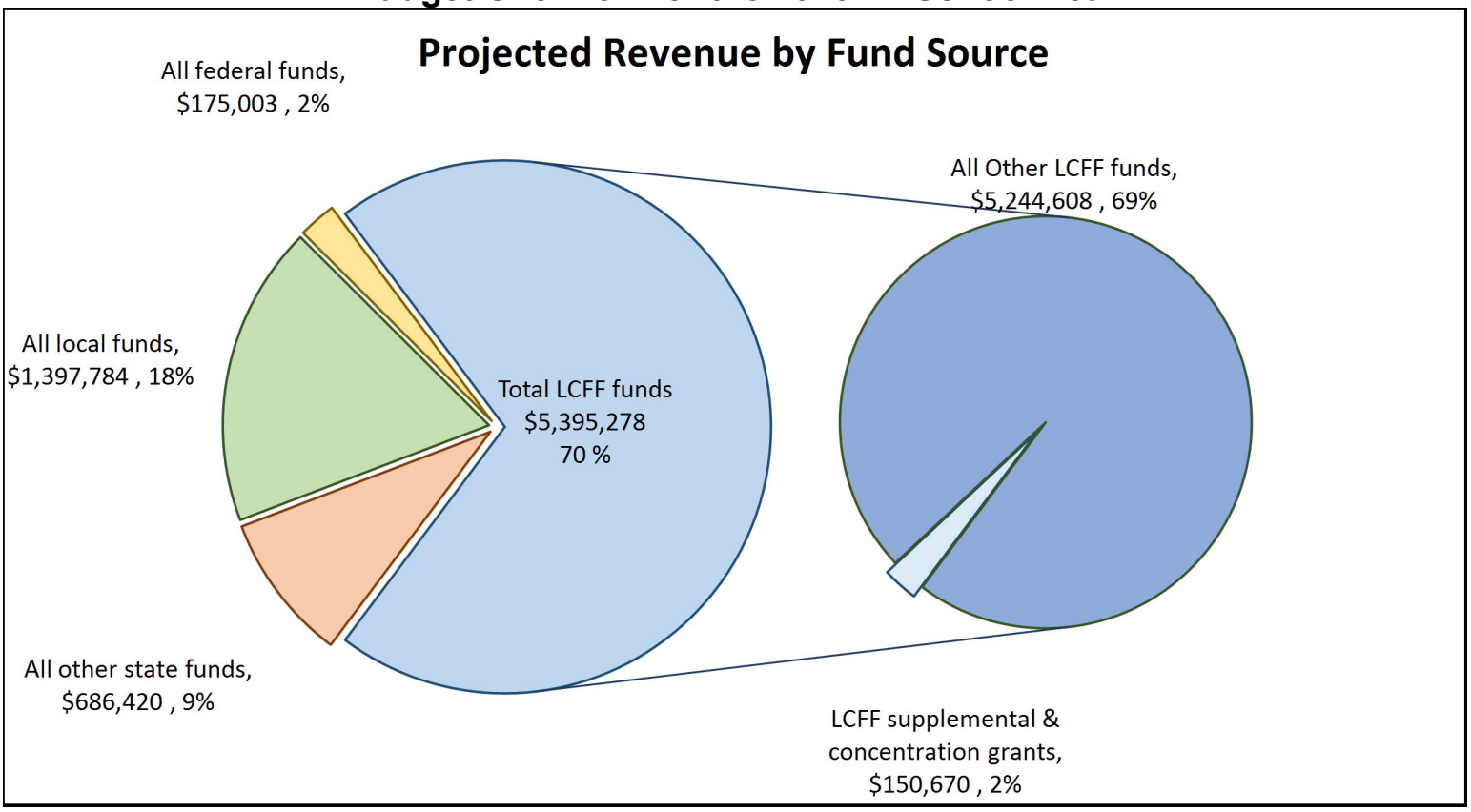
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Hills Union School District (Apple Blossom School)
CDS Code: 4970961
School Year: 2026-27
LEA contact information:
Dana Pedersen
Superintendent
dpedersen@twinhillsusd.org
(707) 823-0871

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

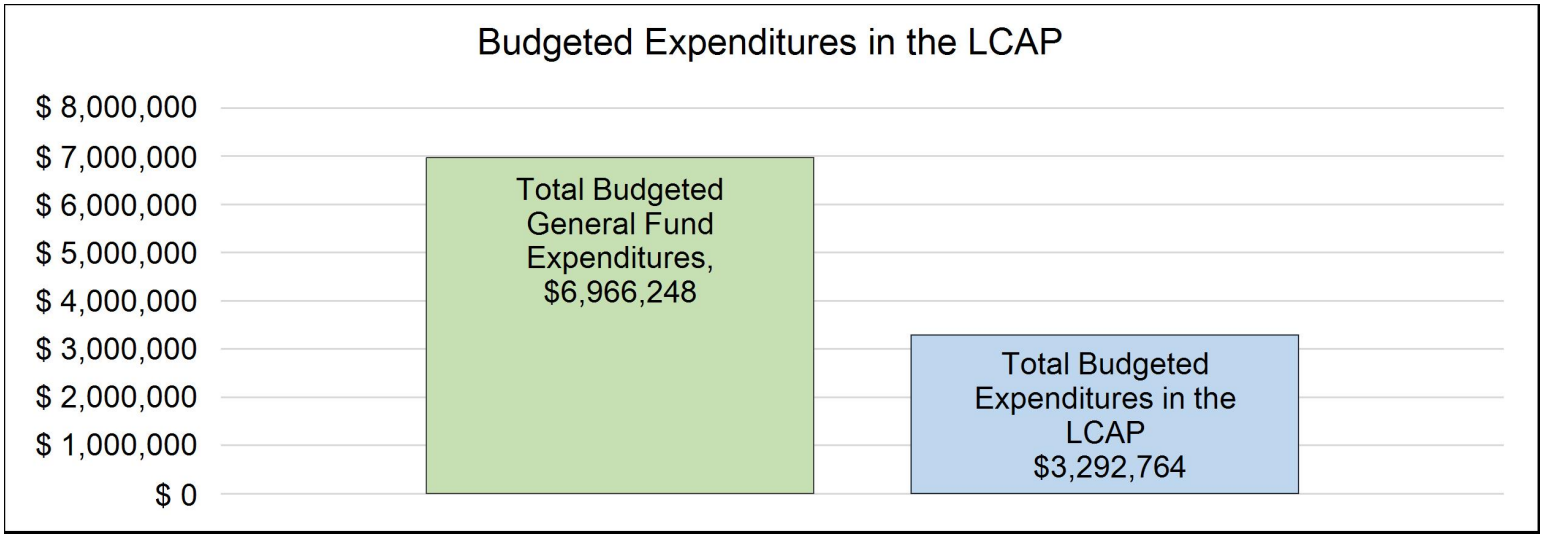


This chart shows the total general purpose revenue Twin Hills Union School District (Apple Blossom School) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Hills Union School District (Apple Blossom School) is $7,654,485, of which $5,395,278 is Local Control Funding Formula (LCFF), $686,420 is other state funds, $1,397,784 is local funds, and $175,003 is federal funds. Of the $5,395,278 in LCFF Funds, $150,670 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 Twin Hills Union School District (Apple Blossom School) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Twin Hills Union School District (Apple Blossom School) plans to spend $6,966,248 for the 2026-27 school year. Of that amount, $3,292,764 is tied to actions/services in the LCAP and $3,673,484 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

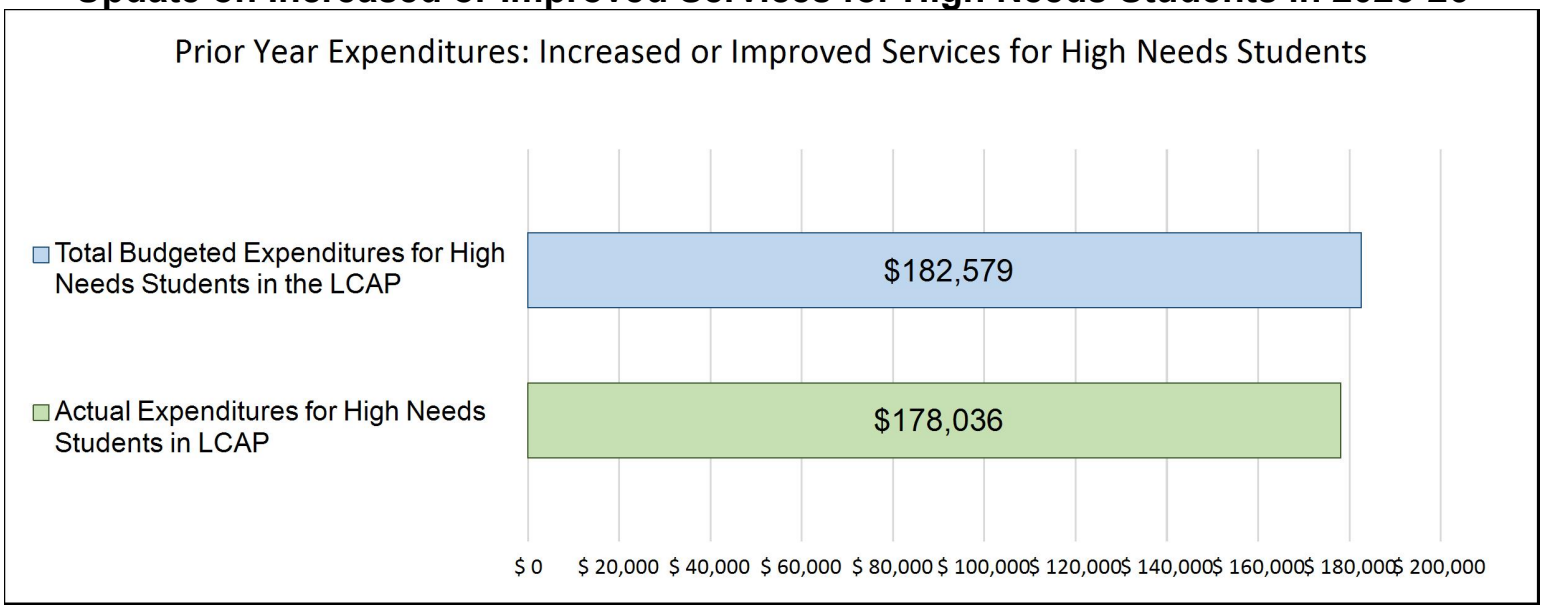
The LCAP includes specific funding for specific actions. The balance of the budget over the LCAP expenses detailed here includes costs for administrative and classified staff that support all students as well as supplies and services. Please see the adopted budget for further details.

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

In 2026-27, Twin Hills Union School District (Apple Blossom School) is projecting it will receive $150,670 based on the enrollment of Foster Youth, English learner, and low-income students. Twin Hills Union School District (Apple Blossom School) must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Hills Union School District (Apple Blossom School) plans to spend $302,332 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 Twin Hills Union School District (Apple Blossom School) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Twin Hills Union School District (Apple Blossom School) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Twin Hills Union School District (Apple Blossom School)'s LCAP budgeted $182,579 for planned actions to increase or improve services for high needs students. Twin Hills Union School District (Apple Blossom School) actually spent $178,036 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $4,543 had the following impact on Twin Hills Union School District (Apple Blossom School)’s ability to increase or improve services for high needs students:

The decrease in actual expenditures for actions and services to increase or improve services for high needs students in the 2025-26 is represented by staff utilizing one-time state recourse in-lieu of LCFF funds to provide services to high need students. The decrease in expenditures did not impact the district's ability to increase or improve services to students.

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
Twin Hills Union School District (Apple Blossom School)	Dana Pedersen Superintendent	dpedersen@twinhillsusd.org (707) 823-0871

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.

This LCAP serves as Twin Hills Union School District LCAP even though Apple Blossom is referenced throughout. The following schools are part of the district: Apple Blossom, Orchard View, SunRidge, Twin Hills Charter Middle. Apple Blossom is the only non-charter school in the district and is the only school included in this plan.

Apple Blossom School is nestled in the beautiful rolling hills of western Sonoma County. The school environment is friendly, supportive, and safe for the TK-5 students. Families are welcome at school and parents are valuable partners in the education of our students. About 65% of students reside outside of the district boundaries. They commute from nearby communities. Apple Blossom serves 292 students, 21.6% are socio economically disadvantaged, 1.04% are English Learners, 0% are foster youth, and 11% are students with disabilities. The rigorous and engaging academic program is enhanced by an abundance of enrichment programs including music, art, gardening, and a Maker Learning Center.

Our district does not have any schools identified for the Equity Multiplier. The LCAP serves as the Twin Hills Union School District /Apple Blossom's strategic plan.

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
An LREGB Needs Assessment was conducted to analyze Chronic Absenteeism, ELA and Math data. Based on this needs assessment, counseling was determined to be the most effective way to support academic learning recovery and student social and emotional well-being. If additional LREGB funds are available, our LREBG funded action is Goal 2 Action 1: Safety and Connectedness (sub action Counselor)

Our District will continue to spend LREGB funds on Goal 2 Action 1: Safety and Connectedness (sub action Counselor).

Goal 2 Action 1: Safety and Connectedness (sub action Counselor)
If additional funding becomes available, this action will utilize LREBG Funds. Counseling is an evidence-based practice to support academic learning recovery and student social and emotional well-being. This action is listed under category "(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, **counseling**, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism." The metrics that will be used to monitor the impact of the action includes: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

2025 CA DASHBOARD

SUCCESSES based on 2025 CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2025 Dashboard for "all students"

- Suspension Rate: Apple Blossom/District- Green Level
- English Language Arts: Apple Blossom- Blue; District-Green
- Mathematics: Apple Blossom/District- Green Level
- Science: Apple Blossom/District-- Blue Level

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2025 Dashboard:

- Hispanic (Suspension Rate- Apple Blossom/District- Blue)
- White (Suspension Rate- Apple Blossom/District- Green, ELA/Math-Apple Blossom/District- Blue
- Socio-economically disadvantaged (Mathematics-Apple Blossom-Green;

The following local indicators were at the "standard met" level.
-Basic Services
-Implementation the Academic Standards
-Parent and Family Engagement
-Local Climate Survey
-Access to Broad Course of Study

CHALLENGES based on 2025 CA Dashboard and Local Data:
Overall indicators where the School/LEA received the lowest performance level ('red") on the 2025 Dashboard for “all students”

- Chronic Absenteeism (District/Apple Blossom)

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2025 Dashboard:

- Hispanic (Chronic Absenteeism -District/Apple Blossom)
- White (Chronic Absenteeism -District/Apple Blossom)
- Socio-economically disadvantaged (Chronic Absenteeism -District/Apple Blossom)

References
Twin Hills Union Elementary:
https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2025&cdcode=4970961&scode=&reporttype=schools
Apple Blossom: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2025&cdcode=&scode=6093140&reporttype=sgroups

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ADDRESSING THE NEED
Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:

- 2.1 Safety and Connectedness
- 1.5 Student Engagement

REQUIRED ACTIONS
The State of California requires the following actions to be included in a district LCAP:
-English Learners and Long-Term English Learners Required Action is found under action 1.3 Academic Support (Please note Apple Blossom only has 15 English Learners)
-Technical Assistant Required Actions: N/A for our district
-Equity Multiplier: N/A for our district

- 2023 CA Dashboard Required Actions: N/A for our district (no red indicators)
- 2024 CA Dashboard Required Actions are found under: 2.1 Safety and Connectedness (to improve Suspension Rate)
- 2025 CA Dashboard Required Actions are found under: 2.1 Safety and Connectedness and 1.5 Student Engagement (to improve Chronic Absenteeism)
- Students with Disabilities Required Action is found under action 1.4 Special Education Support
- Learning Recovery Emergency Block Grant Goal and/or Actions: 2.1: Safety and Connectedness (sub action Counselor)

The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

CHALLENGES based on 2023 CA Dashboard and Local Data:
-There were no overall indicators where the School/LEA received the lowest performance level ('red") on the 2023 Dashboard for “all students”
-There were no student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2023 Dashboard:

We continue to work on attendance by educating families about chronic absentees, tardies, short term independent study options and more. We communicate regularly about attendance and look for ways to reward and acknowledge the improvement.
We continue to work on our school culture in building an Apple Blossom family of support while we build our MTSS strategies and options for struggling learners.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated and Classified staff including teachers, principals, and other school personnel	Types of Engagement: Staff meetings to discuss priorities, Request for feedback e-mail, Process for Engagement: Priorities were discussed throughout meetings. Notes were taken for each meeting. In addition, an email was sent to everyone to review the newly re-organized LCAP and requested any additional feedback. We also shared the LCAP Hub, a centralized location where all LCAP information and resources can be accessed. Influence: Unifying the LCAP document was well received.
Local bargaining group members	Types of Engagement: Monthly Meetings (March and April Check-In) Process for Engagement: Meetings to discuss. We also shared the LCAP Hub, a centralized location where all LCAP information and resources can be accessed. Influence: Unifying the LCAP document was well received.
Parents/ Parent Advisory Committee (PAC)	Types of Engagement: Parent Meetings, Request for feedback e-mail Process for Engagement: Meetings were held to discuss the re-organized/ unified LCAP. As a small school district our LCAP serves as our school plan. Superintendent presented the LCAP to the Parent Advisory Committee. In May 2026, the superintendent responded, in writing, to comments received from the Parent Advisory Committee.

Educational Partner(s)	Process for Engagement
	We also shared the LCAP Hub, a centralized location where all LCAP information and resources can be accessed. Influence: Parents and families expressed appreciation for the reorganization into a unified LCAP. Some raised concerns about preserving the unique identity of each school, and it was clearly emphasized that each school's distinctiveness will be maintained. Supporting students is a priority for parents, we plan to implement and monitor progress for Action 1.3 Academic Support to ensure support for students.
Principals/ Administrators	Types of Engagement: Meetings to discuss priorities: ; Meetings to discuss revisions: Ongoing Feedback and Discussions Process for Engagement: Unified LCAP goals and actions were established to streamline efforts and ensure alignment across the district. Reviewed LCAP Goals and Actions and LCAP Metric Summary to determine any additional needs. Consulted with educational partners to determine changes. We also shared the LCAP Hub, a centralized location where all LCAP information and resources can be accessed. Summary of Impact: Developed a unified LCAP across all four schools.
Students/ Student Advisory Committee	Types of Engagement: Survey, Student Advisory Meeting Process for Engagement: Notes from informal observations and informal meetings were documented. Influence: Overall students are happy with their small school community.
SELPA	Types of Engagement: Email was sent, Meeting at SCOE Process for Engagement: The superintendent consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs (Students with Disabilities) are included and are consistent with strategies included in

Educational Partner(s)	Process for Engagement
	the annual assurances support plan for the education of individuals with exceptional needs (Students with Disabilities). Influence: Added "allowing them access to the general education curriculum and their general education peers as much as is appropriate." and "Reduce the number of students served outside general education 40% or more or in a separate setting"
District English Learner Advisory Councils	N/A The governing board of a school district shall establish an English learner parent advisory committee if the enrollment of the school district includes at least 15 percent English learners and the school district enrolls at least 50 pupils who are English learners. 52063
Community (Public Notification)	Types of Engagement: Public Notification (June 2026) Process for Engagement: The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed). Summary of Impact: No revisions requested
Governing Board/Community (Public Hearing)	Types of Engagement: Public Hearing June 23, 2026 Process for Engagement: The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) Summary of Impact: No revisions requested

Educational Partner(s)	Process for Engagement
Governing Board (Adoption: Public Meeting)	Types of Engagement: Board Meeting June 25, 2026 Process for Engagement: The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. Summary of Impact: No revisions requested

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

LCAP engagement supported 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. During the 2025-2026 LCAP cycle (for the 2026-2027 LCAP) significant work was done to update and revise the LCAP based on educational partner feedback.

The 2026–2027 LCAP (Year 3 of 3) reflects the district's transition from four separate school LCAPs to a single, unified plan across all four of our schools. This approach aligns vision, goals, and actions while still honoring each site's unique needs. By streamlining priorities, the district reduces duplication, improves the use of time and resources, and strengthens its ability to monitor progress and report on key metrics. Embedding site-specific strategies within a cohesive district framework enhances collaboration, increases clarity, and supports a stronger focus on high-impact goals and continuous improvement.

This plan is now designed to serve not only as a compliance document, but as our main roadmap for improving programs, services, and student outcomes (our strategic plan). Each of these changes are described in detail in the goal analysis section of the goals. The structure of each metric was completely redesigned to improve clarity, alignment, and ease of monitoring while minimizing redundant narrative. All required LCAP metrics continue to be monitored and are the same for each LCAP document.

Our LCAP now includes two main goals that guide school improvement efforts. Each goal includes actions with clear titles and descriptions that explain how the actions support student success. Progress is measured using specific metrics and reviewed in the Goal Analysis section of the plan.

Goal 1: Engagement, Achievement, and Support

- Implementation of the Standards
- Professional Development*
- Academic Support*
- Special Education Support

Goal 2: Climate, Culture, and Community

- Safety and Connectedness*
- Family Engagement
- Facilities

*actions that are contributing towards increasing or improving services to English Learners, Low income, or foster youth

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engagement, Achievement and Support: Engage all students with high quality educational opportunities	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on local assessment data and educational partner input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support Unduplicated Pupil Count students.

We are implementing common core aligned ELA, Math, and NGSS curriculum materials that all have been adopted in recent years. We implement the adopted materials assessments and benchmarks to evaluate student learning and teacher planning in grade-level teams. All teachers are highly qualified and actions include increased reading and math support and continued 1:1 technology for all students.

For the 2026-2027 LCAP Cycle the goal language was changed from "Engage all students with high quality educational opportunities that are aligned with the Common Core State Standards (curriculum, instruction and assessment) which focus on student growth and achievement with an emphasis on ELA and Mathematics" to "Engagement, Achievement and Support: Engage all students with high quality educational opportunities." The intent of the goal remains unchanged, but now reflects a broader and more comprehensive definition of the content provided to students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA ACADEMIC INDICATOR (CA Dashboard- Apple Blossom) Distance from Standard Met (status), Performance Color	2022-2023 13 Above (Green)	2023-2024 10 Below (Orange)	2024-2025 10 Above (Blue)	Increase by 3 points each year or maintain Blue/Green Level	Decreased 3 points
1.2	MATH ACADEMIC INDICATOR (CA Dashboard- Apple Blossom) Distance from Standard Met (status), Performance Color	2022-2023 4 Below (Green)	2023-2024 17 Below (Yellow)	2024-2025 8 Below (Green)	Increase by 3 points each year or maintain Blue/Green Level	Decreased 4 points
1.3	ENGLISH LEARNER PROGRESS (ELPI) (CA Dashboard) % percentage of English Learners making progress towards English language proficiency or maintaining the highest level.	2022-2023 69%	2023-2024 69%	2024-2025 Fewer than 11 students - data not displayed for privacy	Maintain high levels of at least 55%, ideally 65% or greater.	Maintained high levels above 65%
1.4	RECLASSIFICATION (Dataquest) % of Ever- EL's considered RFEP	2022-2023 46%	2023-2024 37%	2024-2025 48%	Maintain above 35% or have less than 5 LTELs	Increase 2%
1.5	CLEAR CREDENTIAL (CA Dashboard-Twin Hills Union)	21-22 (2023 Dashboard) 100%	22-23 (2024 Dashboard) 94%	23-24 (2025 Dashboard) 100%	Maintain 100% of teachers as highly qualified.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% Clear Credential (comparison to state)	(Above State Average)	(Above State Average)	(Above State Average)	Maintain above state average	Maintained above state average
1.6	INSTRUCTIONAL MATERIALS (Local Indicator) % of students without access to their own copies of standards-aligned instructional materials for use at school and at home **Note that the wording "without" is how it is listed on the CA dashboard**	2023-2024 0%	2024-2025 0%	2025-2026 0%	Maintain 0%	Maintained 0%
1.7	PHYSICAL FITNESS TEST (PFT) (SARC) Apple Blossom (5th Grade) Average participation rate of all five fitness components.	2022-2023 Apple Blossom (5th Grade) 98%	2023-2024 Apple Blossom (5th Grade) 90%	2024-2025 Apple Blossom (5th Grade) 97%	95%+	Decreased 1%
1.8	ENGLISH LEARNER ACCESS (Local Data) % of students who have access to core academic subjects (English, Math, Science, Social Studies, Visual and Performing Arts, Health, Physical	2023-2024 100%	2024-2025 100%	2025-2026 100%	Maintain 100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Education), including ELD Standards					
1.9	UNDUPLICATED PROGRAMS AND SERVICES (Local Data) % of English learners, low-income students, and foster youth who are provided with access to legally required or Title funded programs and services and have access to additional services based on prioritized need.	2023-2024 100%	2024-2025 100%	2025-2026 100%	Maintain 100%	Maintained 100%
1.10	EXCEPTIONAL NEEDS PROGRAMS AND SERVICES (Local Data) % of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on individual plans.	2023-2024 100%	2024-2025 100%	2025-2026 100%	Maintain 100%	Maintained 100%
1.11	IMPLEMENTATION OF THE STANDARDS (Local Indicator-CA Dashboard) See local Indicator report for detailed version.	2022-2023 CA Dashboard: "Standard Met" ELA: PL: 5 IM:5 DL:4 ELD: PL: 3 IM:4 DL:3 Math: PL: 5 IM:5 DL:3 NGSS: PL: 5 IM:5 DL:3	2023-2024 CA Dashboard: "Standard Met" ELA: PL: 4 IM:4 DL:4 ELD: PL: 4 IM:4 DL:4	2024-2025 CA Dashboard: "Standard Met" ELA: PL: 4 IM:4 DL:3 ELD: PL: 4 IM:4 DL:3	Maintain or improve, unless transition year	Maintained "Standard Met" ELA: Decreased 1 ELD: PL: Improve IM :Maintain DL: Maintain Math: PL: Decreased IM:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	For each content area, list implementation status for: -PL: Professional Learning -IM: Instructional Materials -DL: Delivering Instruction 1 - Exploration & Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability	History/SS: PL: 3 IM:3 DL:3	Math: PL: 4 IM:4 DL:4 NGSS: PL: 4 IM:4 DL:4 History/SS: PL: 4 IM:4 DL:4	Math: PL: 4 IM:4 DL: 3 NGSS: PL: 3 IM:3 DL:3 History/SS: PL: 2 IM:2 DL:3		Decreased DL: Maintained NGSS: PL: Decreased IM :Decreased DL: Maintained History/SS: PL: Decreased IM: Decreased DL:Maintained
1.12	COURSE OF STUDY (Local Data) % of students, including unduplicated and students with exceptional needs have access to the broad course of study.	2022-2023 100%	2024-2025 100%	2025-2026 100%	Maintain 100%	Maintained 100%
1.13	STUDENT GROUP DATA (CA Dashboard) # of Subgroups at the “red performance level” on one or more state indicators.	2022-2023 0	2023-2024 1	2024-2025 3	Decrease or 0	Increased 3
1.14	RED PERFORMANCE LEVEL	2022-2023 0	2023-2024 0	2024-2025 1	Decrease or 0	Increased 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CA Dashboard) # of indicators for "All Students" at the “red performance level”					
1.15	SOCIOECONOMICALLY DISADVANTAGED (CA Dashboard) ELA Math	2022-2023 ELA: 32 Below (Orange) Math: 36 Below (Orange)	2023-2024 ELA: 44 Below (Orange) Math: 31 Below (Yellow)	2024-2025 ELA: 15 Below (Yellow) Math: 22 Below (Green)	Increase by 3 points each year or maintain Blue/Green Level	ELA: Improved 17 points Math: Improved 14 points
1.16	SCIENCE (CAST) % met or exceed Science Points (CA Dashboard)	2022-2023 54% N/A	2023-2024 32% 51 Points	2024-2025 45% 61 Points (Blue)	Increase 2% Increase by 3 points each year or maintain Blue/Green Level	Decreased 9% Improved 10 points
1.17	CHRONIC ABSENTEEISM RATE (CA Dashboard) % of students missing 10% or more of the school year	2022-2023 27% (Yellow)	2023-2024 12% (Yellow)	2024-2025 17% (Red)	Decrease by 2% each year or maintain Blue/Green Level	Decreased 10%
1.18	CAASPP/CAST % met or exceed the standard Apple Blossom ELA (3rd-5th) Math (3rd-5th) Science (5th) District ELA (3rd-8th,11th) Math (3rd-8th,11th)	2022-2023 Apple Blossom 53% ELA 44% Math 54% Science District 66% ELA 48% Math 54% Science	2023-2024 Apple Blossom 46% ELA 42% Math 32% Science District 61% ELA 47% Math 51% Science	2024-2025 Apple Blossom 48% ELA 44% Math 45% Science District 61% ELA 49% Math 47% Science	Increase by 2% number of students who Met or Exceeded Standard.	Apple Blossom ELA: Decreased 5% Math: Maintained Science: Decreased 9% District ELA: Decreased 5% Math: Increased1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Science (5th, 8th,12th)					Science: Decreased 7%
1.19	CAASPP/CAST % not met Apple Blossom ELA (3rd-5th) Math (3rd-5th) Science (5th)	2022-2023 Apple Blossom 20% ELA 16% Math 4% Science	2023-2024 Apple Blossom 28% ELA 20% Math 5% Science	2024-2025 Apple Blossom 19% ELA 19% Math 5% Science	Decrease the number of students who were Standard Not Met by 3%.	Apple Blossom ELA: Decreased 1% Math: Increased 3% Science: Increased 1%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- Previous 1.1 Highly Qualified Teachers: Ongoing Implementation. Provided highly qualified teachers in all classrooms
- Previous 1.2 Reading Intervention Teacher: Ongoing Implementation. Provided leveled support programming for student who need additional support.
- Previous 1.3 Special Education Teacher/Instructional Assistants: Ongoing Implementation. Provided support services for students with disabilities and other students not meeting standards.
- Previous 1.4 Collaborative planning: Ongoing Implementation. Provided collaborative planning opportunities.
- Previous 1.5 Math Support via Online Programs: Ongoing Implementation. Provided online math programming.
- Previous 1.6 Reading Support via Online programs: Ongoing Implementation. Provided online ELA programming.
- Previous 1.7 Enrichment Programs: Ongoing Implementation. Provided art, music and other enrichment classes.
- Previous 1.8 Professional Development: Ongoing Implementation. Provided professional development to support teachers in implementing the standards
- Previous 1.9 1:1 Chromebooks for All Student: Ongoing Implementation. Provided and implemented technology devices and use technology in learning and producing student work.
- Previous 1.10 Instructional Materials: Ongoing Implementation. Provided standards aligned instructional materials.
- Previous 1.11 Counselor: Ongoing Implementation. Provided a wide array of service to students, teachers, and staff to support the accelerated learning of students who are not proficient and to support social emotional learning

- Previous 1.12 Instructional Assistants: Ongoing Implementation. Provided instructional assistant for support services to underachieving students in math and ELA.
- Previous 1.13 EL Coordinator: Ongoing Implementation. Supported EL students and helps all staff with communication home.
- Previous 1.14 Redesignated EL Student Support*:Ongoing Implementation. Supported and monitored progress for RFEP students
- Previous 1.15 Math Support: Ongoing Implementation. Provided additional support in mathematics
- Previous 1.16 Technology Support: Ongoing Implementation. Provided devices and technical support as needed to staff and students.
- Previous 1.17 Reading and Intervention Coordinator*: Ongoing Implementation. Provide support for students who need additional support
- Previous 1.18 After School Learning Extension: Ongoing Implementation. Provide additional support to students as needed

Implementation Challenges, Modified Implementation, Non-Implemented Actions
-All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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 following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 1.1 Highly Qualified Teachers: No material differences
- 1.2 Reading Intervention Teacher: No material differences
- 1.3 Special Education Teacher/Instructional Assistants: The decrease was due to staffing salary/benefits being lower than originally projected while maintaining the planned level of special education services and supports.
- 1.4 Collaborative planning: No material differences
- 1.5 Math Support via Online Programs: The decrease was due to lower-than-anticipated licensing and subscription costs for online math intervention programs.
- 1.6 Reading Support via Online programs: The increase was due to additional licensing, student access, and program utilization costs for reading intervention supports.
- 1.7 Enrichment Programs: No material differences
- 1.8 Professional Development: Planned professional development tied to curriculum implementation was delayed until 2026-27 to rollout with new board approved curriculum adoptions.
- 1.9 1:1 Chromebooks for All Student: No material differences
- 1.10 Instructional Materials: No material differences
- 1.11 Counselor: No material differences
- 1.12 Instructional Assistants: The increase is due to the negotiated increase to salary and benefits.
- 1.13 EL Coordinator: No material differences
- 1.14 Redesignated EL Student Support*: No material differences
- 1.15 Math Support: No material differences

- 1.16 Technology Support: No material differences
- 1.17 Reading and Intervention Coordinator: The decrease was due to salary and benefit costs being lower than originally projected.
- 1.18 After School Learning Extension: No material differences

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

PREVIOUS: 1.1 Highly Qualified teachers; 1.9 1:1 Chromebooks for All Student; 1.10 Instructional Materials
[NEW 1.1 Implementation of the Standards]
The standards/frameworks are important for ensuring consistent, high-quality education across schools, promoting critical thinking, and preparing students with the skills needed for college and careers. These actions grouped together demonstrated strong effectiveness based on the following metrics:

- Metric 1.1 ELA Academic Indicator Obtained Blue Performance Level and maintained "Above status" (however, decreased 3 points from baseline to year 2)
- Metric 1.2 Math Academic Indicator: Obtained Green Performance Level (however, decreased 4 points from baseline to year 2)
- Metric 1.5 Clear Credential (% authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)) Maintained 100% for all three years.
- Metric 1.6 Instructional Materials (0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home for all three years.
- Metric 1.7 Physical Fitness Testing Participation Rate: Maintained 95%+ (however, decreased 1% from Baseline to Year 2)
- Metric 1.8 English Learner Access: 100% with access to CA Standards, including ELD Standards for all three years
- Metric 1.11 Implementation of the Standards (local indicator ratings): Maintained "Standard Met" for all three years
- Metric 1.12 Course of Study: 100% of students who have access to a broad course of study for all three years
- Metric 1.16 Science (CAST) (% met or exceed) / Science Points: Obtained Blue Performance Level on the 2025 CA Dashboard. Improved 10 points from Year 1 to Year 2 (However decreased in the % met or exceeded by 9%)

PREVIOUS: 1.4 Grade level collaborative planning; 1.8 Professional Development;
[NEW 1.2 Professional Development]
Professional development enhances teacher skills, staying current with educational best practices, and improving student outcomes. These actions grouped together demonstrated strong effectiveness based on the following metrics:

- Metric 1.1 ELA Academic Indicator Obtained Blue Performance Level and maintained "Above status" (however, decreased 3 points from baseline to year 2)
- Metric 1.2 Math Academic Indicator: Obtained Green Performance Level (however, decreased 4 points from baseline to year 2)

Data demonstrating continued need and areas of extra attention include:

- Metric 1.13 Student group data (# of Subgroups at the “red performance level” on one or more state indicators): There are 3 student groups at the red performance level on the 2025 CA Dashboard for Chronic Absenteeism

- Metric 1.14 Red Performance Level: Indicators at the “red performance level”: Chronic Absenteeism is at the red performance on the 2025 CA Dashboard

PREVIOUS: 1.2 Reading Intervention Teacher; 1.5 Math Support via Online Programs; 1.6 Reading Support via Online programs; 1.12 Instructional Assistants; 1.13 EL Coordinator; 1.14 Redesignated EL Student Support; 1.15 Math Support; 1.16 Technology Support; 1.17 Reading and Intervention Coordinator; 1.18 After School Learning Extension
[NEW 1.3 Academic Support]
Efforts to improve math and literacy outcomes for students include targeted interventions and the use of evidence-based instructional strategies and student engagement efforts. These efforts involved small group tutoring, additional resources (instructional materials and educational technology). These actions grouped together demonstrated strong effectiveness based on the following metrics:

- Metric 1.3 English Learner Progress Indicator (% of English learners making progress towards English Language Proficiency (CA Dashboard)): Was at a high level for Baseline and Year 1 Data.
- Metric 1.4 Reclassification Rate (2% increase in the % of Ever- EL's considered RFEP from baseline to year 2)
- Metric 1.9 100 % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on prioritized need. Maintained 100% for all three years.
- Metric 1.15 Socioeconomically Disadvantaged CA Dashboard Academic Data: No academic indicators at the red level. ELA: Improved 17 Points, Math: Improved 14 points from Baseline to Year 2

Data demonstrating continued need and areas of extra attention include:

- Metric 1.13 Student group data (# of Subgroups at the “red performance level” on one or more state indicators): There are 3 student groups at the red performance level on the 2025 CA Dashboard for Chronic Absenteeism

PREVIOUS: 1.3 Special Education Teacher/Instructional Assistants
[NEW 1.4 Special Education Support]
Providing targeted, individualized supports enables students with disabilities to access the general education curriculum and demonstrate measurable progress. This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.10 100% of students with disabilities who are provided with access to legally required programs and services and have access to additional services based individualized plans. Maintained 100% for all three years.
- Metric 2.7 Suspension Rate: Decreased 0.4% from Year 1 to Year 2, However, Increased 1.3% from Baseline to Year 2. Maintained below 3% suspension rate

PREVIOUS: 1.7 Enrichment Programs, 2.2 Attendance
[NEW 1.5 Student Engagement]
Relevant, enriching, and engaging opportunities create a sense of purpose and belonging, making students more excited to attend school. When learning experiences are meaningful and enjoyable, students are more likely to stay motivated, participate actively, and maintain consistent attendance. This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.17 Chronic Absenteeism: Decreased 10% from Baseline to Year 2
- Metric 2.2 School Connectedness Data: Student Data Increased 5% from Baseline to Year 2; Family Data increased 19 % from Baseline to Year 2;

Data demonstrating continued need and areas of extra attention include:

- Metric 1.13 Student group data (# of Subgroups at the “red performance level” on one or more state indicators): There are 3 student groups at the red performance level on the 2025 CA Dashboard for Chronic Absenteeism
- Metric 1.14 Red Performance Level: Indicators at the “red performance level”: Chronic Absenteeism is at the red performance on the 2025 CA Dashboard

PREVIOUS 1.11 Counselor
[NEW ACTION 2.1 Safety and Connectedness]
A positive school climate is essential for fostering student well-being, promoting academic achievement, and creating a safe, inclusive, and supportive environment for learning and growth. These actions grouped together demonstrated strong effectiveness based on the following metrics:

- Metric 2.1 Safe at School Data: Student Data Increased 11% from Baseline to Year 2; Family Data increased 2 % from Baseline to Year 2;
- Metric 2.2 School Connectedness Data: Student Data Increased 5% from Baseline to Year 2; Family Data increased 19 % from Baseline to Year 2;
- Metric 2.4 Attendance Rate: increased 1% from Baseline to Year 2
- Metric 2.7 Suspension Rate: Decreased 0.4% from Year 1 to Year 2, However, Increased 1.3% from Baseline to Year 2. Maintained below 3% suspension rate
- Metric 2.8 Expulsion Rate: Maintained 0% for all three years
- Metric 2.9 Chronic Absenteeism Rate: Decreased 10% from Baseline to Year 2

Data demonstrating continued need and areas of extra attention include:

- Metric 2.9 Chronic Absenteeism Rate: Is considered "Red" performance color on the 2025 CA Dashboard.
- Metric 2.1 Safe at School Data: Staff decreased 17% from Baseline to Year 2
- Metric 2.2 School Connectedness Data: Staff decreased 15% from Baseline to Year 2

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

There were no changes made to the targeted outcomes. The changes to the planned goal, metrics, and actions are listed below:

PLANNED GOAL
The 2026-2027 LCAP planned goal language was changed from "Engage all students with high quality educational opportunities that are aligned with the Common Core State Standards (curriculum, instruction and assessment) which focus on student growth and achievement with an emphasis on ELA and Mathematics" to "Engagement, Achievement and Support: Engage all students with high quality educational opportunities." The intent of the goal remains unchanged, but now reflects a broader and more comprehensive definition of the content provided to students.

METRICS: The metrics were updated for 2026-27 to accurately reflect the required metrics and ensure clarity for community and staff monitoring:

ORIGINAL METRICS (2024-2026)

1.1 CAASPP (ELA)
1.2 CAASPP (Math)
1.3 English Learner Progress Indicator (ELPI)
1.4 Reclassification Rate
1.5 Appropriately Assigned Teachers
1.6 Standards Aligned Instructional Materials
1.7 Physical Fitness Test
1.8 Course Access including EL
1.9 Unduplicated Pupil Count access to intervention and support
1.10 Common Core State Standards Implementation
1.11 Broad Course of Study

NEW METRICS (2026-2027)
1.1 ELA Academic Indicator (New Metric)
1.2 Math Academic Indicator (New Metric)
1.3 English Learner Progress Indicator (ELPI)
1.4 Reclassification Rate
1.5 Clear Credential (New Title Only)
1.6 Standards Aligned Instructional Materials
1.7 Physical Fitness Test
1.8 English Learner Access (New Title Only)
1.9 Unduplicated Programs and Services (New Title Only)
1.10 Exceptional Needs Programs and Services (New Metric)
1.11 Implementation of Standards (New Title Only)
1.12 Broad Course of Study
1.13 Student Group Data (New Metric)
1.14 Red Performance Level (New Metric)
1.15 Socioeconomically Disadvantaged (New Metric)
1.16 Science (CAST) (New Metric)
1.17 Chronic Absenteeism Rate (New Metric)
1.18 CAASPP/CAST - Met or Exceeded (Updated Metric to consolidate all subject areas and focus on % of meeting or exceeding standard)
1.19 CAASPP/CAST - Not Met (Updated Metric to consolidate all subject areas and focus on % not meeting standard)

ACTIONS: The actions were updated in the 2026-27 LCAP to create a structure that best meets the needs of all of our schools and focuses our attention on the district's priorities. While no previous actions were deleted, they were consolidated into 5 to provide a more robust description of the strategic plan.

ORIGINAL ACTIONS (2024-2026)
1.1 Highly Qualified Teachers
1.2 Reading Intervention Teacher

1.3 Special Education Teacher/Instructional Assistants
1.4 Collaborative planning
1.5 Math Support via Online Programs
1.6 Reading Support via Online programs
1.7 Enrichment Programs:
1.8 Professional Development
1.9 1:1 Chromebooks for All Student
1.10 Instructional Materials
1.11 Counselor
1.12 Instructional Assistants
1.13 EL Coordinator
1.14 Redesignated EL Student Support*
1.15 Math Support
1.16 Technology Support
1.17 Reading and Intervention Coordinator*
1.18 After School Learning Extension

NEW ACTIONS (2026-2027)
1.1 Implementation of the Standards (Includes previous actions 1.1, 1.8 and 1.9)
1.2 Professional Development (Includes previous actions 1.4 and 1.7)
1.3 Academic Support (Includes previous actions 1.2, 1.5, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16 and 1.17)
1.4 Special Education Support (Previous action 1.3)
1.5 Student Engagement (Previous action 1.6 and 2.2)

PREVIOUS Action 1.10 Counselor was more aligned with Goal 2 and was incorporated into metric 2.1 Safety and Connectedness.

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	Implementation of the Standards	Ensure implementation of the standards and frameworks. • Staffing: Utilize effective strategies to hire and retain highly qualified, effective and professional staff who are aligned with school level mission/vision.	$2,044,234.00	No

Action #	Title	Description	Total Funds	Contributing
		• Broad Course of Study: Provide all students access to a broad course of study (English, Math, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education) • Standards/Frameworks: Ensure instruction on standards or frameworks. • Instructional Materials: Provide standards and program aligned instructional materials. Purchase additional resources as needed. • Technology: Continue to utilize technology to support learning (as applicable for programming) and enhance digital citizenship. • Supplies: Provide supplies necessary for implementing the standards and other site priorities.		
1.2	Professional Development/ Collaborative Planning	Provide professional learning and collaborative planning time to improve teaching and learning, especially in helping to reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard. • Curricular: Provide professional learning on prioritized standards/frameworks curriculum/units. • Site Priorities: Provide professional learning and collaboration time based on site priorities, mission/vision, and educational philosophy. • Support: Provide professional learning on strategies to improve student outcomes (MTSS, RTI, Assessment, Content Area Support etc) • Safety: Provide emergency and safety training for all faculty and staff.	$19,471.00	No
1.3	Academic Support	Develop, implement and refine a set of practices and processes schools can use to meet the academic, needs of all students, especially low-income, English Learners, foster youth • Support Programs: Utilize research-based online or direct support programs or services to improve academic outcomes for students in English Language Arts and Mathematics (COST/CST, Sonday, Dreambox, IXL, Lexia, No Red Ink, Amplify Boost, Edgenuity, etc) • Intervention Services: Provide intervention services to students not meeting standards (Examples may include the following and may	$267,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
		be different by site: Homework Support, Math Tutorial, Math/Reading Intervention, Study Hall, Edgenuity, Response to Intervention) • In-Class Support: Provide targeted individual or group support to students in need (ex: WIN Time) • Expanded Day: Provide small group instruction and individual tutoring through expanded day (30+ non-school session days) and before/ after school support sessions (ELOP: TK-6, AB, SR, TMS) Improve English proficiency and educational outcomes for English Learners • English Language Acquisition Program: Provide integrated and designated ELD to English Learners. • Access to Common Core Standards: Ensure all English Learners have access to common core standards. • Additional Support: Provided additional support to English Learners as needed. • Translation Services: Provide translation services as needed • RFEP Monitoring: Track and monitor the progress on EL and reclassified fluent English proficient (RFEP) students as needed		
1.4	Students with Disabilities Support	Provide support services for students with disabilities • Least restrictive environment: Offer a continuum of services to students with disabilities in the least restrictive environment, allowing them access to the general education curriculum and their general education peers as much as is appropriate. • Reduce the number of students served outside general education 40% or more or in a separate setting (SPPI 5 LRE)	$402,781.00	No
1.5	Student Engagement	Provide opportunities for students to increase student engagement: • Enrichment: Provide enrichment opportunities for students to enhance their learning experiences (examples differ by site and may include: arts, music, foreign language, garden, creative arts, technology, etc)	$196,324.00	No

Action #	Title	Description	Total Funds	Contributing
		• Expanded Day: Provide enrichment and engagement activities through expanded day (30+ non-school session days) and before/ after school support sessions (ELOP: TK-6, AB, SR, TMS) • Attendance: Monitor student attendance, send truancy letters, and support families. • Experiences: Based on site specific needs, deepen academic achievement through hands-on learning and real-world experiences that foster personal growth (such as field trips, speakers, presentations, assemblies, student council, etc)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Climate, Culture, and Community Create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and families, while addressing emerging challenges to ensure continuous improvement in school climate and student outcomes.	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 broad goal was selected using stakeholder survey data, suspension and discipline data, and campus safety factors. The campus is clean and safe and the goal supports continued campus maintenance programs. Students, families, and teachers report a safe and friendly environment.

For the 2026-2027 LCAP the goal language "To create and sustain a safe, supportive and respectful environment for all students, teachers, staff, and families." was changed to "Create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and families, while addressing emerging challenges to ensure continuous improvement in school climate and student outcomes." The intent of the goal remains unchanged, but now reflects a broader and more comprehensive definition of the content provided to students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SAFE AT SCHOOL % positive rate on Youth Truth Survey Questions	2023-2024 Students: 62% Family: 84% Staff: 86%	2024-2025 Students: 52% Family:83% Staff: 78%	2025-2026 Students: 73% Family:86% Staff: 69%	Increase by 5%	Students: Increased 11% Family: Increased 2% Staff: Decreased 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students: ”Do you feel safe during school” or “I feel safe during school” Family: “My child's learning environment is safe” Staff: “I feel safe at my school.” *Metric updated see prompt #4 below*					
2.2	SCHOOL CONNECTEDNESS (Youth Truth) % positive rate on Youth Truth Survey Questions Students: "I enjoy school most of the time" or “Do you like going to school" Parents: “I feel engaged with my child's school.” Staff: “Staff and students care about each other.”	2023-2024 Students: 29% Family: 69% Staff:92%	2024-2025 Students: 24% Family: 73% Staff: 85%	2025-2026 Students: 34% Family: 88% Staff: 77%	Increase by 5%	Students: Increased 5% Family: Increased 19% Staff: Decreased 15%
2.3	FACILITIES (Local Indicator) % schools meet the overall "good" or "exemplary" rating on	2023-2024 100% / 0 Instances	2024-2025 100% / 0 Instances	2025-2026 100% / 0 Instances	Maintain 100% / 0 Instances	Maintained 100% / 0 Instances

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	FIT (Facilities Inspection Tool) Report # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies) *Metric updated see prompt #4 below*					
2.4	ATTENDANCE RATE (Local Data)	2023-2024 94%	2024-2025 94% (Aug-May)	2025-2026 95%	94%+	Increased 1%
2.5	PARENT INPUT (Efforts to seek parent input in decision making) # parents/guardians responded to Youth Truth Survey	2023-2024 82	2024-2025 79	2025-2026 58	Increase	Decreased 24
2.6	PARENT PARTICIPATION-UNDUPLICATED / EXCEPTIONAL NEEDS (Local Indicator-Parent and Family Engagement) Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies	2022-2023 Beginning Development	2023-2024 Full Implementation	2024-2025 Initial Implementation	Maintain or Improve level	Increased on implementation level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to reach and seek input from any underrepresented groups in the school community. *Metric updated see prompt #4 below*					
2.7	SUSPENSION RATE (CA Dashboard)	2022-2023 Apple Blossom 0.3% District 0.6%	2023-2024 Apple Blossom 2% District 2.6%	2024-2025 Apple Blossom 1.6% District 1.9%	1% or below	Apple Blossom Increased 1.3% District Increased 1.3% However, still below 3%
2.8	EXPULSION RATE (District) (Dataquest) % of student expelled	2022-2023 0%	2023-2024 0%	2024-2025 0%	Continue to a hold a 1% or less expulsion rate.	Maintained 0%
2.9	CHRONIC ABSENTEEISM RATE (CA Dashboard)	2022-2023 Apple Blossom 27% District 27%	2023-2024 Apple Blossom 12% District 12%	2024-2025 Apple Blossom 17% District 18%	Decline by 3% each year, ideally below 10%	AB: Decreased 10% District: Decreased 9%

Goal Analysis [2025-26]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- Previous 2.1 Social Emotional Learning (SEL) Support Programs: Ongoing Implementation. We provided social emotional learning programs or activities (Toolbox and Zones of Regulation).
- Previous 2.2 Attendance: Ongoing Implementation.. We have been monitoring attendance and sending out letters every trimester about attendance policies and procedures.
- Previous 2.3 Social Emotional Support - Primary Intervention Program (PIP): Ongoing Implementation. Offered PIP program to students K-3.
- Previous 2.4 Parent Outreach: Ongoing Implementation. Provided parent and community volunteer program with outreach, to all parents, at ELAC, and at IEP meetings.
- Previous 2.5 Custodial Services: Ongoing Implementation. We have an amazing custodial team that takes pride in our campus and keeping up with the necessary cleaning routines.
- Previous 2.6 Student Safety: Ongoing Implementation. Provided campus supervision

Implementation Challenges, Modified Implementation, Non-Implemented Actions
-All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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 following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- Previous 2.1 Social Emotional Learning (SEL) Support Programs: No material differences
- Previous 2.2 Attendance: No material differences
- Previous 2.3 Social Emotional Support - Primary Intervention Program (PIP): Decrease is materials and supply costs for program.
- Previous 2.4 Parent Outreach: Increase in costs from added services provided to staff to increase parent communication via digital services.
- Previous 2.5 Custodial Services: No material differences
- Previous 2.6 Student Safety: Decrease spending represents vacancies in staffing throughout the year.

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:
PREVIOUS: 2.1 Social Emotional Learning (SEL) Support Programs; 1.11 Counselor; 2.6 Student Safety
[NEW ACTION 2.1 Safety and Connectedness]
A positive school climate is essential for fostering student well-being, promoting academic achievement, and creating a safe, inclusive, and supportive environment for learning and growth. These actions grouped together demonstrated strong effectiveness based on the following metrics:

- Metric 2.1 Safe at School Data: Student Data Increased 11% from Baseline to Year 2; Family Data increased 2 % from Baseline to Year 2;
- Metric 2.2 School Connectedness Data: Student Data Increased 5% from Baseline to Year 2; Family Data increased 19 % from Baseline to Year 2;
- Metric 2.4 Attendance Rate: increased 1% from Baseline to Year 2
- Metric 2.7 Suspension Rate: Decreased 0.4% from Year 1 to Year 2, However, Increased 1.3% from Baseline to Year 2. Maintained below 3% suspension rate
- Metric 2.8 Expulsion Rate: Maintained 0% for all three years
- Metric 2.9 Chronic Absenteeism Rate: Decreased 10% from Baseline to Year 2

Data demonstrating continued need and areas of extra attention include:

- Metric 2.9 Chronic Absenteeism Rate: Is considered "Red" performance color on the 2025 CA Dashboard.
- Metric 2.1 Safe at School Data: Staff decreased 17% from Baseline to Year 2
- Metric 2.2 School Connectedness Data: Staff decreased 15% from Baseline to Year 2

PREVIOUS ACTION: 2.4 Parent Outreach
[NEW ACTION 2.2 Family Engagement]
Family and community engagement fosters strong partnerships that support student success. When families and the community are actively involved, schools create a collaborative environment that enhances student learning, well-being, and a sense of belonging. This action demonstrated strong effectiveness based on the following metrics

- Metric 2.2 School Connectedness Data: Student Data Increased 5% from Baseline to Year 2; Family Data increased 19 % from Baseline to Year 2;
- Metric 2.6 Parent Participation Data: Increased one implementation level from baseline to year 2

Data demonstrating continued need and areas of extra attention include:

- Metric 2.5 Family Input (# parent/guardian respondents): Decreased number of participants by 24 from baseline to year 2

PREVIOUS: 2.5 Custodial Services
[NEW ACTION 2.3 Facilities]
Quality facilities are essential in providing an optimal learning environment for students. They contribute to physical safety, comfort, and overall well-being, allowing students to focus on their studies without distraction. This action demonstrated strong effectiveness based on the following metrics:

- Metric 2.3 Facilities (0 instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies) Maintained 0 for 3 years.

PREVIOUS ACTION 2.2 Attendance is now listed under NEW ACTION 1.5 Student Engagement

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

There were no changes made to the targeted outcomes. The changes to the planned goal, metrics, and actions are listed below:

PLANNED GOAL
The 2026-2027 LCAP planned goal language was changed from "To create and sustain a safe, supportive and respectful environment for all students, teachers, staff, and families." to "Create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and families, while addressing emerging challenges to ensure continuous improvement in school climate and student outcomes."

METRICS:
The following changes were made to the metrics:

- Metric 2.1 was updated to encompass all education partners answers to questions regarding "Safety" instead of listing students and family and staff separately.
- Metric 2.6 was updated to "Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community." instead of "I feel engaged with my child's school." as that question is already monitored in metric 2.2.
- Metric 2.9 Youth Truth Survey (Staff): was deleted as those questions are now monitored in metrics 2.1 and 2.2- metric 2.10 was renumbered and is now metric 2.9 chronic absenteeism rate.

ACTIONS
The actions were updated in the 2026-27 LCAP to create a structure that best meets the needs of all of our schools and focuses our attention on the district's priorities. While no previous actions were deleted, they were consolidated into 3 to provide a more robust description of the strategic plan.

ORIGINAL ACTIONS (2024-2026)
2.1 Social Emotional Learning (SEL) Support Programs
2.2 Attendance
2.3 Social Emotional Support - Primary Intervention Program (PIP)
2.4 Parent Outreach
2.5 Custodial Services
2.6 Student Safety

NEW ACTIONS (2026-2027)
2.1 Safety and Connectedness (Includes previous actions 2.1, 2.3 and 2.6)
2.2 Family Engagement (Includes previous actions 2.4)
2.3 Facilities (Includes previous actions 2.5)

PREVIOUS Action 2.2 Attendance was more aligned with Goal 1 and was incorporated into metric 1.5 Student Engagement

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	Safety and Connectedness	Develop, refine and enhance strategies that excite students about coming to school, help students feel more connected and help students feel a sense of belonging • Supervision: Provide campus supervision • Social-emotional support (Counseling): Support mental health of students through counseling services and/or other programs (ex: Primary Intervention Program (PIP)) • Social-Emotional Learning or Character Building Programs: Implement Social Emotional Learning (SEL) or Character Building programming (examples: Toolbox, CharacterStrong, Zones of Regulation, reward activities, Advisory, teacher mentoring of students and safe schools programs) • Digital Citizenship: Continue to provide resources for students and parents about cyberbullying and becoming good digital citizens. • Expectations: communicate clear expectations for school behavior and expectations. Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail.	$159,724.00	Yes
2.2	Family and Community Engagement	Support efforts for families and school staff to work together to support and improve students' learning, development, and health. Promote parental participation in programs for low income, English learners, foster youth pupils, and students with special needs. • Volunteer Opportunities: Continue parent and community volunteer program with outreach, to all parents • Parent Input/Events: Provide parent engagement meetings, events, and surveys. • Website: Provide parents and students access to legally required information and resources • Communication: Utilize ParentSquare for communication between staff and families.	$28,860.00	No
2.3	Facilities	Provide and maintain clean and safe school facilities that support student engagement and positive school culture	$173,541.00	No

Action #	Title	Description	Total Funds	Contributing
		• Custodial Services: Maintain facilities and conduct FIT reports each year. • Site specific Needs: Determine site specific facility needs • Ensure a safe and welcoming school environment (facilities, furniture, landscape, painting, etc) • Additional Funding: Explore additional local, state and federal funding opportunities to help improve site facilities.		

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
$$150,670	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.168%	0.000%	$0.00	4.168%

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
1.3	**Action:** Academic Support **Need:** Our low-income and English Learners (EL) students are scoring lower than "all students" in ELA and Math. (2024 Baseline data: SED: ELA 44 points below standard, Math 31 points below standard EL: ELA 69 points below standard, Math 45 points below standard, All	This action addresses this need by providing additional academic support through instructional assistants and additional targeted support identified through the MTSS process to students who are struggling in order to improve outcomes. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English	• CA Dashboard Data for ELA (SED, EL, All) • CA Dashboard Data for Math (SED, EL, All) • English Learner Progress Indicator (ELPI) • % of Ever- EL's considered RFEP

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: ELA 10 points below standard, Math 17 points below standard **Scope:** LEA-wide	Learners, and Foster Youth because the action is designed to address these student groups' identified needs.	
2.1	**Action:** Safety and Connectedness **Need:** "Two decades of research confirm that evidence-based SEL contributes to important student outcomes, including academic attainment (on average SEL programs improved students' academic performance by 11 percent) and "improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (Durlak et al., 2011). Social and emotional competencies are essential to college and career readiness and success and also associated with longer term benefits, such as improved economic mobility and decreased likelihood of being incarcerated. In sum, SEL is an essential piece of the developmental and societal puzzle in ensuring more equitable outcomes for our children and young people." Educational partner engagement sessions have demonstrated a need to support students socially, emotionally, and mentally **Scope:**	This action addresses this need by providing needed counseling support and social-emotional learning activities for students with the ultimate goal of improving student outcomes. This action is provided on an LEA-wide basis to maximize impact in improving Social-Emotional data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because counseling is specifically designed to address these student groups' identified needs.	• Youth Truth Data Questions • Chronic Absenteeism Rate (CA Dashboard) • Suspension Rate (CA Dashboard)

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
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

N/A

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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	$3,615,286	$150,670	4.168%	0.000%	4.168%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,808,870.00	$370,337.00	$9,300.00	$104,257.00	$3,292,764.00	$2,829,080.00	$463,684.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implementation of the Standards	All	No			All Schools	Ongoing	$2,000,672.00	$43,562.00	$2,000,672.00	$41,262.00	$2,300.00		$2,044,234.00	
1	1.2	Professional Development/ Collaborative Planning	All	No			All Schools	Ongoing	$5,010.00	$14,461.00	$7,610.00	$4,600.00		$7,261.00	$19,471.00	
1	1.3	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$247,802.00	$20,027.00	$193,481.00	$35,347.00		$39,001.00	$267,829.00	
1	1.4	Students with Disabilities Support	Students with Disabilities	No			All Schools	Ongoing	$235,007.00	$167,774.00	$195,728.00	$149,058.00		$57,995.00	$402,781.00	
1	1.5	Student Engagement	All	No			All Schools	Ongoing	$98,324.00	$98,000.00	$189,324.00		$7,000.00		$196,324.00	
2	2.1	Safety and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$159,724.00	$0.00	$108,851.00	$50,873.00			$159,724.00	
2	2.2	Family and Community Engagement	All	No			All Schools	Ongoing	$0.00	$28,860.00	$12,560.00	$16,300.00			$28,860.00	
2	2.3	Facilities	All	No			All Schools	Ongoing	$82,541.00	$91,000.00	$100,644.00	$72,897.00			$173,541.00	

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
$3,615,286	$150,670	4.168%	0.000%	4.168%	$302,332.00	0.000%	8.363 %	**Total:**	$302,332.00
								LEA-wide Total:	$302,332.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$193,481.00	
2	**2.1**	Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,851.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,110,928.00	$3,113,134.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Teachers	No	$1,791,299.00	$1,852,549.00
1	**1.2**	Reading Intervention Teacher	Yes	$66,669.00	$61,118.00
1	**1.3**	Special Education Teacher/Instructional Assistants	No	$236,844.00	$205,395.00
1	**1.4**	Collaborative planning	No	$11,200.00	$11,834.00
1	**1.5**	Math Support via Online Programs	No	$7,500.00	$3,188.00
1	**1.6**	Reading Support via Online programs	No	$13,700.00	$16,914.00
1	**1.7**	Enrichment Programs	No	$195,885.00	$188,027.00
1	**1.8**	Professional Development	No	$31,588.00	$10,012.00
1	**1.9**	1:1 Chromebooks for All Student	No	$0.00	0.00
1	**1.10**	Instructional Materials	No	$84,894.00	$86,026.00
1	**1.11**	Counselor	Yes	$56,248.00	$57,875.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Instructional Assistants	Yes	$18,256.00	20,158.00
1	1.13	EL Coordinator	Yes	$79,621.00	$80,765
1	1.14	Redesignated EL Student Support	Yes	$0.00	0
1	1.15	Math Support	No	$0.00	0
1	1.16	Technology Support	No	$0.00	0
1	1.17	Reading and Intervention Coordinator	Yes	$35,899.00	$30,850.00
1	1.18	After School Learning Extension	No	$0.00	0
2	2.1	Social Emotional Learning (SEL) Support Programs.	No	$0.00	0
2	2.2	Attendance	No	$2,300.00	$2,500.00
2	2.3	Social Emotional Support - Primary Intervention Program (PIP)	No	$20,000.00	$17,600.00
2	2.4	Parent Outreach	No	$23,900.00	$29,440.00
2	2.5	Custodial Services	No	$338,371.00	$352,596.00
2	2.6	Student Safety	No	$96,754.00	$86,287.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

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)
169,051	$182,579.00	$178,036.00	$4,543.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Reading Intervention Teacher	Yes	$32,052.00	$28,131		
1	1.11	Counselor	Yes	$16,751.00	$18,132		
1	1.12	Instructional Assistants	Yes	$18,256.00	$20,158		
1	1.13	EL Coordinator	Yes	$79,621.00	$80,765		
1	1.14	Redesignated EL Student Support	Yes	$0.00	$0.00		
1	1.17	Reading and Intervention Coordinator	Yes	$35,899.00	$30,850		

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)
$3,635,043	169,051	0	4.651%	$178,036.00	0.000%	4.898%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024