well-being. *Although no longer included in the LCAP, the district remains committed to enhancing student health and wellness through improved nutrition services and will maintain the Nutrition Services Coordinator using other available funds.		

Action #	Title	Description	Total Funds	Contributing
1.13	Literacy Coach	To hire a literacy coach or reading and literacy specialist to support educators and pupils in improving literacy instruction and pupil outcomes. Further, 1) to develop school literacy program focused on academic intervention for struggling students TK/K through 8th grade, 2) provide professional development for educators and school leaders in literacy instruction, 3) develop family literacy plans that identify literacy goals, benchmarks, and roles for all family members. 4) establish and monitor intervention program to focus on the reduction of the number of students identified to SpEd programs by assessing students against the RTI and Pathways models.	$90,029.07	No
1.14	Reading Intervention Teacher for Targeted Literacy Support	LREBG Action: Hire a Reading Intervention Teacher to provide targeted small group intervention in ELA for students identified as needing additional academic support. The focus will be on foundational literacy, reading comprehension, and writing skills. Students will be identified using multiple data points, including assessment results, teacher recommendations, and classroom performance. The needs assessment substantiated findings from the 2024 California School Dashboard related to low ELA performance, particularly among unduplicated students, including English learners and low-income students. These findings emphasize the need for focused, evidence-based literacy intervention to support learning recovery and close achievement gaps. Research has consistently shown that structured, small-group instruction has a strong positive impact on student achievement, particularly for struggling readers and students from underserved backgrounds. Differentiated, evidence-based literacy interventions delivered by a qualified teacher can accelerate skill development and help close persistent achievement gaps. Metric: 1.5 LREBG Funds: $81,580.54 for 2025-26, $90,000 for 2026-27, and $90,000 for 2027-28	$165,070.66	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be provided with a positive, safe and well-maintained school environment conducive to learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal will be continued following a comprehensive analysis of various metrics and feedback from educational partners. The CA Dashboard data specifically highlighted chronic absenteeism as an area needing improvement. Additionally, our educational partners emphasized the need to enhance school safety and student well-being. Surveys from parents, students, and teachers emphasized the importance of a nurturing and secure learning environment.
By addressing these concerns, the District intends to enhance academic outcomes and overall student success. Research consistently shows that a positive, safe, and well-maintained school environment directly impacts students' ability to focus, engage, and excel academically. Therefore, creating such an environment is crucial for fostering academic achievement and long-term educational growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1: Basic Services Safe, clean functional facilities maintained Source: Facility Inspection Tool (FIT)	School year 2023-24, CUESD School grounds and facilities are in Good condition.	School year 2024-25, CUESD School grounds and facilities are in Good condition.	School year 2025-26, CUESD School grounds and facilities are in Good condition.	School year 2026-27, CUESD School grounds and facilities will maintain in Good condition.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 5: Pupil Engagement School attendance rates Source: Local Student Information System	In 2023-24 CUESD student attendance rate through P-2 is 93.48%.	In 2024-25 CUESD student attendance rate through P2 is 93.72%	In 2025-26 CUESD student attendance rate through P2 is 87.81%	In 2026-27 CUESD student attendance rate through P-2 will be 95%.	-5.67%
2.3	Priority 5: Pupil Engagement Chronic absenteeism rates Source: CA Dashboard	The Chronic Absenteeism rate is 34.6% (Red) for All students based on 2023 Dashboard. Reds on the Dashboard include: English Learner: 31.9% Hispanic: 34% Homeless: 50% SED: 35.7% SWD: 42.6%	The Chronic Absenteeism rate is 23.8% (Red) for All students based on 2024 Dashboard. Reds on the Dashboard include: English Learner: 20.7% Hispanic: 22.6% Homeless: 20.4% SED: 23.6% SWD: 26%	The Chronic Absenteeism rate is 16.4% (Red) for All students based on 2024 Dashboard. Reds on the Dashboard include: English Learner: 13.1% Hispanic: 16.6% Homeless: 17.1% SED: 16.7% SWD: 23.3%	To Achieve Green on the CA Dashboard, we will decrease our Chronic Absenteeism Rate to a status of 10 percent chronically absent. English Learner: 10% Hispanic: 10% Homeless: 10% SED: 10% SWD: 10%	All students: -18.2% English Learner: -18.8% Hispanic: -17.4% Homeless: -32.9% SED: -19.0% SWD: -19.3%
2.4	Priority 5: Pupil Engagement Middle school dropout rates Source: CALPADS	CUESD Middle School Dropout Rate during the 2022-2023 school year was at 0%	2023-24 Middle School Dropout Rate: 0	2024-25 Middle School Dropout Rate: 0	CUESD Middle School Dropout Rate during the 2026-2027 school year will maintain at 0%	0
2.5	Priority 6: School Climate Pupil suspension rates Source: Ca Dashboard	The suspension rate during the 2022-2023 school year was 0.7%. EL 1% Hispanic 0.7% SED 0.7% SWD 2.1%	The suspension rate during the 2023-2024 school year was 4.3%. EL 4.9% Hispanic 4.1% SED 4.9% SWD 6%	The suspension rate during the 2023-2024 school year was 1.9%. EL 2.1% Hispanic 1.9% SED 1.8% SWD 2.3%	The suspension rate during the 2026-2027 school year will maintain at 0.7% or lower. EL 0.7% Hispanic 0.7% SED 0.7%	All Students +1.2% EL +1.1% Hispanic +1.2% SED +1.1% SWD +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD 0.7%	
2.6	Priority 6: School Climate Pupil expulsion rates Source: DataQuest	The expulsion rate during the 2022-2023 school year was 0%.	The expulsion rate during the 2023-2024 school year was 0%.	The expulsion rate during the 2024-2025 school year was 0%.	The expulsion rate will continue at 0%.	0
2.7	Priority 6(c): School Climate-Local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	86% of parents feel CUESD provides a welcoming environment.	92% of parents reported that the school provides a welcoming environment for all parents.	94% of parents reported that the school provides a welcoming environment for all parents.	90% of parents feel CUESD provides a welcoming environment.	+8%

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.

Chualar Union Elementary School District made significant progress in implementing actions under Goal 2 while addressing the evolving needs of students and families. These actions focused on supporting student well-being, school climate, and engagement, particularly for English learners, foster youth, and low-income students. Most actions were implemented as planned, with positive results despite some ongoing challenges such as staffing limitations and high demand for mental health services.

2.1 Community Partnerships: Harmony at Home – Sticks and Stones
This action was successful. The district maintained its partnership with Harmony at Home to provide school-based counseling and conflict resolution services. These services helped address chronic absenteeism and support student mental health. Implementation aligned with the plan and contributed to improved attendance and school climate.

2.2 Classified Personnel
This action was incorporated into Goal 3 because the responsibilities more directly support family engagement and parent involvement efforts. Under Goal 3, the position will also serve as the parent liaison and site librarian, strengthening the connection between family engagement, literacy access, and student support services.

2.3 Monterey County Behavioral Health

This action was successful. The continued partnership with Monterey County Behavioral Health provided students access to mental health care, including trauma-informed support and alternative treatment services. The implementation remained consistent with the LCAP and effectively reduced absenteeism.

2.4 Student Recognition to Promote School Culture/Climate
This action was successful. The district implemented student incentives, celebrations, and schoolwide events to recognize academic effort, positive behavior, and school connectedness. These efforts focused on creating a positive, inclusive school culture that supported student engagement and consistent attendance. Recognition strategies helped boost student morale and motivation.

2.5 Safe and Clean Facilities
This action was successful. The district invested in facility upgrades and custodial staffing to ensure that school environments remain safe, clean, and well-maintained.

2.6 Professional Development Focused on SEL
This action was successful. Staff received social-emotional learning professional development through the Monterey County Office of Education focused on supporting student wellness, inclusive classroom practices, and emotionally responsive instruction.

2.7 Student Athletics to Promote Engagement, Health, and School Connectedness
This action was successful during the 2025–26 school year. The district expanded extracurricular sports opportunities to strengthen student engagement, school connectedness, and student wellness. An athletic director began supporting implementation during the spring semester, helping coordinate extracurricular athletics programs and increase student participation in school activities.

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.

CUESD experienced varying degrees of alignment between planned expenditures and actual spending during the 2025–26 school year, reflecting operational adjustments and implementation realities throughout the year. The following summarizes material differences between budgeted and actual expenditures by action:

2.1 Community Partnerships: Harmony at Home – Sticks and Stones: Budgeted [$34,733.67]; Actual [$37,265.29].
Additional expenditures were required to support increased student counseling and conflict resolution services during the 2025–26 school year.

2.2 Classified Personnel: Budgeted [$0.00]; Actual [$0.00].
This action was incorporated into Goal 3 because the responsibilities more directly support family engagement and parent involvement efforts.

2.3 Monterey County Behavioral Health: Budgeted [$21,470.00]; Actual [$26,314.00].

Additional expenditures were required to support increased student mental health and behavioral health service needs during the school year.

2.4 Student Recognition to Promote School Culture/Climate: Budgeted [$31,500.00]; Actual [$30,500.00].
Minimal variance; actuals aligned with projections.

2.5 Safe and Clean Facilities: Budgeted [$50,818.95]; Actual [$54,000.87].
Minimal variance; actuals aligned with projections.

2.6 Professional Development Focused on SEL: Budgeted [$2,000.00]; Actual [$0.00].
Professional development related to social-emotional learning and student wellness was provided through Monterey County Office of Education supports, resulting in no direct expenditures from this action during the 2025–26 school year.

2.7 Student Athletics Promote Engagement, Health, and School Connectedness: Budgeted [$17,922.96]; Actual [$8,840.60].
Actual expenditures were lower than anticipated because implementation of extracurricular athletics programming began later in the school year. The athletic director position began during the spring semester, resulting in reduced operational and program costs during the 2025–26 school year.

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

Chualar Union used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA’s goal:

Action(s): 2.1 Community Partnerships: Harmony at Home - Sticks and Stones
Effectiveness of Action(s): 3
Metric(s): 2.3
Analysis Statement: This partnership provided counseling, conflict resolution, and student support services that addressed barriers to attendance and student well-being. Chronic absenteeism for all students decreased from 34.6% at baseline to 16.4% in 2025–26, a decrease of 18.2 percentage points. English Learner chronic absenteeism also improved from 31.9% to 13.1%, while Hispanic student absenteeism improved from 34% to 16.6%.

Action(s): 2.2 Classified Personnel
Effectiveness of Action(s): 1
Analysis Statement: This action was incorporated into Goal 3 because the responsibilities more directly support family engagement and parent involvement efforts. Under Goal 3, the position will also serve as the parent liaison and site librarian, strengthening the connection between family engagement, literacy access, and student support services.

Action(s): 2.3 Monterey County Behavioral Health
Effectiveness of Action(s): 3
Metric(s): 2.3
Analysis Statement: Mental health and behavioral health services provided through Monterey County Behavioral Health supported student wellness and reduced barriers to attendance. Chronic absenteeism rates improved across student groups, including a decrease for socioeconomically disadvantaged students from 35.7% to 16.7% and students with disabilities from 42.6% to 23.3%.

Action(s): 2.4 Student Recognition to Promote School Culture/Climate
Effectiveness of Action(s): 3
Metric(s): 2.3, 2.7
Analysis Statement: Student incentives, PBIS recognition activities, and schoolwide events promoted school connectedness and positive student engagement. Parent survey results increased from 86% at baseline to 94% in 2025–26 regarding whether the school provides a welcoming environment. Chronic absenteeism also declined from 34.6% to 16.4% for all students.

Action(s): 2.5 Safe and Clean Facilities
Effectiveness of Action(s): 3
Metric(s): 2.1, 2.3
Analysis Statement: The district maintained school facilities in “Good” condition according to the Facility Inspection Tool (FIT). Safe, clean, and well-maintained learning environments supported student engagement and attendance. Chronic absenteeism for all students improved from 34.6% at baseline to 16.4% in 2025–26.

Action(s): 2.6 Professional Development Focused on SEL
Effectiveness of Action(s): 3
Metric(s): 2.3
Analysis Statement: Professional development provided through the Monterey County Office of Education supported staff in implementing social-emotional learning and trauma-informed practices. Suspension rates for all students improved from year 1 to year 2, they are still higher than they were at baseline; while chronic absenteeism for all students decreased from 34.6% at baseline to 16.4%.

Action(s): 2.7 Student Athletics to Promote Engagement, Health, and School Connectedness

Effectiveness of Action(s): 3
Metric(s): 2.3, 2.7
Analysis Statement:
Extracurricular athletics and student engagement activities supported increased student participation, school connectedness, and positive school climate. An athletic director began supporting implementation during the spring semester to coordinate extracurricular sports opportunities. Parent survey results increased from 86% at baseline to 94% in 2025–26 regarding whether the school provides a welcoming environment, while chronic absenteeism for all students improved from 34.6% to 16.4%.

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

No changes are planned for the 2026–27 school year. The district will continue implementing the existing actions and services under Goal 2 to support student engagement, school climate, attendance, and student well-being.

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	Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator	CUSD will continue to provide support services to students and families by continuing the contract and partnership with the Harmony at Home-Sticks and Stones counseling program. This contract will allow for increased services to be directed to FY, SED, and EL students. This action will directly address the Red Indicators on the CA School Dashboard: Chronic Absenteeism for all students, EL, Hispanic, Homeless, SED, SWD	$53,000.00	Yes
2.2	Classified personnel**Discontinued in 2026-27**	**This action is being incorporated into Goal 3, as the action more directly supports the district's efforts to promote parent involvement. This position will also serve as the parent liaison and site librarian, reinforcing the dual focus on family engagement and literacy access. A Classified personnel will be added to facilitate parent trainings emphasizing on the importance of attendance, assist Counselor with home visits, track perfect attendance incentives, positive behavior rewards, food and refreshments for meetings and materials and supplies as needed.		
2.3	Monterey County Behavioral Health	The Monterey County Behavioral Health (MCBH) counseling program provides Mental Health Services and Home Alternative Residential Treatment to students	$25,116.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Student Recognition to promote School Culture/Climate	Provide extra supplies and incentives throughout the year to recognize staff and students' achievements (academic and behavioral) to increase engagement and build a positive school culture and climate. Incentives include school-wide events (i.e., Field Day, field trips, Literacy Night, End-of-Year events, Teacher/Classified appreciation week, and other incentive events), student awards (i.e., personalized ribbons and pens), and rewards such as Chualar School Store items and classroom parties. LREBG ACTION: LREBG funds will further enhance this action by strengthening the PBIS framework through the purchase of PBIS banners and signage to reinforce behavioral expectations and school spirit across campus. In addition, the school will purchase and implement the SWIS (School-Wide Information System) to support improved behavior tracking and data-driven decision-making. Additional hours will be provided to a classified staff member to manage and operate the PBIS student store, track student participation, and support the coordination of PBIS-related events and incentive systems. This will ensure consistent implementation of positive reinforcement strategies and maintain equitable access for all students. The needs assessment substantiated findings from the 2024 CA School Dashboard related to chronic absenteeism, especially among unduplicated student groups. In addition, feedback from educational partners, including families, staff, and students, highlighted a strong need to strengthen student connection, belonging, and motivation. Research confirms that positive reinforcement strategies and recognition systems can significantly improve engagement, motivation, and behavior. Schoolwide incentive programs are shown to create a positive learning climate that supports academic achievement and social-emotional learning, key components of post-pandemic student re-engagement and recovery. Metric: 2.3	$23,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds: $28,000 for 2025-26, $10,000 for 2026-27, and $10,000 for 2027-28		
2.5	Enhanced Safe and Clean Learning Environments	CUSD is committed to ensuring a safe environment for students and staff. In response to feedback from our educational partners and to maintain safe and healthy school facilities, CUESD has allocated funding for the following initiatives: • Keeping facilities safe and clean. • Ensuring sufficient custodial and maintenance staff for proper upkeep.	$52,245.79	Yes
2.6	Professional Development focused on SEL	Provide targeted professional development opportunities to support the social-emotional development of students who face specific challenges in achieving academic success and feeling safe at school. These challenges are particularly prevalent among English language learners, homeless/foster youth, students with disabilities, and socioeconomically disadvantaged students. The focus will be on equipping educators with the necessary tools and techniques to create inclusive and supportive learning environments that promote the social-emotional well-being of all students.	$1,000.00	Yes
2.7	Student Athletics to Promote Engagement, Health, and School Connectedness	Support the implementation of extracurricular sports programs that promote physical health, teamwork, and school connectedness. This action will provide funding for essential needs such as coach stipends, sports equipment, water, and healthy snacks for student-athletes. Extracurricular sports provide structured opportunities for students to engage in teamwork, leadership, and goal-setting. Engagement partners input, including feedback from students and families, emphasized the value of athletic programs in keeping students engaged, healthy, and connected to school. Participation in sports is shown to improve attendance, reduce behavioral issues, and contribute to a positive school climate. The school intends to reduce chronic absenteeism and increase student engagement, particularly for unduplicated students who may face barriers to participation in enrichment activities.	$9,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action supports the district's goals to improve school climate, increase student engagement, and ensure all students have equitable access to extracurricular opportunities that promote social-emotional development and overall well-being.		
2.8				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CUESD will promote and cultivate a positive relationship with parents to collaboratively become partners in the educational process to ensure student academic success by supporting services for students and families and promoting parental involvement, community outreach, and pupil engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CUESD believes that students whose parents stay involved in school have better attendance and behavior, achieve higher grades, demonstrate better social skills, and adapt more effectively to school environments. Parental involvement helps foster a lifelong love of learning in students, which researchers identify as crucial for long-term success. Recognizing this, the District plans to maintain transparency to help parents understand the direct relationship between their involvement and their children's improved academic performance. Increasing parental engagement is seen as a vital strategy to boost overall academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3: Parental Involvement Efforts to seek parent input in decision-making Source: Local Indicator Self Reflection Tool	In 2023-24,CUESD actively sought input from all parents, including those of students with disabilities, English learners, and homeless or foster youth, in various decision-making forums such as the School Site Council and	2024-25, actively sought input from all parents, including those of students with disabilities, English learners, and homeless or foster youth.	2025-26, actively sought input from all parents, including those of students with disabilities, English learners, and homeless or foster youth.	CUESD will continue to actively seek input from all parents, including those of students with disabilities, English learners, and homeless or foster youth, in its decision-making process.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the District English Learner Advisory Committee.				
3.2	Priority 3: Parental Involvement Promote parental participation for unduplicated students Source: Local Indicator Self Reflection Tool	In 2023-24,CUESD promoted participation from all parents, including those whose children are considered unduplicated students.	2024-25, continued to promote participation from all parents, including those whose children are considered unduplicated students.	2025-26, continued to promote participation from all parents, including those whose children are considered unduplicated students.	CUESD will continue to promote participation from all parents, including those whose children are considered unduplicated students.	0
3.3	Priority 3: Parental Involvement Promote parental participation for individuals with exceptional needs Source: Local Indicator Self Reflection Tool	In 2023-24,CUESD encouraged participation from all parents, including those with children who have exceptional needs.	2024-25, continued to encourage participation from all parents, including those with children who have exceptional needs.	2025-26, continued to encourage participation from all parents, including those with children who have exceptional needs.	CUESD will continue to encourage participation from all parents, including those with children who have exceptional needs.	0

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.

CUESD made significant progress in implementing the planned actions for this goal, with a strong emphasis on building family partnerships, increasing parent input, and improving home-school communication. All three actions were implemented as planned, and efforts were adjusted throughout the year to address emerging needs and maximize family participation.

3.1 Parent Communication and Engagement
This action was successful during the 2025–26 school year. The district continued seeking parent input through School Site Council, DELAC meetings, parent surveys, and school events. Families of English learners, students with disabilities, foster youth, and low-income students

were encouraged to participate in school and district decision-making processes. Ongoing communication efforts strengthened parent engagement and increased opportunities for family voice and feedback

3.2 Open House and Back to School Night
This action was successful during the 2025–26 school year. The district hosted Open House and Back to School Night events to strengthen family-school connections and provide information regarding academic expectations, school programs, and available student supports. Events included multilingual communication and outreach efforts to encourage participation from all families, including unduplicated student groups.

3.3 Parent Liaison to coordinate workshops/trainings/meetings
This action was successful during the 2025–26 school year. The district implemented parent workshops, trainings, and outreach activities focused on supporting family engagement and strengthening home-school partnerships. The position also supported translation services, communication efforts, and parent participation in school meetings and activities. In addition, the role expanded to include responsibilities as the site librarian, supporting student literacy access and family engagement through library and literacy-related services.

3.4 Expand Digital Access and Family Learning Support Through Tech-Equipped Lab and Parent Workshops
This action was successful during the 2025–26 school year. The district continued supporting family access to technology resources and digital learning opportunities through parent workshops and access to technology-equipped learning spaces. These efforts helped families better support student learning, improve communication with the school, and increase access to digital educational resources and platforms.

3.5: Enhance Multilingual Family Access Through Interpretation Equipment and Services
This action was successful during the 2025–26 school year. The district expanded multilingual family access by providing interpretation equipment and translation services to support communication with families whose primary language is not English. These supports increased equitable access to school meetings, workshops, and educational information, helping families participate more fully in school programs and decision-making processes.

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. The following outlines the differences by action:

3.1 Parent Communication and Engagement: Budgeted [$6,790.00]; Actual [$6,790.00].
Actual expenditures aligned with the budgeted amount and supported parent communication, outreach activities, and family engagement efforts throughout the school year.

3.2 Open House and Back to School Night: Budgeted [$1,000.00]; Actual [$1,000.00].
Actual expenditures aligned with the budgeted amount and supported family engagement events, materials, and school-community outreach activities.

3.3 Parent Liaison to Coordinate Workshops/Trainings/Meetings: Budgeted [$24,372.52]; Actual [$26,693.39].
Minimal variance; actuals aligned with projections.

3.4 Expand Digital Access and Family Learning Support Through Tech-Equipped Lab and Parent Workshops: Budgeted [$74,000.00]; Actual [$41,476.82].
Actual expenditures were lower than anticipated because portions of the planned technology purchases and digital learning supports will be continued to next year. Funds will support technology access, parent workshops, and digital learning resources for families.

3.5 Enhance Multilingual Family Access Through Interpretation Equipment and Services: Budgeted [$20,000.00]; Actual [$15,700].
Actual expenditures were lower than budgeted because interpretation equipment and translation service costs were less than originally projected during the 2025–26 school year. Funds supported multilingual communication access for families participating in meetings, workshops, and school events.

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

Chualar Union used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped the district make progress toward increasing parent involvement and strengthening family-school partnerships

Action(s): 3.1 Parent Communication and Engagement
Effectiveness of Action(s):
Metric(s): 2.3, 3.1
Analysis Statement: CUESD continued to actively seek input from all parents, including families of students with disabilities, English learners, homeless students, and foster youth, through School Site Council, DELAC, surveys, meetings, and outreach activities. The district maintained consistent parent engagement efforts during the 2025–26 school year and continued strengthening communication and participation opportunities for families in district decision-making processes. As part of this analysis, the district also monitored increased and improved Chronic Absenteeism rates for English Learners, Low Income students, Hispanic students, and Students with Disabilities to evaluate the effectiveness of engagement strategies and targeted supports.

Action(s): 3.2 Open House and Back to School Night
Effectiveness of Action(s): 3
Metric(s): 3.2
Analysis Statement: The district continued promoting participation from all parents, including families of unduplicated student groups, through Open House, Back to School Night, and other family engagement events. Multilingual communication and family-friendly event formats supported increased family participation and strengthened home-school connections during the 2025–26 school year. The District successfully implemented Open House and Back-to-School Night events to increase family participation and strengthen home-school

partnerships. Through multilingual communication, outreach efforts, and opportunities for direct interaction with teachers and staff, families of English Learners, foster youth, and low-income students were encouraged to participate in school activities and gain a better understanding of academic expectations and available supports. As a result, the District continued to promote participation from all parents, including those whose children are identified as unduplicated students, demonstrating that this action was effective in supporting the goal of increasing parent engagement.

Action(s): 3.3 Parent Liaison to coordinate workshops/trainings/meetings
Effectiveness of Action(s): 2
Metric(s): 3.3
Analysis Statement: The district continued encouraging participation from all parents, including families of students with exceptional needs, through parent workshops, trainings, outreach activities, and translation support services. The parent liaison supported communication between families and the school while also serving as the site librarian to strengthen literacy access and family engagement opportunities during the 2025–26 school year.

Action(s): 3.4 Expand Digital Access and Family Learning Support Through Tech-Equipped Lab and Parent Workshops
Effectiveness of Action(s): 3
Metric(s): 3.1, 3.2
Analysis Statement:
The district expanded family access to technology resources and digital learning supports through parent workshops and technology access opportunities. These efforts supported parent participation, improved communication between home and school, and increased family access to digital educational resources and platforms.

Action(s): 3.5 Enhance Multilingual Family Access Through Interpretation Equipment and Services
Effectiveness of Action(s): 3
Metric(s): 3.1, 3.2, 3.3
Analysis Statement:
Interpretation equipment and translation services increased equitable access for multilingual families to participate in meetings, workshops, school events, and decision-making opportunities. These supports strengthened communication with families whose primary language is not English and promoted increased parent participation across all student groups.

Overall in sum for Actions 3.4 and 3.5, the analysis supports strengthened communication with all families and families whose primary language is not English and promoted increased parent participation across all student groups. As part of this analysis, Action 3.4 and Action 3.5 descriptions for LREBG identify Metrics 1.5, 1.6, and 2.3 for monitoring effectiveness, ensuring that the district systematically evaluates progress in family engagement, access to services, and communication outcomes across student groups.

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

Based on reflections on prior implementation and input from educational partners, no changes will be made to the planned goal, metrics, target outcomes, or actions for the 2026–27 school year. The district will continue implementing the existing actions and services to strengthen family engagement, parent participation, and home-school partnerships.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication and Engagement	CUSD will communicate with parents and the community via the FinalSite system, digital communication, telephone, Brisas School Newspaper, flyers, website, and letters.	$6,550.00	Yes
3.2	Provide House and Back to School Night (Multilingual Family Engagement Events)	Provide multilingual family engagement events, including Open House and Back-to-School Night, to strengthen family-school partnerships, increase understanding of academic expectations, and improve access to school resources and supports. Parents will be invited to our annual Open House and Back to School Night, where they can connect with their child's teachers, curriculum, and resources. These events will offer them the opportunity to meet the teachers who will be guiding their child throughout the year, they will learn about the teaching methods and materials they'll use, celebrate their child's achievements, and gather important information about upcoming events and activities for the rest of the school year.	$500.00	Yes
3.3	Parent Liaison to coordinate workshops/trainings/ meetings	CUSD will hire a Parent Liaison to organize a series of workshops, trainings, and meetings aimed at educating both parents and staff. These sessions will cover topics such as the significance of parent involvement, Social Emotional Learning (SEL), and promoting positive relationships among teachers, parents, and students.	$13,373.22	Yes
3.4	Expand Digital Access and Family	Enhance digital access and support learning recovery through a two-pronged approach funded by LREBG.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Learning Support Through Tech-Equipped Lab and Parent Workshops	The comprehensive needs assessment substantiated findings from the 2024 CA School Dashboard related to chronic absenteeism and academic performance. In addition, feedback from educational partners emphasized the need for stronger family engagement and accessible strategies to support learning at home. This action directly responds to those identified needs by improving student access to digital learning environments and family capacity to support academic recovery. 1. Modernize and upgrade the school computer lab to give students access to updated computers, instructional software, ergonomic furniture, and high-speed connectivity infrastructure. The upgrade will also include the installation of an LCD projector with a drop-down screen and a sound system to support interactive instruction and digital read-along activities. The enhanced lab will be used for targeted academic intervention, digital literacy instruction, online assessments, and extended learning opportunities. These improvements are designed to ensure equitable access to digital tools and resources, particularly for students disproportionately impacted by the pandemic. 2. Host a series of in-person family workshops focused on literacy, mathematics, and social-emotional learning (SEL) strategies to help families support student learning at home. Computers and audiovisual technology will be used to deliver online training modules during these sessions, enabling parents to engage with content in an interactive and meaningful way. These workshops are designed to strengthen home-school partnerships, provide families with practical strategies, and empower caregivers, especially those from underserved communities, to reinforce learning and well-being at home. Studies have shown that expanding students' access to digital learning environments and providing structured opportunities for family engagement can significantly improve academic outcomes, attendance, and motivation. Research highlights that equitable access to technology and increased parental involvement effectively mitigate learning loss and improve outcomes for low-income, multilingual, and other historically underserved student groups.		

Action #	Title	Description	Total Funds	Contributing
		Metric: 1.5, 1.6, 2.3 LREBG Funds: $74,000 for 2025-26		
3.5	Enhance Multilingual Family Access Through Interpretation Equipment and Services	LREBG Action: Purchase interpretation headsets and related equipment to support multilingual family access during school meetings, workshops, and events. In addition to equipment, funds will be used to hire interpreters to provide real-time language support during these gatherings. These services will ensure that families of English learners and other language groups can meaningfully participate in school planning, student support discussions, IEP meetings, and board meetings. This investment supports inclusive communication and strengthens family engagement in academic recovery efforts and decision-making processes. The comprehensive needs assessment substantiated findings from the 2024 CA School Dashboard related to chronic absenteeism and academic performance, as well as input from educational partners, which emphasized the need to improve communication and engagement with multilingual families. Families reported that language barriers limited their participation in school events and decision-making, which reduced their ability to support student learning and recovery. This action aligns with allowable uses of LREBG funds by directly supporting learning recovery and re-engagement efforts through enhanced communication systems that eliminate language barriers. Studies have shown that strong family-school communication, especially in families' home languages, is directly associated with improved academic outcomes, higher attendance, and stronger social-emotional development. When families receive accessible, language-appropriate information, they are more likely to engage in decision-making, reinforce learning at home, and remain actively involved throughout the year. Metric: 1.5, 1.6, 2.3 LREBG Funds: $20,000 for 2025-26	$10,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,078,029	$142,054

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
42.517%	0.000%	$0.00	42.517%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Additional Certificated Teachers for Class Size Reduction **Need:** Dashboard results indicate that although student achievement has improved in both ELA and Mathematics, English Learners continue to perform below district averages and remain significantly below standard. In 2025, English Learners scored 17.8 points	Dashboard data indicate that although student achievement has improved over the past three years, significant academic needs persist for English Learners and other unduplicated student groups. In 2025, English Learners performed 17.8 points below standard in English Language Arts and 56.9 points below standard in Mathematics. While these results represent improvement from prior years, achievement gaps continue to exist and indicate a need for increased access to individualized instruction, academic language	Basic - Teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching. 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
	below standard in ELA and 56.9 points below standard in Mathematics. **Scope:** LEA-wide	development, targeted intervention, and differentiated instructional support. To address these needs, the district provides additional certificated teaching positions beyond the staffing level supported through the district's base program. These additional teachers reduce class size averages and increase opportunities for individualized instruction, small-group learning, academic language development, progress monitoring, and timely intervention for students who require additional support to meet grade-level standards. Smaller class sizes allow teachers to provide more frequent feedback, stronger relationships with students and families, and differentiated instructional strategies designed to accelerate learning for English Learners, foster youth, and low-income students. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district and the identified academic needs are evident across grade levels. The district determined that reducing class sizes throughout the LEA is the most effective use of funds to address the academic and language development needs of unduplicated pupils because it increases access to individualized support in every classroom where these students are served. As a result, this action increases services through additional certificated staffing and improves services through enhanced instructional responsiveness, targeted support, and greater opportunities for student engagement and academic success.	

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
1.4	**Action:** Testing and Assessment Specialist **Need:** The 2023 CA School Dashboard in (ELA) for all students is 31.5 points below standard, English learners 45.5 points below standard, socioeconomically disadvantaged 31.4 points below standard, Hispanic 31.1 points below standard, students with disabilities 94.2 points below standard, and Homeless 46.3 points below standard. This highlights the importance of maintaining timely testing, effectively managing data, and breaking down data to understand needs and implement necessary adjustments. **Scope:** LEA-wide	The district will continue to provide a part-time Testing and Assessment Specialist (TAS) to coordinate pupil assessments, maintain student achievement data systems, disaggregate data by student group, and support staff in analyzing academic and program effectiveness data. The TAS enables the district to identify performance trends for English Learners, foster youth, and low-income students; monitor progress toward district goals; evaluate the effectiveness of interventions; and ensure instructional resources and supports are directed to students demonstrating the greatest need. This action is principally directed toward English Learners, foster youth, and low-income students because the primary purpose of the position is to analyze outcomes for unduplicated student groups and support the implementation of targeted instructional responses designed to improve their academic achievement. The position increases and improves services by providing timely and accurate data that informs intervention placement, instructional planning, progress monitoring, and resource allocation for unduplicated pupils. This action is provided on an LEA-wide basis because English Learners, foster youth, and low-income students are enrolled throughout the district and their academic needs exist across grade levels. The district determined that a centralized data and assessment system is the most effective way to monitor student outcomes, evaluate the effectiveness of services, and ensure that supports for unduplicated pupils are	CA Dashboard ELA & Math CAASPP Data EL Low Income Hispanic SWD

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
		consistently implemented across all classrooms and programs.	
1.5	**Action:** Paraprofessionals **Need:** The 2023 CA School Dashboard rating for English Language Arts (ELA) for all students is 31.5 points below standard, English learners 45.5 points below standard, socioeconomically disadvantaged 31.4 points below standard, Hispanic 31.1 points below standard, students with disabilities 94.2 points below standard, and Homeless 46.3 points below standard. In Math all students are 53.3 points below standard, English learners 66.4 points below standard, socioeconomically disadvantaged 54.1 points below standard, Hispanic 53.8 points below standard, and students with disabilities 130.5 points below standard, and Homeless 70.4 points below standard. **Scope:** LEA-wide	To address the condition of our English learners, low-income and foster youth, we're continuing to provide additional personalized support via instructional assistants for Math and ELA during the regular school day. In addition, we recognize that All students may also benefit from these services therefore it is being implemented LEA-wide.	CA Dashboard ELA & Math CAASPP Data EL Low Income Hispanic SWD
1.6	**Action:** Supplemental Instructional and EL Resources **Need:** In 2023, California Assessment of Student Performance and Progress (CAASPP) results in English Language Arts indicated that all students performed 31.5 points below standard, while English Learners performed 45.5 points below standard, homeless	To address these identified needs, the district provides supplemental standards-aligned instructional materials and resources, including English Learner instructional supports, intervention materials, supplemental texts, workbooks, consumable resources, and digital learning tools designed to strengthen literacy development and access to grade-level content. In addition, students are provided online access to curriculum resources outside of the instructional day, allowing	CA Dashboard ELA & Math CAASPP Data EL Low Income Hispanic SWD

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 performed 46.3 points below standard, and socioeconomically disadvantaged students performed 31.4 points below standard. These results demonstrate that unduplicated student groups require additional academic support and access to instructional resources to improve achievement and close performance gaps. **Scope:** LEA-wide	them to review lessons, practice academic skills, and access learning materials regardless of time or location. This expanded access is particularly important for English Learners, homeless students, and socioeconomically disadvantaged students who may require additional opportunities to engage with instructional content beyond the school day. This action is principally directed toward English Learners, foster youth, and low-income students because these student groups demonstrated the greatest academic need based on state assessment data. The supplemental instructional materials and expanded access to curriculum resources are designed to address barriers to academic achievement and provide additional opportunities for students to access grade-level instruction, develop academic language skills, and strengthen literacy proficiency. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled throughout the district and the identified achievement gaps exist across grade levels. The district determined that providing supplemental instructional resources and expanded curriculum access throughout the educational program is the most effective way to ensure equitable access to academic supports and improve outcomes for unduplicated pupils. This action increases services through the provision of additional instructional resources beyond the core program and improves services by expanding opportunities for learning, intervention, and academic support both during and outside of the regular school day.	

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
1.7	**Action:** Classified personnel to provide Technology assistance **Need:** There is a need to address essential technology support, access to educational resources, and targeted academic assistance of diverse student populations, particularly ELs, socioeconomically disadvantaged students, and those experiencing homelessness. The 2023 CA School Dashboard rating for English Language Arts (ELA) for all students is 31.5 points below standard, English learners 45.5 points below standard, socioeconomically disadvantaged 31.4 points below standard, Hispanic 31.1 points below standard, students with disabilities 94.2 points below standard, and Homeless 46.3 points below standard. In Math all students are 53.3 points below standard, English learners 66.4 points below standard, socioeconomically disadvantaged 54.1 points below standard, Hispanic 53.8 points below standard, and students with disabilities 130.5 points below standard, and Homeless 70.4 points below standard. Overall, these scores highlight the urgency to have family engagement, professional development, and other supports. **Scope:** LEA-wide	This action addresses the need by delivering one-on-one tech support and supplying family resources for digital literacy, as well as bilingual communication tools for English Learners (ELs) and their families. This is also designed to provide technology access for socioeconomically disadvantaged and homeless students. Additionally, acknowledging the potential benefits for all students, we're implementing it district-wide.	CAASPP ELA & Math
1.8	**Action:** Expanded Specialized Support Services	The District provides full-time special education teachers as part of its core special education	1.12: Master Schedule and Instructional Minutes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: District data indicate that Students with Disabilities continue to experience significant academic challenges. In 2025, Students with Disabilities scored 70.2 points below standard in English Language Arts and 134 points below standard in Mathematics. Additionally, English Learners scored 17.8 points below standard in ELA and 56.9 points below standard in Mathematics, while socioeconomically disadvantaged students scored 11 points below standard in ELA and 54 points below standard in Mathematics. These data demonstrate the need for additional academic, communication, behavioral, and social-emotional supports to help students access instruction and make progress toward grade-level standards. **Scope:** LEA-wide	program. To address the significant academic achievement gaps experienced by Students with Disabilities, including students who are also English Learners and low-income students, the District will maintain expanded access to speech-language pathology, occupational therapy, and psychological services, including a second Speech-Language Pathologist. These specialized services are designed to address barriers that interfere with students' ability to access grade-level instruction. Speech-language services support communication, language development, and academic vocabulary skills necessary for participation in classroom instruction. Occupational therapy services help students develop the sensory, motor, and self-regulation skills needed to engage successfully in learning activities. Psychological services provide behavioral, social-emotional, and mental health supports that improve student engagement, attendance, and readiness to learn. By increasing access to these specialized services, the District is able to provide more timely interventions, reduce service delays, strengthen collaboration among specialists, teachers, and families, and improve students' ability to participate in instruction and make progress toward academic goals.	CAASPP ELA
2.1	**Action:** Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator **Need:**	The District partners with Harmony at Home to provide counseling, conflict resolution, family support services, and student wellness interventions designed to address barriers that contribute to chronic absenteeism and disengagement. These services help students	Chronic Absenteeism Rates EL Low Income Hispanic SWD

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
	In 2023, student chronic absenteeism on the CA Dashboard was 34.6%, showing a 7.2% increase compared to the previous year. All students, including English learners, Hispanic students, homeless youth, socioeconomically disadvantaged, and students with disabilities, were identified as lowest performing on the CA Dashboard (Red). Therefore, ongoing efforts are being continued to support all students, particularly those in these identified groups. In 2025, chronic absenteeism remained elevated for unduplicated student groups, including English Learners (13.1%), Socioeconomically Disadvantaged students (16.7%), and Students with Disabilities (23.3%). Educational partner feedback also identified student mental health, school connectedness, and family support as ongoing needs. **Scope:** LEA-wide	develop coping skills, strengthen peer relationships, improve behavior, and increase their connection to school. This action is principally directed toward English Learners, foster youth, and low-income students because these student groups are more likely to experience barriers related to attendance, social-emotional well-being, and access to support services. The action is provided on an LEA-wide basis because unduplicated students are enrolled across all grade levels and benefit when counseling and support services are available throughout the school community.	
2.3	**Action:** Monterey County Behavioral Health **Need:** Attendance rates need improvement at CUESD, particularly for several groups: English learners, Hispanic students, homeless students, those with disabilities, and socioeconomically disadvantaged students (identified as "Red" in Chronic Absenteeism on the CA Dashboard). According to the 2023 CA Dashboard, chronic absenteeism rates have	The Monterey County Behavioral Health partnership provides counseling, behavioral health services, crisis intervention, and family support designed to address the underlying causes of absenteeism and disengagement. These services help students improve emotional regulation, increase school connectedness, and strengthen their ability to participate successfully in instruction. The action is principally directed toward English Learners, foster youth, and low-income students	Chronic Absenteeism Rates EL Low Income Hispanic SWD

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
	increased significantly across these groups. Overall student absenteeism rose from 7.2% to 34.6%. Specifically, absenteeism among English learners increased from 28.8% to 31.9%, among homeless students from 15.4% to 50%, and among socioeconomically disadvantaged students from 27.5% to 35.7%. **Scope:** LEA-wide	because these students often face additional social-emotional and environmental barriers that affect school participation. The action is provided LEA-wide because unduplicated students are enrolled throughout the district and access services across grade levels.	
2.4	**Action:** Student Recognition to promote School Culture/Climate **Need:** There is a need to improve attendance rates at CUESD. According to the CA Dashboard for 2023, the rates of chronic absenteeism have risen across different groups: for all students, the rate increased from 7.2% in the previous year to 34.6%. Among English learners, it increased by 3.1% to 31.9%, among homeless students, it increased by 34.6% to 50%, and among socioeconomically disadvantaged students, it grew by 8.2% to 35.7%. **Scope:** LEA-wide	The District will implement student recognition programs, PBIS incentives, schoolwide celebrations, and positive behavior supports that encourage regular attendance, positive behavior, and active participation in school. Recognition systems reinforce positive habits and strengthen students' sense of belonging and connection to school. This action is principally directed toward English Learners, foster youth, and low-income students because increased school connectedness is associated with improved attendance and engagement for students experiencing barriers to participation. The action is provided LEA-wide because unduplicated students are enrolled throughout the district and benefit from a positive and inclusive school culture.	Chronic Absenteeism Rates EL Low Income Hispanic SWD
2.5	**Action:** Enhanced Safe and Clean Learning Environments **Need:**	The District provides basic custodial, maintenance, and facility services as part of its core operational program. This action uses $52,245.79 in LCFF Supplemental and Concentration funds as an additional amount above the District’s base	Chronic Absenteeism rate

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
	The Chronic Absenteeism rate is 34.6% (Red) for All students based on 2023 Dashboard. Reds on the Dashboard include: English Learner: 31.9% Hispanic: 34% Homeless: 50% SED: 35.7% SWD: 42.6% In 2025, chronic absenteeism was 13.1% for English Learners, 16.7% for socioeconomically disadvantaged students, and 23.3% for Students with Disabilities. Educational partner feedback also identified school safety, cleanliness, and a welcoming campus environment as important conditions for student attendance, engagement, and well-being. **Scope:** LEA-wide	facilities and maintenance program to provide enhanced custodial and maintenance support focused on improving the learning environment for unduplicated students. Research indicates that safe, clean, and well-maintained school facilities contribute to improved attendance, particularly for vulnerable student groups such as English Learners, low-income students, homeless youth, Students with Disabilities, and Hispanic students. When students feel physically safe, supported, and connected to a well-maintained campus, they are more likely to attend regularly and engage in learning. These additional services are designed to reduce barriers to attendance, support student well-being, and maintain learning spaces that are accessible before, during, and after school for students and families. This action is provided LEA-wide because unduplicated students are enrolled across the school and use all instructional and common areas. While all students benefit from safe and clean facilities, the additional services are principally directed toward improving attendance, engagement, and school connectedness for English Learners, foster youth, and low-income students.	
2.6	**Action:** Professional Development focused on SEL **Need:** There is a need to improve attendance rates at CUESD specifically for English learners,	The District will provide professional development focused on social-emotional learning (SEL), trauma-informed practices, relationship-centered teaching, and positive behavior supports. This training equips teachers and staff with strategies to identify and respond to the social-emotional,	Chronic Absenteeism Rates EL Low Income Hispanic SWD

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
	Hispanic, Homeless, students with disabilities, and socioeconomically disadvantaged (Red in Chronic Absenteeism on the CA Dashboard). According to the CA Dashboard for 2023, the rates of chronic absenteeism have risen across different groups: for all students, the rate increased from 7.2% in the previous year to 34.6%. Among English learners, it increased by 3.1% to 31.9%, among homeless students, it increased by 34.6% to 50%, and among socioeconomically disadvantaged students, it grew by 8.2% to 35.7%. **Scope:** LEA-wide	behavioral, and engagement needs of students who may be experiencing barriers to school success. Research and educational partner feedback indicate that students are more likely to attend school regularly and engage in learning when they feel safe, connected, and supported by trusted adults. By strengthening staff capacity to create inclusive and supportive learning environments, this action is designed to improve student engagement, reduce behavioral challenges, and address factors that contribute to chronic absenteeism among English Learners, foster youth, and low-income students. This action is provided LEA-wide because unduplicated pupils are enrolled throughout the District and benefit when all staff consistently implement effective social-emotional and relationship-based practices across classrooms and school settings.	
2.7	**Action:** Student Athletics to Promote Engagement, Health, and School Connectedness **Need:** 2024 Chronic Absenteeism: 23.8% for All students 20.7% for English learners 20.4% for Homeless youth 23.6% for Low-income students	The District will provide extracurricular athletic opportunities that promote student engagement, physical wellness, teamwork, leadership, and school connectedness. Funding supports coach stipends, equipment, supplies, and student participation opportunities that increase access to extracurricular activities. Research and local experience demonstrate that students who participate in school-sponsored activities are more likely to attend school regularly, develop positive relationships with peers and adults, and feel connected to their school community. These protective factors are	Chronic Absenteeism

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
	These rates highlight a need for actions that improve student connection to school and reduce absenteeism. **Scope:** LEA-wide	particularly important for English Learners, foster youth, and low-income students who may face barriers to engagement and participation. This action is principally directed toward improving attendance, engagement, and school connectedness for unduplicated pupils. The action is provided LEA-wide because English Learners, foster youth, and low-income students are enrolled throughout the District and benefit from equitable access to extracurricular opportunities that support social-emotional development and strengthen connections to school.	
3.1	**Action:** Parent Communication and Engagement **Need:** According to the CA Dashboard for 2023, the rates of chronic absenteeism have risen across different groups: for all students, the rate increased from 7.2% in the previous year to 34.6%. Among English learners, it increased by 3.1% to 31.9%, among homeless students, it increased by 34.6% to 50%, and among socioeconomically disadvantaged students, it grew by 8.2% to 35.7%. Cultivating a positive relationship with parents to collaboratively become partners in the educational process will help ensure student academic success by supporting services for students and families and promoting parental involvement, community outreach, and pupil engagement.	The District will communicate with families through the FinalSite system, digital communication platforms, telephone messaging, the Brisas School newspaper, flyers, the district website, and written correspondence. These communication tools increase family awareness of student progress, attendance expectations, academic supports, and opportunities for involvement. Research consistently demonstrates that students achieve higher levels of attendance, engagement, and academic success when families are informed and actively involved in their education. This action is principally directed toward English Learners, foster youth, and low-income students by increasing access to information and strengthening family-school partnerships that support student success. This action is provided on an LEA-wide basis because the identified barriers to family engagement, including limited access to information, language differences, and challenges	Chronic Absenteeism Rates EL Low Income Hispanic SWD

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	participating in school activities and decision-making, are experienced by English Learners, foster youth, and low-income families across grade levels. Providing consistent and accessible communication systems throughout the District ensures that families receive timely information regarding attendance, academic progress, available supports, and opportunities for involvement. The District has determined that a comprehensive communication system is the most effective means of addressing these barriers and strengthening family-school partnerships that support improved student outcomes.	
3.2	**Action:** Provide House and Back to School Night (Multilingual Family Engagement Events) **Need:** According to the 2023 California School Dashboard, chronic absenteeism increased significantly among student groups served by the District, including English Learners (31.9%), socioeconomically disadvantaged students (35.7%), and homeless students (50%). Educational partner feedback also indicated a need to strengthen family-school partnerships and increase parent understanding of academic expectations, available student supports, and opportunities for engagement. **Scope:** LEA-wide	The District will provide Open House and Back-to-School Night events that create meaningful opportunities for families to meet teachers, learn about instructional programs, understand grade-level expectations, and access information regarding attendance, intervention services, and academic supports. The District will provide outreach, translated materials, and language access supports to encourage participation by English Learner families and other historically underserved groups. Research demonstrates that students are more likely to attend school regularly and achieve academic success when families are informed, connected to school staff, and actively engaged in the educational process. By strengthening relationships between families and educators at the beginning of the school year, this action is designed to increase family participation, improve communication, and support student engagement and attendance.	3.2- parent participation 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
		This action is provided on an LEA-wide basis because barriers related to family engagement, communication, and understanding of school expectations are experienced by unduplicated families across grade levels. The District has determined that providing consistent opportunities for families to connect directly with teachers and school staff is the most effective way to strengthen family-school partnerships and support improved outcomes for English Learners, foster youth, and low-income students.	
3.3	**Action:** Parent Liaison to coordinate workshops/trainings/ meetings **Need:** According to the 2023 California School Dashboard, chronic absenteeism increased significantly among student groups served by the District, including English Learners (31.9%), socioeconomically disadvantaged students (35.7%), and homeless students (50%). Educational partner feedback and local needs assessments also indicated that many families of English Learners, foster youth, and low-income students face barriers to participation in school activities and decision-making processes due to work schedules, language differences, transportation challenges, and limited familiarity with educational systems and available resources. **Scope:** LEA-wide	The District will maintain a Parent Liaison to coordinate workshops, trainings, meetings, outreach activities, and family engagement opportunities. The Parent Liaison serves as a bridge between families and the school by increasing communication, connecting families to resources and support services, providing outreach to families who may not otherwise participate in school activities, and promoting meaningful parent involvement in school programs and decision-making processes. Research and educational partner feedback indicate that students experience improved attendance, engagement, and academic outcomes when families are actively engaged in their education and have strong relationships with school staff. By reducing barriers to participation and increasing access to information, resources, and support, this action is designed to strengthen family-school partnerships and improve outcomes for English Learners, foster youth, and low-income students.	Number of workshops/trainings made accessible to parents and the number of attendees.

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
		This action is provided on an LEA-wide basis because the barriers to family engagement identified through local data and educational partner feedback affect unduplicated families across grade levels. The District has determined that maintaining a centralized Parent Liaison is the most effective means of coordinating outreach, increasing participation, and ensuring families have access to the information and support necessary to actively participate in their child's education.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** Professional Development-ELD **Need:** English Learners continue to demonstrate a need for accelerated academic language development and access to grade-level instruction. In 2025, English Learners scored 17.8 points below standard in ELA and 56.9 points below standard in Mathematics. These results show the need for improved instructional practices that integrate ELD across content areas and specifically address the needs of long-term English learners.	This action provides targeted professional development so teachers can more effectively integrate ELD strategies into all academic content areas. Training will focus on designated and integrated ELD, support for long-term English learners, early literacy development in TK/K, and instructional strategies for the bilingual team. By strengthening teacher practice, the action improves the quality of instruction English Learners receive throughout the school day..	The percent of ELs who progress in English proficiency (ELPAC) for 2023-24

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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.

CUSD does not have 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. We plan to meet the required percentage in the actions and funds allotted listed above.

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.

Chualar receives an additional 15% concentration grant add-on to increase the number of staff who provide direct services to students at schools with enrollment of unduplicated students equal to or less than 55%. Goal 1 provides additional personnel to support the academic program for students with assistant principal, aides, instructional coach (and Goal 1, Action 5, 7 and 8). Goal 3, Action 3 provide for increased staff who provide direct services to students with a parent liaison, a Literacy Specialist and an Intervention Specialist.

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	10:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	10:1

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	2,535,523	1,078,029	42.517%	0.000%	42.517%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,078,029.00	$2,569,072.73	$0.00	$165,011.90	$3,812,113.63	$3,374,870.48	$437,243.15

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	Additional Certificated Teachers for Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,037,438.34	$0.00	$525,254.64	$1,451,726.17		$60,457.53	$2,037,438.34	
1	1.2	ASES / ELOP Coordinator to organize Intervention Programs for extended days, including Saturday and Spring Academies.	All	No			All Schools Specific Schools: Chualar Union elementary School TK-8th grade	Ongoing	$94,906.36	$0.00		$94,906.36			$94,906.36	
1	1.3	Assistant Principal- **Discontinued for 2025-2027						Discontinued								
1	1.4	Testing and Assessment Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$53,787.85	$0.00	$53,787.85				$53,787.85	
1	1.5	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$474,238.44	$0.00	$259,156.71	$168,915.29		$46,166.44	$474,238.44	
1	1.6	Supplemental Instructional and EL Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$329,093.15	$2,000.00	$292,679.72		$34,413.43	$329,093.15	
1	1.7	Classified personnel to provide Technology assistance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$96,389.58	$0.00	$96,389.58				$96,389.58	
1	1.8	Expanded Specialized Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$209,750.17	$0.00	$9,055.21	$181,720.46		$18,974.50	$209,750.17	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Expanded Learning Opportunities Program (ELOP): Four-Week Summer School Intervention Program	All	No			All Schools Specific Schools: Chualar Union Elementary School TK-8th grade	Ongoing	$25.00	$24,500.00		$24,525.00			$24,525.00	
1	1.10	Science Lab/Innovation Center	All	No			All Schools Specific Schools: Chualar Union elementary school TK-8th grade	Ongoing	$0.00	$10,000.00	$0.00	$10,000.00			$10,000.00	
1	1.11	Professional Development-ELD	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,100.00	$600.00	$1,500.00			$2,100.00	
1	1.12	Nutrition Services Coordinator **Discontinued for 2025-2027						Discontinued								
1	1.13	Literacy Coach	All	No			All Schools Specific Schools: Chualr Union Elementary school TK-8th grade	Ongoing	$90,029.07	$0.00		$90,029.07			$90,029.07	
1	1.14	Reading Intervention Teacher for Targeted Literacy Support	All	No			All Schools Specific Schools: Chualar Union Elementary School TK-8th grade	Ongoing	$165,070.66	$0.00		$165,070.66			$165,070.66	
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$53,000.00	$0.00	$21,000.00	$27,000.00		$5,000.00	$53,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Classified personnel**Discontinued in 2026-27**						Discontinued								
2	2.3	Monterey County Behavioral Health	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$25,116.00	$0.00	$25,116.00				$25,116.00	
2	2.4	Student Recognition to promote School Culture/Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$23,500.00	$2,500.00	$21,000.00			$23,500.00	
2	2.5	Enhanced Safe and Clean Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$52,245.79	$0.00	$52,245.79				$52,245.79	
2	2.6	Professional Development focused on SEL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.7	Student Athletics to Promote Engagement, Health, and School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$9,500.00	$0.00	$9,500.00				$9,500.00	
2	2.8															
3	3.1	Parent Communication and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$6,550.00	$6,550.00				$6,550.00	
3	3.2	Provide House and Back to School Night (Multilingual Family Engagement Events)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
3	3.3	Parent Liaison to coordinate workshops/trainings/ meetings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$13,373.22	$0.00	$13,373.22				$13,373.22	
3	3.4	Expand Digital Access and Family Learning Support Through Tech-Equipped Lab and Parent Workshops	All	No			All Schools	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
3	3.5	Enhance Multilingual Family Access Through Interpretation Equipment and Services	All	No			All Schools	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	

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
2,535,523	1,078,029	42.517%	0.000%	42.517%	$1,078,029.00	0.000%	42.517 %	**Total:**	$1,078,029.00
								LEA-wide Total:	$1,077,429.00
								Limited Total:	$600.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Additional Certificated Teachers for Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income		$525,254.64	
1	**1.4**	Testing and Assessment Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,787.85	
1	**1.5**	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$259,156.71	
1	**1.6**	Supplemental Instructional and EL Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	**1.7**	Classified personnel to provide Technology assistance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,389.58	
1	**1.8**	Expanded Specialized Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,055.21	
1	**1.11**	Professional Development-ELD	Yes	Limited to Unduplicated	English Learners Foster Youth	All Schools	$600.00	

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 (%)
				Student Group(s)	Low Income			
2	**2.1**	Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	
2	**2.3**	Monterey County Behavioral Health	Yes	LEA-wide	English Learners Low Income	All Schools	$25,116.00	
2	**2.4**	Student Recognition to promote School Culture/Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	**2.5**	Enhanced Safe and Clean Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,245.79	
2	**2.6**	Professional Development focused on SEL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	**2.7**	Student Athletics to Promote Engagement, Health, and School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,500.00	
3	**3.1**	Parent Communication and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,550.00	
3	**3.2**	Provide House and Back to School Night (Multilingual Family Engagement Events)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
3	**3.3**	Parent Liaison to coordinate workshops/trainings/ meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,373.22	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,473,079.06	$3,939,565.49

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**	Highly qualified Certificated Teachers	Yes	$1,994,982.18	$2,403,472.81
1	**1.2**	ASES / ELOP Coordinator to organize Intervention Programs for extended days, including Saturday and Spring Academies.	No	$94,906.36	$113,284.86
1	**1.3**	Assistant Principal	No		
1	**1.4**	Testing and Assessment Specialist	Yes	$50,984.85	$54,261.80
1	**1.5**	Paraprofessionals	Yes	$389,527.36	$482,680.58
1	**1.6**	Instructional Materials	Yes	$211,666.56	$212,100.23
1	**1.7**	Classified personnel to provide Technology assistance	Yes	$86,375.59	$93,923.02
1	**1.8**	Part-time Speech, Occupational Therapists, and Psychologist	Yes	$87,420.65	$98,725.32
1	**1.9**	Expanded Learning Opportunities Program (ELOP): Four-Week Summer School Intervention Program	No	$95,500.00	$105,456.25

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	1.10	Science Lab/Innovation Center	No	$10,000.00	$0
1	1.11	Professional Development	Yes	$2,100.00	$1,125.48
1	1.12	Nutrition Services Coordinator	No		
1	1.13	Literacy Coach	No	$83,426.87	$111,479.03
1	1.14	Reading Intervention Teacher for Targeted Literacy Support	No	$81,580.54	$14,475.14
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator	Yes	$34,733.67	$37,265.29
2	2.2	Classified personnel	No		
2	2.3	Monterey County Behavioral Health	Yes	$21,470.00	$26,314.00
2	2.4	Student Recognition to promote School Culture/Climate	Yes	$31,500.00	$30,500.00
2	2.5	Safe and Clean Facilities	Yes	$50,818.95	$54,000.87

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Professional Development focused on SEL	Yes	$2,000.00	$0
2	**2.7**	Student Athletics to Promote Engagement, Health, and School Connectedness	Yes	$17,922.96	$8,840.60
2	**2.8**				
3	**3.1**	Parent Communication and Engagement	Yes	$6,790.00	$6,790.00
3	**3.2**	Open House and Back to School Night	Yes	$1,000.00	$1,000.00
3	**3.3**	Parent Liaison to coordinate workshops/trainings/ meetings	Yes	$24,372.52	$26,693.39
3	**3.4**	Expand Digital Access and Family Learning Support Through Tech-Equipped Lab and Parent Workshops	No	$74,000.00	$41,476.82
3	**3.5**	Enhance Multilingual Family Access Through Interpretation Equipment and Services	No	$20,000.00	$15,700

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)
$1,103,161	$1,151,816.00	$1,144,067.62	$7,748.38	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Highly qualified Certificated Teachers	Yes	$598,384.28	598,384.28		
1	1.4	Testing and Assessment Specialist	Yes	$50,984.85	53,383.14		
1	1.5	Paraprofessionals	Yes	$260,419.56	260,419.56		
1	1.6	Instructional Materials	Yes	$2,000.00	2,000		
1	1.7	Classified personnel to provide Technology assistance	Yes	$86,375.59	88,654.48		
1	1.8	Part-time Speech, Occupational Therapists, and Psychologist	Yes	$2,680.29	2,680.29		
1	1.11	Professional Development	Yes	$2,100.00	1,125.48		
2	2.1	Community Partnerships: Harmony at Home-Sticks and Stones: Red Indicator	Yes	$20,997.00	20,997		
2	2.3	Monterey County Behavioral Health	Yes	$21,470.00	21,470		
2	2.4	Student Recognition to promote School Culture/Climate	Yes	$3,500.00	200.44		
2	2.5	Safe and Clean Facilities	Yes	$50,818.95	53,810.87		
2	2.6	Professional Development focused on SEL	Yes	$2,000.00	0		

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)
2	**2.7**	Student Athletics to Promote Engagement, Health, and School Connectedness	Yes	$17,922.96	7,480.32		
3	**3.1**	Parent Communication and Engagement	Yes	$6,790.00	6,790		
3	**3.2**	Open House and Back to School Night	Yes	$1,000.00	566.94		
3	**3.3**	Parent Liaison to coordinate workshops/trainings/ meetings	Yes	$24,372.52	26,104.82		

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)
2,600,628	$1,103,161	0	42.419%	$1,144,067.62	0.000%	43.992%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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