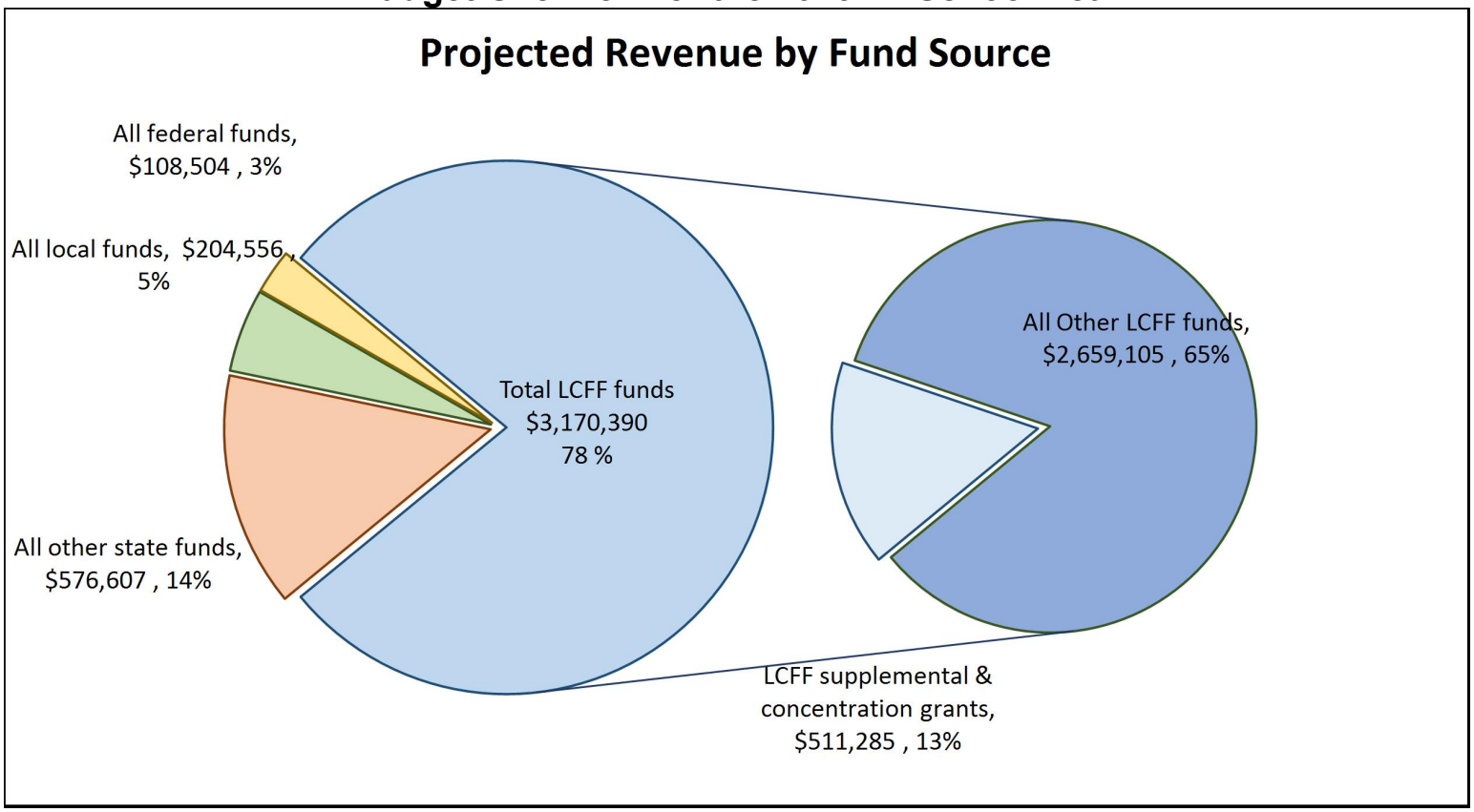
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elverta Joint Elementary School District - Elverta JESD
CDS Code: 34-67322-0000000
School Year: 2026-27
LEA contact information:
Michael Wells
Superintendent/Principal
mwells@ejesd.net
(916) 991-2244

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

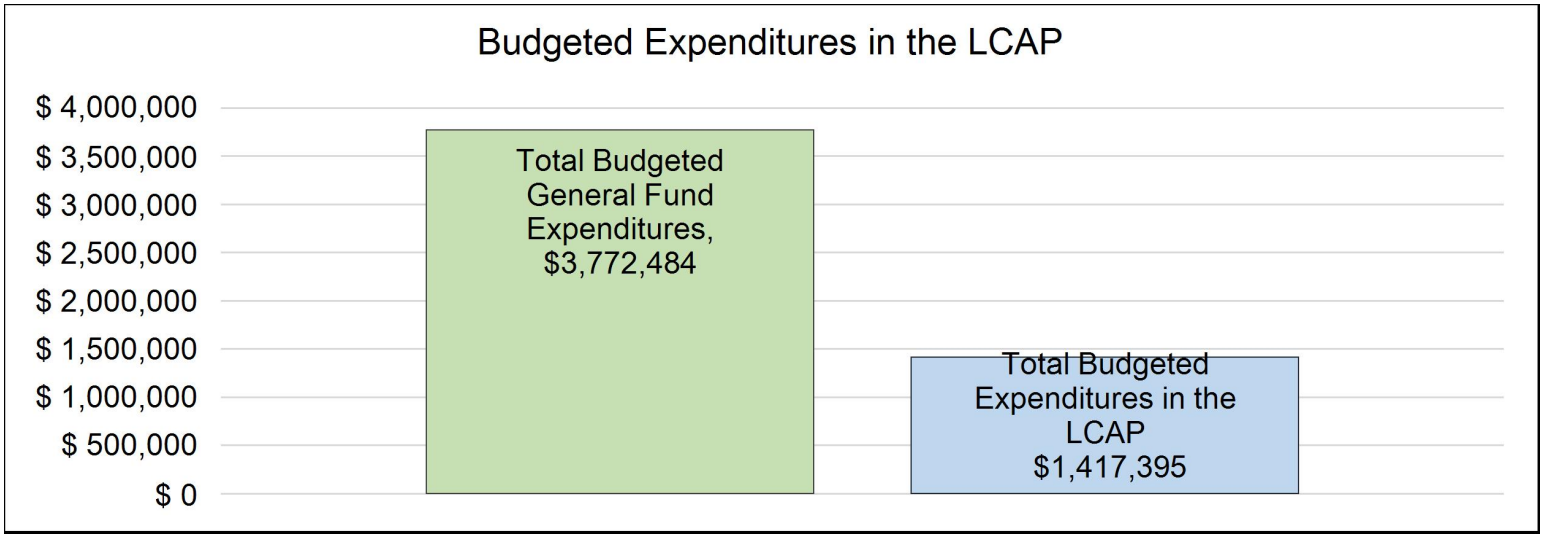


This chart shows the total general purpose revenue Elverta Joint Elementary School District - Elverta JESD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elverta Joint Elementary School District - Elverta JESD is $4,060,057, of which $3,170,390 is Local Control Funding Formula (LCFF), $576,607 is other state funds, $204,556 is local funds, and $108,504 is federal funds. Of the $3,170,390 in LCFF Funds, $511,285 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 Elverta Joint Elementary School District - Elverta JESD 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: Elverta Joint Elementary School District - Elverta JESD plans to spend $3,772,484 for the 2026-27 school year. Of that amount, $1,417,395 is tied to actions/services in the LCAP and $2,355,089 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

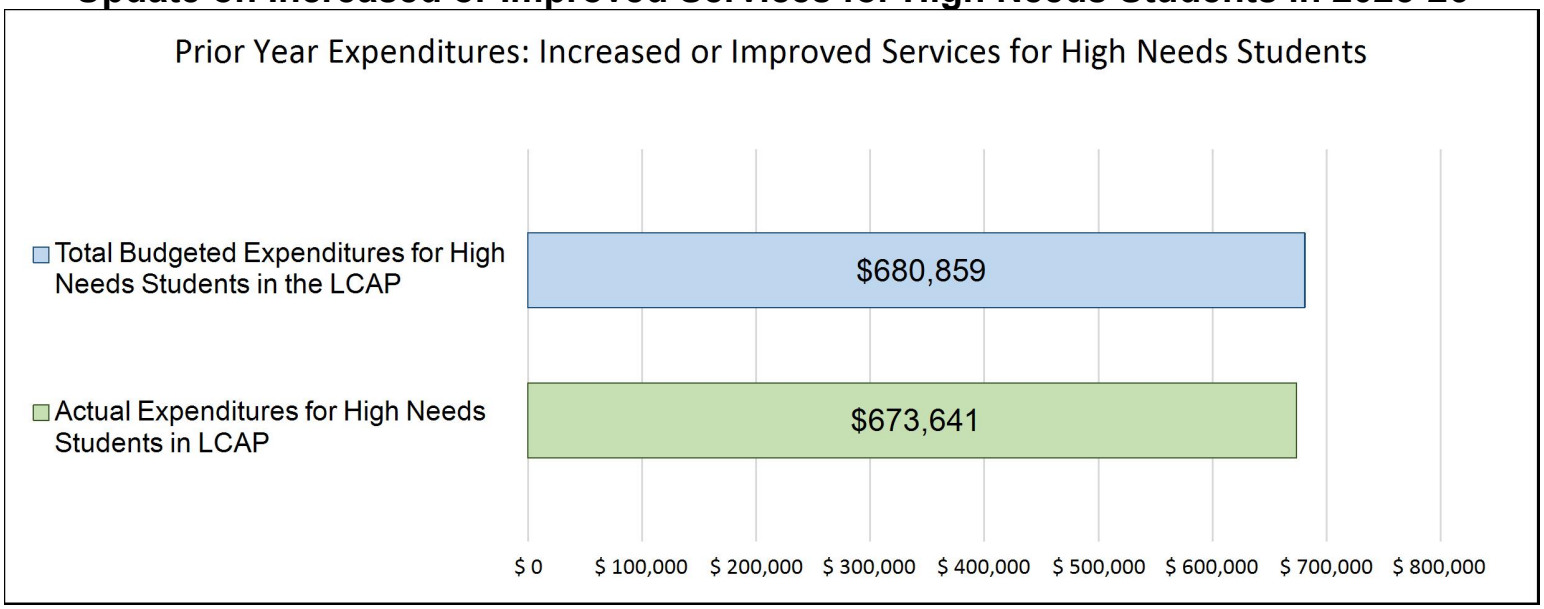
The General Fund Budget for a school year includes various expenditures that are not part of the Local Control and Accountability Plan (LCAP). These include administrative costs, food services, debt services and insurance and legal fees.

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

In 2026-27, Elverta Joint Elementary School District - Elverta JESD is projecting it will receive $511,285 based on the enrollment of Foster Youth, English learner, and low-income students. Elverta Joint Elementary School District - Elverta JESD must describe how it intends to increase or improve services for high needs students in the LCAP. Elverta Joint Elementary School District - Elverta JESD plans to spend $664,107 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 Elverta Joint Elementary School District - Elverta JESD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elverta Joint Elementary School District - Elverta JESD 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, Elverta Joint Elementary School District - Elverta JESD's LCAP budgeted $680,859 for planned actions to increase or improve services for high needs students. Elverta Joint Elementary School District - Elverta JESD actually spent $673,641 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $7,218 had the following impact on Elverta Joint Elementary School District - Elverta JESD’s ability to increase or improve services for high needs students:

In 2025–26, the total actual expenditures for actions and services intended to increase or improve services for high-needs students were less than the total budgeted expenditures primarily due to a staffing change that resulted in a lower overall salary cost than originally projected. The planned actions and services were still implemented, and the district was able to maintain the intended level of support for high-needs students. As a result, the difference between budgeted and actual expenditures did not substantially impact the overall increased or improved services provided to Elverta’s high-needs students during the 2025–26 school year.

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
Elverta Joint Elementary School District - Elverta JESD	Michael Wells Superintendent/Principal	mwells@ejesd.net (916) 991-2244

Plan Summary [2026-27]

General Information

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

The Elverta Joint Elementary School District, originally the Lincoln Elementary School, was constructed in 1855 on homestead land donated by David Strauch located on the present Strauch Ranch west of the Western Pacific Railroad tracks. The district which was then named Lincoln School District went as far as the Archway, now Rio Linda, north to the county line, east to the Center Joint School District, and west to the American River. About 1904, more people came to this area, including the Northern Electric Railroad which came through Elverta going as far as Chico, and a new school district began to form. The original school house was a one-room wood building, with no electricity or plumbing. Very few of the students could speak English because the predominate language was German. Some of the old families who had children attending the school were Jacob Scheidel who came from Alsace-Lorraine, Germany in 1860, as well as Charles Schmittmeyer and David Strauch from Bavaria, Germany.

In 1897, the school house was moved on an area of land donated by V.F. Strauch now located on the corner of Elverta Road and Elwyn Avenue. The deed, dated October 19, 1901, was in consideration of $10 to F. Strauch, W.S. Wait and C.T. Horgan, from the Trustees of the Lincoln School District for one acre of land, more or less. In 1911, a new and larger one room school house was constructed on that same site. In the early 1920's, a new school was built on the present site in Rio Linda Boulevard, and the old school on Elwyn Avenue and Elverta Road was later used as a lodge hall for the Modern Woodsmen of America.

The school, built of wood and stucco, had one small classroom and one large classroom with large folding doors to make two classrooms when needed. In the larger classroom there was a stage where silent movies were screened for the community for night recreation. Desks were one piece, bolted to the floor. The school was heated by coal stoves, and in 1927, the school burned to the ground as a result of one of

the coal stoves. Classes were held in various homes until the school was rebuilt on its current location in the fall of 1928. In 1955, the community club of Elverta changed the name of the school from Lincoln to Elverta Elementary School, Elverta School District. On December 6, 1954, two classrooms were added; on November 15, 1957, three more were completed; and on November 15, 1960, three classrooms, a kindergarten, administrative office, multi-purpose room and kitchen were added, giving a total of 13 classrooms.

The Alpha School District joined the Elverta District in 1965, when Alpha School was built on Elwyn and Artesia, on ten acres of land purchased for $18,000. The original Alpha School in Placer County was a two-room school house on Baseline Road between Elder Street and Pleasant Grove Road. At this time the word “joint” was added to the District’s official name because the District now included parts of two counties. In 1981 Alpha Elementary School was converted to an intermediate school for seventh and eighth graders. In 1998, Alpha Intermediate School’s name changed to Alpha Technology Middle School. In 2005 it was named a Distinguished California Middle School.

In 2013 e-rate funds allowed the District to replace and upgrade all technology infrastructures, LEA-wide. The cafeteria was upgraded and painted at Alpha Middle School. In 2014 the Board of Trustees approved a plan to finance a new roof for all buildings located at Elverta Elementary School, which was completed in the summer of 2015. At the same time, a new courtyard was built at Elverta Elementary School. Using Proposition 39 funds, the existing walk-in freezer and refrigerator were upgraded with energy-efficient compressors and related equipment. 2016 the district continued to upgrade all facilities and grounds. These upgrades included painting the interior of all classrooms, the library, and the cafeteria at Elverta Elementary. In 2017, Proposition 39 funds were used to replaced all lighting, interior and exterior, at both the Elverta Elementary School and Alpha Middle School campus, with existing lighting replaced by high efficiency LED lighting. In 2018-19, additional security was added to both school sites.

EJESD is currently working closely with the planning/development departments of Sacramento and Placer Counties, housing developers, and the Parks and Recreation District in anticipation of housing developments being built within district boundaries. In 2017 the Board of Trustees adopted revised developer fees, and negotiations with developers are ongoing. However, at this time there has not been a timeline established for new development within the school district.

Our goal is for students to have the best chance for success in all areas of life; academic, social, and physical. Elverta Joint Elementary School District prepares students to face the challenges of today for success tomorrow. At our schools you will find an academic program designed to meet the needs of all students, with teachers and staff who share a passion to see all students succeed. Throughout the school day students are scheduled to work in small groups, focusing on instruction and intervention that is centered on the individual student.

The Elverta Joint Elementary School District serves students in Transitional Kindergarten through 8th grade across two schools: Elverta Elementary and Alpha Technology Middle School. The district is rooted in a strong community history and continues to adapt its academic and facilities planning to support projected growth.

As the Elverta community continues to grow and the demographics evolve in anticipation of the Grand Park Southwest project, the student enrollment continues to stay consistent and will grow in the coming years. The school district is preparing for these growth opportunities within our district by providing additional facilities and staffing as the needs arise.

Reflections: Annual Performance

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

In reviewing CAASPP and Dashboard results since 2022-23 it is apparent that academic performance areas are of concern must continue to be addressed. Chronic absenteeism is declining and suspension rates remain very low.

1. Mathematics: On the 2022-23 Dashboard – Districtwide performance was 'Yellow' with an increase of 13.3 points. Overall, Alpha Middle School had a Red indicator for Math. For the 2023-24 CAASPP testing window, 27.42% of grades 3 - 8 met or exceeded standards with 6.45% standards exceeded (Blue), 20.97% standards met (Green), 30.65% standards nearly met (yellow), 41.94% standards not met (orange). 2024-25 Dashboard data shows 'Yellow' with 71.6 points below standard, however, this result shows an increase of 6.5 points district wide. Elverta Elementary School received an Orange indicator for all students but saw an increase for low income and Hispanic students with 69% of students improving their test scores over the previous year. Alpha Middle School received a Yellow indicator with an increase of 8.2 points for all students and a 16.4 point increase for low income students.

2. ELA: On the 2022-23 Dashboard – Districtwide performance was 'Orange', with a decline of 13.1 points, EL and Hispanic students scored Red. At both Alpha Middle and Elverta Elementary, low income students received Red in ELA. For the 2023-24 CAASPP testing window, 9.68% of grades 3 - 5 exceeded standards (Blue), 22.58% standards met (Green), 19.35% standards nearly met (Yellow), 48.39% standards not met (orange). 2024-25 Dashboard data shows "Orange" with an overall decline of 4.5 points. Elverta Elementary received a Yellow indicator with a significant increase for low income students (increasing 24.4 points). Alpha Middle received an Orange indicator with a decline of 12.7 points. This data was measured up to the previous year where the district had the most overall growth within the county school districts
.
3. Chronic Absenteeism: 2022-23 Dashboard – Districtwide performance was 'Yellow' with a decline of 7.1%, which indicates a higher attendance rate. 2023-24 had a decrease of 4.5% to 29.4% (Yellow). 2024-25 data was a continued decrease to 20.2% Chronically Absent ("Yellow") with a decline of 9.3%, which is good year over year.

4. English Learner Progress Indicator on the 2022-23 Dashboard was red. For 2023-24, 60.7% had progress which was an increase of 21.3% (no color was indicated). 29.6% had progress for 2024-25 with no color indicated.

5. Suspension: the 2023 Dashboard results have Blue Indicator for Suspension Rates. 2023-24 had an increase of .04% for suspensions (Green). 2024-25 suspension rates were in the "Blue" without an increase in rates.

6. Science: On the 2025 Dashboard, the district received a Green indicator for 49 science points, with an overall increase of 6.4 points

Local indicators standard met.

For the 2025-26 school year, the Elverta Joint Elementary School District received approximately $477,829 dollars in the supplemental and concentration portion of the LCFF supporting our 66.18% of unduplicated students. The majority of these funds will continue to be spent on

personnel hired to support student achievement. The largest amount of funding is directed toward academic intervention and student safety staffing for unduplicated students grades TK – 8.

Our school district has had many successes that we have worked diligently towards. A highlight of those success is our low suspension rates. By working closely with staff, students, families, and administration, we have been able to have success using the Restorative Justice approach. This has helped the district with changing behaviors and students' emotional growth.

Additionally, 2025-26 featured professional development by offering training that includes focus on ELA instruction; text-based discussions; balancing Informational and literary texts; standards for mathematical practice; mastering math language; standards for mathematical content; literacy circles in the classroom; effective elementary writing strategies; piloting a new standards-based science curriculum; focusing on writing and literacy skills, implementing the ELA/ELD framework, including the newly adopted ELA/ELD and Mathematics curriculum. There will be ongoing implementation of the Next Generation Science Standards. The early release times each Monday that school is in session support the professional development and subsequent leadership of all teaching staff; The Elverta Joint Elementary School District embraces the belief that every teacher is a learner and a leader. The District continues to implement i-Ready, a comprehensive formative assessment program.

Continual improvement of California School Dashboard data supports the efforts of the district. The allotments that are principally directed in the LCAP reflect the goals and values of the district, and the commitment to increasing student achievement of all students.

Elverta Joint Elementary has approximately $44,000 unexpended LREBG Funds.

LREBG Funds are found in action 1.10, which is to address the low performance in ELA and Mathematics and Chronic Absenteeism identified by our Needs Assessment. The behavior specialist will implement attendance improvement strategies, including monitoring attendance data, providing targeted support to students with attendance concerns, conducting regular attendance incentive programs, and collaborating with families and staff to address barriers to school attendance. The Behavior Specialist will also facilitate small-group counseling and social-emotional support services that help students develop self-regulation, engagement, and positive school connections. These interventions are intended to improve student attendance, increase instructional time, and support academic achievement in ELA and Mathematics. Counseling provided to small groups as a learning support is an allowable use of these funds, and research supports its effectiveness in improving student engagement, attendance, and academic outcomes.

Reflections: Technical Assistance

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

N/A

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.

Elverta Elementary and Alpha Middle School have not been identified for CSI in the 2025-26 school year.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Community Members	Quarterly Site Council / Parent Advisory Committee meetings
DLAC	Surveyed in March 2026
Teachers and Support Staff	Weekly and monthly staff meetings
CTA and CSEA bargaining partners	Ongoing formal and informal negotiating and consultation meetings.
Student Council /ASB	Monthly ASB meetings
SELPA	Ongoing monthly meetings, along scheduled 1:1 meeting with SELPA Director

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

The District received feedback supporting the goals of Increased achievement in ELA/Writing and Mathematics to close achievement gaps, and to promote safer schools. The district incorporated a District-wide Site Council that met each quarter. This Site Council was comprised of instructional staff, family members, community members and administration. A success of this Site Council was a Thanksgiving lunch that was free to all families. This lunch focused on engaging the community and families. A presentation concerning attendance and social/emotional support of students was a part of the evening. Additionally, Site Council members offered feedback and insights into the growth of the district. In May, staff and families offered insights, advice, and feedback regarding the LCAP. Also in May, a district-wide celebration of Cinco De Mayo took place. The entire district was entertained by a Mariachi Band. Students, families, and staff attended and almost everyone was dancing and singing along. Educational partners indicated satisfaction with the progress made toward these goals. Educational partners are looking forward to enhancing these goals as school continues to normalize with a focus on supporting students with social and emotional care.

Feedback from educational partners directly informed the goals in this LCAP. Input emphasized the need for academic support in ELA and Math and the importance of maintaining a safe, inclusive environment. As a result, the district prioritized actions for intervention staff,

professional development, and Positive Behavior support. Monthly site council meetings highlighted family engagement needs, leading to increased outreach events.

The plan was posted online and made available on June 5, 2026. The LCAP and budget were presented at a public hearing June 10, 2026 and adopted on June 17, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increased achievement in ELA/Writing and Mathematics to close the achievement gap.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A large majority of educational partners identified Increased achievement in ELA/Writing and Mathematics to close achievement gap as a priority for the District. The Summative Assessment of iReady and the annual CAASPP administered by the District indicated on average that students are behind in their academic progress. As a result, data-driven intervention will be the core initiative of the District throughout the term of the 3 year LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP scores of all students in ELA/Writing and Mathematics	2023 CAASPP ELA, overall, 24.65% met or exceeded proficiency. --EL 5% --SED 18% --Hispanic 13.85% 2023 CAASPP Math, overall 22.54% met or exceeded proficiency.	The CAASPP/SBAC results for 2023-24 school year saw an increase in ELA scores by 10 points for the school. This increase is highest growth % for	2025 CAASPP ELA, overall, 32.44% met or exceeded proficiency. --EL 5% --SED 27.45% --Hispanic 17.24%	CAASPP ELA, overall, 50% met or exceeded proficiency CAASPP Math, overall, 50% met or	ELA (all) --EL neutral --SED 22.5% growth --Hispanic 3.39% growth Math (all) --EL neutral

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		--EL 5% --SED 17% Hispanic 13.85% 2023 CAASPP Science, overall 23.53% met or exceeded proficiency --EL -No Data --SED 17.95% Hispanic 10.71%	Sacramento County school districts. 32.26% Met or Exceeded proficiency. Math scores are maintained with a slight increase of .8 points. 27.42% Met or Exceeded proficiency. The CAASPP Science test showed an increase for 5th and 8th grade students to 28.04% Met or Exceeded proficiency.	2025 CAASPP Math, overall 22.54% met or exceeded proficiency. --EL 5% --SED 21.57% --Hispanic 6.9% 2025 CAASPP Science, overall 23.53% met or exceeded proficiency --EL -No Data --SED 25% --Hispanic No Data%	exceeded proficiency CAASPP Science, overall, 50% met or exceeded proficiency	--SED 4.57% growth --Hispanic 6.95% decrease Science (all) --EL no data --SED 7.05% growth --Hispanic No Data
1.2	Professional Development (PD)	30 hours of professional development provided for ELA, ELD, Math and Next Generation Science Standards. Local Metric 2024	Professional development is well on track to exceed 30 exceeded the 30+ hours goal. Staff development days are held every Wednesdays for 90 minutes. Teachers have 5 contract days for professional development too. Within that time professional development has	Professional development has well exceeded the 8-16 hours goal. Staff development days are held every Wednesday for 90 minutes. Within that time professional development has taken place with support from SCOE, outside vendors, and other professionals who focus on school	Maintain 30+ hours of PD for ELA, ELD, Math, Science	30 hours of professional development were provided for English Language Arts (ELA), English Language Development (ELD), Mathematics, and the Next Generation Science Standards (NGSS).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			taken place with support from SCOE, outside vendors, and other professionals who focus on school culture and curriculum. Local Metric 2025	culture and curriculum. Local Metric 2026		
1.3	Students with standards-aligned materials.	100% of students have access Local Metric 2024	100% of students continue to be aligned with standards-based and aligned materials at each grade level. Local Metric 2025	100% of students continue to be aligned with standards-based and aligned materials. Local Metric 2026	100% of students	100% of students have access to standards-based, grade-level aligned instructional materials in all core subject areas. Details All instructional materials are aligned with California Content Standards. Materials are consistently provided across all grade levels and subject areas. Target Maintain 100% access to standards-aligned materials for every student.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Students will have access to all courses	100% of students have access to all courses. especially unduplicated students. Local Metric 2024	100% of all students who are enrolled have equal access to all courses at their grade level. Local Metric 2025	100% of all students who are enrolled have equal access to all courses. Local Metric 2026	100% of students have access to all courses. especially unduplicated students.	Access Status Met Details Course access includes core academic subjects, electives, and support/intervention programs. No barriers to enrollment based on background or status. Scheduling and placement practices ensure equity across all student groups.
1.5	Classroom observation and assistance for the Common Core Standards in ELA/Writing and Mathematics.	3 walkthroughs / observations per trimester along with 1:1 sit down conversation 3 times a school year. local Metric 2024	Classroom support of administration, instructional aides, and other staff members happens daily. Walkthrough observations, 1:1 meetings and conversations happen at least 3 times per trimester. Local Metric 2025	Classroom support of administration, instructional aides, and other staff members happen at least 3 times per trimester. Local Metric 2026	Maintain 3 walkthroughs / observations per trimester along with 1:1 sit down conversation 3 times a school year.	Observation & Support Structure Minimum of 3 walk throughs/observations per trimester - Met
1.6	Teachers with clear credential	100% of elementary teachers	100% of teachers have proper	100% of teachers have proper	Maintain 100% of teachers	Credential Status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Quest 2021-22	credentials and are compliant in their grade level assignments. DataQuest 2022-23 "Teacher Assignments."	credentials and are compliant in their assignments. TAMO = 80% Clear DataQuest 2024-25		100% of elementary teachers hold a valid California teaching credential.
1.7	iReady growth in ELA and Math	i-Ready growth in ELA and Mathematics reviewed annually at the student and the grade level. 2024 iReady Reading: 81 percent of students showed growth 2024 iReady Math: 69 percent of students showed growth Local Metric 2024	Current Performance At least 75% of all students demonstrated growth in either Math or ELA on i-Ready assessments. 2024 iReady Reading: 81 percent of students showed growth 2024 iReady Math: 69 percent of students showed growth Local Metric 2025	Student growth varies from each student to the next. 60% of all students have growth in either math or ELA. 2025 iReady Reading: 76 percent of students showed growth 2025 iReady Math: 75 percent of students showed growth Local Metric 2026	Review will assure that all students will demonstrate 5% growth in ELA and Math annually. 2026 iReady Reading: 77 percent of students showed growth 2025 iReady Math: 79 percent of students showed growth	4 percent decrease from baseline for Reading 10 percent increase from baseline for Math
1.8	English Learner reclassification rate	English Learner reclassification rate. 11 percent of EL Students reclassifled as proficient Local Metric 2024	EL students are being reclassified according to meeting the requirements. However, new EL students continue	English Learner (EL) students continue to be reclassified upon meeting established criteria, with 22.5% of EL students	English Learner reclassification rate of 11% of students eligible to be reclassified using reclassification criteria	Positive increase of 3.3 percent for the elementary students and 9 percent for the middle school students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			to register in the district. 11 percent of EL Students reclassifled as proficient Local Metric 2025	reclassified as Fluent English Proficient. At the same time, new EL students continue to enroll in the district. Local Metric 2026 The district achieved English Learner reclassification rates of 14.3% at Elverta Elementary School and 20% at Alpha Middle School for students meeting the established reclassification criteria. CDE RFEP 7-2026		
1.9	English Language Progress Indicator	English Language Progress Indicator 39.4% making progress per 2023 Dashboard.	The number of students registering as EL continue to rise. Students are progressing towards English proficiency currently with supports from teachers and Bilingual instructional aides. 60.7% of English	32.3% making progress per 2026 Dashboard.	English Language Progress Indicator (2026 School Dashboard) 55% making progress.	Decline of 7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learners are progressing according to 2024 CAASP data			

Goal Analysis [2025-26]

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

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

Overall Implementation Summary
Planned Actions vs. Actual Implementation
The planned actions for the 2025-26 school year were designed to improve student proficiency, ensure equitable access to resources, and provide targeted professional development for staff. These actions focused on increasing CAASPP scores, enhancing teacher credentialing, providing ongoing PD in ELA, Math, Science, and ELD, and ensuring 100% of students had access to standards-aligned materials and courses.

Substantive Differences Between Planned and Actual Actions:

Planned PD Hours: Elverta JESD aimed to maintain 30+ hours of professional development annually. Actual implementation exceeded this goal, as staff development days were utilized efficiently, and additional PD was provided beyond the initially planned number of hours.

Student Progress on CAASPP: While the goal was to make steady improvements in student performance, the actual increase in ELA scores exceeded expectations, with a 10-point gain—the highest growth percentage in Sacramento County. However, math scores saw only a slight increase of 0.8 points, falling short of the anticipated larger gains.

Credentialing: The plan emphasized maintaining 100% teacher credentialing. This was successfully implemented with no substantive difference, ensuring that all teachers had appropriate credentials and were compliant with grade-level assignments.

Challenges Experienced: Student Engagement and Retention: Despite high growth in ELA, student engagement in Mathematics and Science proved to be a challenge. Although the school made progress, the Math proficiency remained below desired levels, and further focus on interventions for struggling students may be required.

EL Student Progress: Although the English Learner (EL) progress increased from 39.4% to 60.7%, the rising number of EL students posed challenges in ensuring all had access to adequate support. Differentiated instruction and bilingual aide support played a role, but the increased EL population continues to be a challenge for resources and staffing.

Successes:
PD Growth and Teacher Support: The ongoing professional development program showed success, especially in the areas of ELA, Math, and NGSS Science. With regular PD sessions and consistent coaching from administrators and instructional aides, staff felt well-supported, and student outcomes improved accordingly.

CAASPP Results: The ELA and Science scores showed impressive growth, particularly in the ELA scores, with a 10-point increase, which is a notable success in the district. This achievement indicates that the strategies employed for improving literacy and content-area proficiency were effective.

Access to Courses and Materials: The district successfully maintained 100% access to standards-aligned materials and courses, ensuring equitable learning opportunities for all students, especially unduplicated student groups.

Moving Forward
Targeted Math Interventions: To address the math stagnation, more intensive, targeted interventions and differentiated instruction may be necessary.

Continued Focus on EL Support: Given the rising number of English Learners, the school must continue refining its language development programs and leverage bilingual instructional aides effectively to support EL students.

Ongoing Professional Development: The school will continue its commitment to staff development while focusing on areas that have shown growth, especially math and science.

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.

Action 1.1 Wonders 3 year subscription renewed
Action 1.2 Accelerated Reader not renewed
Action 1.4 Change in Staff resulting in lower costs
Action 1.7 Change in Staff resulting in lower costs
Action 1.9 Increase in Instructional Aide FTE's
Action 1.10 Increase in Substitute Instructional Aides providing small group instruction

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

Action 1.1 – Curriculum Materials

Metrics: 1.1 CAASPP, 1.3 Standards-Aligned Materials, 1.4 Course Access

Effectiveness: Moderately Effective

The district successfully maintained 100% student access to standards-aligned instructional materials and ensured all students had equitable access to grade-level curriculum. These foundational supports contributed to improved English Language Arts performance, with CAASPP ELA proficiency increasing from 24.65% at baseline to 32.44%. However, Mathematics and Science proficiency remained relatively unchanged, indicating that while access to high-quality instructional materials is necessary, additional instructional supports and interventions are needed to accelerate achievement across all content areas.

Action 1.2 – Summative Assessments

Metrics: 1.1 CAASPP, 1.7 i-Ready Growth

Effectiveness: Effective

The continued implementation of i-Ready, CAASPP, Accelerated Reader, DIBELS, and other assessment systems provided teachers with timely data to monitor student progress and adjust instruction. Local assessment data demonstrated positive student growth, with Reading growth increasing to 77% of students and Mathematics growth increasing from 69% to 79%. Although state assessment results were mixed, the assessment system has been effective in informing instructional decisions and identifying student learning needs.

Action 1.3 – Professional Development

Metrics: 1.2 Professional Development, 1.1 Student Achievement

Effectiveness: Effective

The district exceeded its goal of providing at least 30 hours of professional development through weekly collaboration, staff development days, Sacramento County Office of Education trainings, and outside consultants. The sustained focus on instructional improvement likely contributed to the gains in English Language Arts proficiency and continued implementation of standards-based instruction. Continued professional learning will remain important as the district works to improve Mathematics and Science outcomes.

Action 1.4 – Unduplicated Student Supports

Metrics: 1.1 CAASPP, 1.7 i-Ready, 1.8 EL Reclassification, 1.9 ELPI

Effectiveness: Moderately Effective

The district continued to provide bilingual instructional aides, differentiated instruction, intervention supports, family outreach, and language resources for English Learners, low-income students, and foster youth. These supports contributed to significant gains for socioeconomically disadvantaged students in English Language Arts and an increase in English Learner reclassification rates from 11% to 22.5%. However, English Learner Progress Indicator (ELPI) results declined and Hispanic Mathematics performance decreased, indicating additional refinement of targeted interventions is necessary.

Action 1.5 – Class Size Reduction

Metrics: 1.1 CAASPP, 1.7 i-Ready

Effectiveness: Moderately Effective

The district maintained class sizes at or below 24:1 and expanded smaller class sizes into the middle grades. These efforts supported individualized instruction and likely contributed to improved student growth on local assessments and increased English Language Arts proficiency. However, overall Mathematics and Science proficiency did not improve at the same rate, suggesting that class size reductions alone are insufficient to achieve the district's long-term achievement targets.

Action 1.6 – Technology Support

Metrics: 1.3 Standards-Aligned Materials, 1.7 i-Ready

Effectiveness: Effective

The district maintained one-to-one Chromebook access and provided ongoing technology support for classrooms. This ensured students and teachers had uninterrupted access to digital instructional materials and online assessments, including i-Ready and CAASPP. Technology infrastructure continues to support effective instruction and student assessment throughout the district.

Action 1.7 – English Learner Support

Metrics: 1.8 Reclassification Rate, 1.9 ELPI

Effectiveness: Moderately Effective

The district continued to provide designated and integrated English Language Development, bilingual instructional aides, an English Learner teacher, before- and after-school support, and professional development focused on language acquisition. These actions resulted in an increase in English Learner reclassification from 11% to 22.5%. However, the English Learner Progress Indicator declined below the baseline, demonstrating that while more students are successfully reclassifying, overall annual English language growth remains an area requiring additional focus.

Action 1.8 – Parent Participation

Metrics: Local participation measures

Effectiveness: Neutral

The district continued to provide opportunities for parent participation through surveys, public hearings, and advisory meetings. While these opportunities support stakeholder engagement and the development of the LCAP, the metrics associated with this goal do not directly measure the impact of parent engagement on student achievement. Future implementation could include participation rates and stakeholder feedback to better evaluate effectiveness.

Action 1.9 – Students with Disabilities

Metrics: 1.1 CAASPP, 1.7 i-Ready

Effectiveness: Moderately Effective

The district maintained credentialed special education teachers, instructional assistants, individualized services, and inclusive instructional practices. These supports ensured students with disabilities continued to receive services consistent with their Individualized Education Programs (IEPs). While districtwide achievement data demonstrate overall academic growth in English Language Arts and local assessments, student subgroup data specific to students with disabilities indicate continued opportunities for improvement in academic outcomes.

Action 1.10 – Behavior Specialist (LREBG)

Metrics: Behavior referrals, suspensions, SEL surveys

Effectiveness: Unable to Fully Determine

The district continued funding a Behavior Specialist to support student behavior, improve social-emotional learning, and reduce disciplinary incidents. However, no outcome data related to behavior referrals, suspension rates, school climate surveys, or SEL measures were included in the metrics provided. Because the identified effectiveness measures were not reported, the effectiveness of this action cannot be fully evaluated during this reporting cycle.

Overall Effectiveness of Goal 1

Overall, the actions under Goal 1 were largely effective in maintaining high-quality instructional systems and supporting student achievement. The district successfully maintained universal access to standards-aligned curriculum, appropriately credentialed teachers, technology, small class sizes, instructional supports, and comprehensive professional development. These actions corresponded with measurable gains in English Language Arts proficiency, improved i-Ready growth, and increased English Learner reclassification rates.

At the same time, the metrics indicate that additional work is needed to improve Mathematics and Science achievement and to accelerate English language acquisition, as reflected by the decline in the English Learner Progress Indicator. Going forward, the district will continue to strengthen targeted interventions, use assessment data to guide instruction, and refine supports for English Learners and other student groups that continue to experience achievement gaps.

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.

Reflections from 2025–26 implementation revealed the need for deeper math instructional support, increased EL capacity, and continued emphasis on data-informed practices. These changes are designed to ensure continued academic growth across all student groups while maintaining the momentum achieved in ELA and Science. The school will build upon what worked and revise what's needed—ensuring each action contributes meaningfully to progress on Goal 1. The metrics format was streamlined.

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	Curriculum materials	Provide standards-aligned curriculum. Provide on-going professional development material to support implementation of the Common Core.	$20,000.00	No
1.2	Summative assessments	Provide assessments that support and drive instruction. Provide access for students and teachers to a wide variety of formative and summative assessment tools. Accelerated Reader, Standards Based Testing, iReady, CAASPP, Dibels.	$26,000.00	No
1.3	Professional Development	Training conferences and weekly Professional Development for all Staff. Required action for SED student outcomes in ELA at Elverta Elementary and Alpha Middle	$5,000.00	No
1.4	Unduplicated student support	For Low-income students, English Learners and Foster Youth - Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Provide classroom instructional aides to assist in engaging and supporting small groups while teachers facilitate small-group instruction.	$82,700.00	Yes
1.5	Class size reduction	Provide class sizes of 24:1 or less in grades K-3. Plan and assign student placement to meet 24:1 or less in grades K-3.	$360,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Increase availability of class size reduction to grades K-8.		
1.6	Technology support	Provide high-functioning technology and support in every classroom, including 1:1 student chromebooks. Procure, maintain and support all school technology.	$47,000.00	No
1.7	EL support	For English Learners - Provide rigorous EL support that meets or exceeds guidelines for both integrated and designated ELD. Continue 1.0 FTE EL Teacher; provide EL support for 1.125 FTE classroom aides, ELPAC testing support, ELAC training, professional development to support language acquisition, instructional materials, additional instructional time and resources for Multicultural Club. Wonders curriculum is used for ELA/ELD.	$163,000.00	Yes
1.8	Parent participation	Promotion of parent participation in programs for unduplicated pupils and special needs subgroups through Surveys and Public Hearings where Parents can communicate with School Administrators and Board Members.	$1,000.00	No
1.9	Support for Students with Disabilities	Continue 2.0 FTE credentialed special education teacher to provide individualized services through pull-out as outlined in each student's IEP. and rigorus and appropriate support that meets or exceeds guidlines. 1.43 FTE instructional assistants provide additional support to identified students. Promoting full inclusion creates an environment for the unduplicated students, to feel welcomed, supported, and integrated into all aspects of school life. Developing a checklist of inclusive practices and regularly assessing the extent to which these practices are implemented in classrooms and school activities are measures to assess the effectiveness of this inclusive approach. Other measurables are seeking feedback from students about their sense of belonging, acceptance, and support within the school community and conducting observations and documenting instances of inclusive behavior, peer interactions, and support provided to the unduplicated students.	$315,784.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	LREBG Funds: Behavior Specialist	LREBG funds are allocated to partially fund our Behavior Specialist, whose role is instrumental in supporting the behavioral and social-emotional needs of students, allowing them to remain engaged in the general education setting. The effectiveness of this support will be measured through a reduction in behavior referrals and suspensions, as well as improvements in student responses on social-emotional learning (SEL) and school climate surveys. Additional indicators include the percentage of students who remain in the general education environment and staff feedback regarding behavioral improvements. LREBG Funds Used: $53,207	$53,207.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safer Schools	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A large majority of educational partners identified their support for safe schools and positive school climate as a priority for the district. With the compilations of metrics and achievable goals as a focal point, all educational partners will work together to achieve positive outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Disciplinary referrals	20 referrals Local Metric 2024	The current 2024-25 school year has shown fewer than 25 referrals. This is due in most part by a higher expectation for respectful behavior and immediate disciplinary support from the staff. The addition of a Positive	The current 2025-26 school year has shown fewer than 10 referrals. This is due in most part by a higher expectation for respectful behavior and immediate disciplinary support from the staff.	Not to exceed 20 referrals.	2025-26 to date - 10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Behavior Specialist/Counselor has benefited our students.			
2.2	Student Suspensions	2 suspensions - SWIS Local Metric 2024	0 suspensions at this time in the 2024-25 school year.	At this time in the 2025-26 school year, there has not been any suspensions out of school.	Maintain 2 or less suspensions	2025-26 (Current Year to Date): -2
2.3	Expulsions	0 expulsions - SWIS Local Metric 2024	0 expulsions at this time in the 2024-25 school year.	0 expulsions at this time in the 2025-26 school year.	Maintain 0 expulsions	2025-26 - 0 difference
2.4	Enrichment Activities.	15 activities Local Metric 2024	Field trips, 6th grade science camp, on campus Shakespeare, B St. Theatre and Roseville Theatre performances and other performances for all grade levels support the goal of at least 15 enrichment activities. Local Metric 2025	Field trips, 6th grade science camp, on campus Shakespeare, Mariachi band, and other performances for all grade levels support the goal of at least 15 enrichment activities. Local Metric 2026	Maintain15 activities	2025-26 - 0 difference
2.5	FIT report	100% good FIT report 2023-24	100% good or better with the maintenance and repair of facilities in the FIT report 2024-25	100% good or better with the maintenance and repair of facilities in the FIT report 2025-26.	Maintain 100% good	2025-26 - 0 difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	School Culture and Safety survey - students.	90% participation of students 2024 Safe-- 90% Connected-- 90%	95% Participation 90% felt safe at school 82% felt connected	The 2025-26 school year had a survey that measured connectedness, support, parent input, safety on campus, and other measurements was administrated. Participation 91% (+1%) Safe 92% (+2%) Connected 86% (-4%)	Maintain 90% of participation Safe 90% Connected 90%	2025-26 Difference from baseline: Participation of students: Increased by 1% Felt Safe at School: Increased by 2% Felt Connected to School: Decreased by 4%
2.7	School Culture and Safety Survey - Families	90% participation of parents 2024 Safe-- 90% Connected-- 90%	The 2023-24 school year had a survey that measured connectedness, support, parent input, safety on campus, and other measurements was administrated. The participation rate was below 95%. Only 25% of families participated.	The 2025-26 school year had a survey that measured connectedness, support, parent input, safety on campus, and other measurements was administrated. The participation rate was below 95%. Participation of Parents 93% (+3%) Safe 93% (+3%)	Maintain 90% of participation Safe-- 90% Connected-- 90%	2025-26 Difference from baseline: Participation of Parents: increased by 3% Felt Safe at School: Increased by 3% Felt Connected to School: Decreased by 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Connected 83% (-7%)		
2.8	School Culture and safety Survey - Staff	90% participation of staff 2024 Safe-- 90% Connected-- 90%	The 2023-24 school year had a survey that measured connectedness, support, parent input, safety on campus, and other measurements was administrated. The participation rate was below 95%. Staff had a over 90% of being safe and connected to students and other staff. However, there is a frustration with discipline, effectiveness of the discipline, and support from home when discipline takes place at school.	The 2025-26 school year had a survey that measured connectedness, support, parent input, safety on campus, and other measurements was administrated. The participation rate was below 95%. Participation of Staff: 92% (+2%) Safe 95% (+5%) Connected 92% (+2%)	Maintain 90% of participation Safe-- 90% Connected-- 90%	2025-26 Difference from baseline: Participation of Staff: increased by 2% Felt Safe at School: Increased by 5% Felt Connected to School: Increased by 2%
2.9	SARB	0 referrals Local Metric 2023-24	At this time in the 2024-25 school year, there have been 0 referrals for SARB services.	At this time in the 2025-26 school year, there have been 0 referrals for SARB services.	Maintain 0 referrals	2025-26 - 0 difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Attendance Rates	93% attendance with students that ride the bus. 23/24 data 93% attendance with all students. 23/24 data	A MOU continues to exist in 2024-25 with the Robla School District for bus transportation. Daily Student attendance continues to be above 94% district-wide. The daily attendance contest which acknowledges the top 2 classes with the highest % of attendance has been effective. The top 2 class that have the highest % attendance over a 10 day period wins a class-wide treat.	A MOU continues to exist in 2025-26 with the Robla School District for student bussing. Student attendance continues to be above 93% each day district-wide.	Maintain 93% daily school attendance with students that ride the bus. Maintain 93% daily school attendance with all students.	2025-26 No difference from baseline.
2.11	Chronic Absenteeism	33.9% 2023 Dashboard	Chronic absenteeism rate has decreased with the assistance of an MOU with Robla Elementary for bus transportation. Chronic absenteeism for 2024 Dashboard was 29.4%, a decrease of 4.5% from 2023. However, the rate	20.2% on the 2025 Dashboard	chronic absenteeism rate at or below 10%.	2025-26 decrease of 13.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			of chronic absenteeism is trending above 17% for 2024-25 school year.			
2.12	Physical Fitness Testing (PFT)	100% participation of 5th and 7th graders. Local Metric 2023-24	The 2024-25 school year had 100% of all required students complete the PFT. Over 50% of students who are tested the PFT are proficient on at least 4 of 6 measures.	The 2025-26 school year had 98% (-2%) of required students complete the PFT. Over 50% of students who are tested the PFT are proficient on at least 4 of 6 measures.	Maintain 100% participation of all 5th and 7th graders.	2025-26 No difference from baseline.
2.13	Parent Engagement	80% of families attend Meet the Teacher Night and Open House Local Metric 2024	70% of families attended Meet the Teacher Night and or Open House. Local Metric 2025	Community and parent events such as conferences, open house, winter programs and meet the teacher nights are well attended. Fundraisers are not attended well. 84% (+4%) attended meet the Teacher and Open House Local Metric 2026	Maintain 80% Attendance of parents / guardian.	2025-26 Increase of 4% from baseline
2.14	Maintain 0 middle school drop-outs	0 dropouts Local Metric 2023-24	0 middle school students have dropped out. Although many	0 dropouts Local Metric 2026	0 dropouts	2025-26 - 0 difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students disenroll that have moved out of the district. Local Metric 2025.			
2.15	Parents participating in decision-making opportunities	25% parent participation Local Metric 2024	33% parent participation Local Metric 2025	25 % of parent participation Local Metric 2026	50% parent participation rate in decision-making opportunities	2025-26 - 0 differemce

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 implementation of Goal 2 actions related to school climate, student behavior, engagement, and safety has largely been successful for the 2025–26 school year. Most initiatives were carried out as intended, with only minor adjustments based on evolving student needs and family engagement trends.

Successes:
Behavioral Supports: The addition of a Positive Behavior Specialist/Counselor contributed significantly to reducing both referrals and suspensions. As of the 2025–26 school year, fewer than 25 referrals and zero suspensions or expulsions have been reported. His work with students on conflict resolution, emotional regulation, and positive peer interactions has significantly reduced the number of behaviors escalating to office referrals.

Classroom teachers have also implemented consistent behavior expectations and proactive strategies, further reinforcing respectful conduct and reducing disruptions to learning.

Effectiveness
This action has been effective in maintaining a safe and positive school environment, and the low referral numbers indicate that preventative behavioral supports are working as intended.

Attendance Improvement: An MOU with Robla School District for bus transportation supported daily student attendance and a measurable reduction in chronic absenteeism from 33.9% to 20.2%.

Enrichment Opportunities: Students benefitted from over 15 enrichment experiences, including field trips, science camp, and cultural performances, which reinforced student connection to school.

Student Physical Health: The school maintained 100% participation in the Physical Fitness Test, with over 50% of students demonstrating proficiency on at least four of the six fitness indicators.

Middle School Dropouts: The school met its goal of maintaining zero middle school dropouts.

Challenges:
Family Engagement: While efforts were made to engage families through events like Meet the Teacher Night and Open House, only 70% of families participated, falling short of the 80% target. The family safety and culture survey also had low participation (25%), highlighting the need for more effective outreach strategies.

Discipline Perception: Although staff survey data showed that over 90% of respondents felt safe and connected, there was noted frustration among staff regarding discipline effectiveness and lack of home support following disciplinary actions.

Chronic Absenteeism Remains High: Despite a decrease, the chronic absenteeism rate remains elevated, and early 2025–26 trends show it is still above 17%. This area will continue to require focused strategies and family partnerships.

Substantive Differences in Implementation:
While most actions were implemented as planned, additional supports such as the Positive Behavior Specialist and targeted attendance incentives were added or expanded beyond initial plans, demonstrating responsiveness to student and staff needs. These changes have contributed positively to school climate and engagement metrics.

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.

Action 2.2 Higher cost of outsourced Maintenance than projected

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

Action 2.1 – School Climate, Student Behavior, and Safety Supports

Metrics: 2.1 Disciplinary Referrals, 2.2 Suspensions, 2.3 Expulsions, 2.4 Enrichment Activities, 2.6 Student School Climate Survey, 2.7 Family School Climate Survey, 2.8 Staff School Climate Survey, 2.9 SARB Referrals, 2.10 Attendance Rate, 2.11 Chronic Absenteeism, 2.13 Parent Engagement, 2.14 Dropout Rate, 2.15 Parent Participation in Decision-Making

Effectiveness: Effective

The district continued implementation of Positive Behavioral Interventions and Supports (PBIS), behavior intervention services, counseling supports, anti-bullying initiatives, trained campus supervision, enrichment opportunities, and a partnership with the Twin Rivers Police Department to promote a safe and supportive learning environment. These actions were effective in improving several key indicators of school climate. Discipline referrals declined from 20 referrals at baseline to fewer than 10 during the current year, while suspensions and

expulsions remained at or near zero. Chronic absenteeism improved significantly, decreasing from 33.9% to 20.2%, and overall attendance remained above the district target of 93%. Student, family, and staff surveys also demonstrated increased perceptions of school safety. While student and family connectedness scores remain below the district's long-term goal, the overall metrics indicate that the district's comprehensive approach to student behavior, attendance, and school climate has had a positive impact on creating safe and supportive schools.

Action 2.2 – Facility Maintenance

Metrics: 2.5 Facility Inspection Tool (FIT) Report, 2.6 Student School Climate Survey, 2.7 Family School Climate Survey, 2.8 Staff School Climate Survey

Effectiveness: Effective

The district continued to prioritize clean, safe, and well-maintained school facilities through ongoing maintenance, custodial services, and facility improvements. These efforts resulted in the district maintaining a rating of 100% "Good" or better on the annual Facility Inspection Tool (FIT), meeting the district's established target. Well-maintained facilities also support the positive perceptions of school safety reflected in student, family, and staff climate surveys. Although facility conditions continue to meet expectations, the district will continue to invest in preventative maintenance and campus improvements to ensure safe, welcoming learning environments for all students.

Overall Analysis of Goal 2

Overall, the actions implemented under Goal 2 have been effective in creating a safe, supportive, and positive learning environment for all students. The district has demonstrated measurable success in reducing discipline referrals, eliminating suspensions and expulsions, maintaining strong attendance, and significantly reducing chronic absenteeism. These improvements indicate that investments in behavioral supports, Positive Behavioral Interventions and Supports (PBIS), student supervision, counseling services, and attendance initiatives are producing positive outcomes for students.

The district also maintained high-quality school facilities, ensuring all campuses remained clean, safe, and conducive to learning. Student, family, and staff survey results reflect continued confidence in school safety, with all stakeholder groups reporting increases in their perception of campus safety compared to the baseline.

Although the district has experienced positive gains in many areas, survey results indicate that students' and families' sense of connectedness to school remains below the district's long-term target. Strengthening school connectedness will remain an area of emphasis through expanded relationship-building opportunities, increased family engagement, student leadership activities, and continued implementation of social-emotional learning supports.

Overall, the evidence indicates that the actions associated with Goal 2 have been successful in improving school climate, student behavior, attendance, and campus safety while providing a strong foundation for continued growth in student engagement and school connectedness.

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

There are no changes to the actions or metrics in this goal. The metrics format was streamlined.

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	School Climate	Schools will become safer, with a culture that emphasizes the acquisition of social and emotional skills. Students will receive additional supports to increase engagement of learning. Full implementation of Positive Behavior Intervention and Support including contract with service provider, training, support staff, and data support; strong anti-bullying programs. Student supervision provided by aides specifically trained for and assigned to playground and cafeteria duty. Full-time Behavior Specialist position continuing at K-6 site, and behavior support. Contract with Twin Rivers Police Department for on-call School Resource Officer.	$64,592.00	Yes
2.2	Facility Maintenance	Ensure that facilities are clean and maintained with ongoing upgrades and improvements. FIT reports are on file for all school sites, as well as Williams Reports for the K-8 site. Additional custodial hours added as needed at elementary and middle school sites. District organizational restructure will result in outsourcing additional projects.	$278,912.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$511,285	$42,118

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
19.984%	0.000%	$0.00	19.984%

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
1.4	**Action:** Unduplicated student support **Need:** CAASPP results and iReady assessments show that unduplicated students need bilingual and English speaking aide support. **Scope:**	Instructional Aides are provided to meet the needs of unduplicated K-8 students, particularly those who require bilingual and English-speaking aide support, is essential for creating an inclusive and effective educational environment. To meet the needs of our unduplicated students, Elverta has hired bilingual support staff who can assist students in both their native language and English. These aides can provide translation services, help students navigate classroom materials, and offer	California School Dashboard, ELA, math, ELPI

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	academic support tailored to the students' language needs. Additionally, access to language learning resources such as bilingual books, dictionaries, and digital language-learning tools. These resources can help students develop proficiency in English while also supporting their native language skills. Develop individualized support plans for students who require extra assistance due to language barriers. These plans should outline specific strategies and accommodations to help students succeed academically and socially. Collaboration with Families: Involve families in the educational process by providing regular communication in their preferred language, hosting parent workshops on topics related to language development, and seeking input from parents on their child's educational needs. Peer Tutoring Programs: Implement peer tutoring programs where proficient English-speaking students can provide support and mentorship to their peers who are learning English. This not only benefits the students receiving support but also fosters a sense of community and cooperation among all students. Flexible Grouping: Use flexible grouping strategies to ensure that English language learners have opportunities to work with both native English speakers and other English language learners. This allows students to practice language skills in different contexts and learn from their peers.	

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
		Professional Development: Provide ongoing professional development opportunities for teachers and staff to enhance their knowledge and skills in supporting bilingual and English language learners. This may include workshops, conferences, and collaborative learning experiences focused on best practices for language instruction. By implementing these strategies and providing comprehensive support, Elverta Elementary can better meet the needs of unduplicated K-8 students who require bilingual and English-speaking aide support, ultimately promoting their academic success and overall well-being.	
1.5	**Action:** Class size reduction **Need:** Class size ratio needs to be no higher than 24:1 throughout the instructional day to address the differentiated needs of low-performing low-income students and English learners. Middle school math students at Alpha need additional small group instruction. **Scope:** LEA-wide	Maintaining a class size ratio of 24:1 throughout the instructional day is beneficial for effective teaching and learning. Currently, all grade levels at Elverta Elementary have a ratio no higher that 24:1 throughout the instructional day. This provides a manageable class size, teachers can provide more personalized attention to each student, address individual learning needs more effectively, and create a conducive learning environment where students feel supported and engaged with their learning. Smaller class sizes also foster better classroom management, leading to fewer disruptions and allowing for more meaningful interactions between students and teachers. Additionally, students may feel more comfortable participating in class discussions and activities in a smaller group setting.	CAASPP, ELA, Math

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
		Additionally, it's important that for the unduplicated students, achieving and maintaining a 24:1 class size ratio requires adequate resources and planning, including hiring enough qualified teachers, bilingual instructional aides, and allocating sufficient classroom space, and ensuring access to necessary instructional materials and technology. Elverta is able to provide this class size ratio through grade 8 to effectively support high need students in Alpha Middle.	
2.1	**Action:** School Climate **Need:** The unduplicated students attending Elverta Joint Unified demonstrate need for financial resources such as free or reduced price meals, social and emotional support, and additional academic support before and after school. **Scope:** LEA-wide	The school climate at Elverta Elementary prioritizes the holistic well-being and academic success of students, with the unduplicated student populations top-of-mind. Social and Emotional Support: Providing social and emotional support acknowledges that students' well-being extends beyond academics. It means creating a nurturing environment where students feel safe, valued, and supported. This can involve initiatives such as counseling services, peer support groups, or even integrating social-emotional learning (SEL) into the curriculum to teach skills like empathy, self-awareness, and relationship building. Additional Academic Support Before and After School: Offering extra academic support outside regular school hours can be crucial for students who need additional help to succeed academically. This might include tutoring sessions, homework clubs, or enrichment programs. It's a proactive approach to addressing learning gaps and ensuring that all students have the opportunity to reach their full potential.	Suspension Rate and Referrals

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
		Together, these elements contribute to a positive and supportive school climate that fosters both the academic and personal growth of students. They reflect a commitment to equity, inclusion, and student success beyond just test scores.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** EL support **Need:** Academic performance of EL students is low. The Dashboard ELPI is Red and EL students received a red indicator on the CAASPP ELA. **Scope:** Limited to Unduplicated Student Group(s)	Elverta has committed to Implementing bilingual aides in the classroom, offering before and after school programs, and promoting full inclusion inside and outside the classroom as valuable initiatives for enhancing educational outcomes, especially for unduplicated students. Here's a breakdown of each initiative and how outcomes can be measured: Bilingual Aides in the Classroom and in the before and afterschool programs provide additional support to students who are English language learners (ELL). ELL families are engaged and overall feel supported. Outcomes are measured by regular language proficiency assessments of students' language proficiency. Academic performance tracking students' academic performance, including grades and standardized test scores, also indicate the	Reclassification Rate ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		effectiveness of bilingual support in improving learning outcomes. Soliciting feedback from teachers about the impact of bilingual aides on classroom dynamics, student engagement, and academic progress provide real-time insights. Offering before and after school programs provide additional learning opportunities, homework assistance, and enrichment activities for students. Monitoring attendance rates in before and after school programs can indicate participation levels and engagement. Assessing students' academic progress, including improvements in grades, homework completion rates, and test scores, measure the effectiveness of the programs. Additionally, gathering feedback from parents about the perceived benefits of the programs for their children's academic and social development can provide valuable insights. Promoting full inclusion creates an environment for the unduplicated students, to feel welcomed, supported, and integrated into all aspects of school life. Developing a checklist of inclusive practices and regularly assessing the extent to which these practices are implemented in classrooms and school activities are measures to assess the effectiveness of this inclusive approach. Other measurables are seeking feedback from students about their sense of belonging, acceptance, and support within the school community and conducting observations and documenting instances of inclusive behavior, peer	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		interactions, and support provided to the unduplicated students	

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.

NA

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.

The District will use its additional concentration grant add-on funding to increase the number of staff providing direct services to students at its school serving a high concentration of low-income students, English learners, and foster youth. Concentration grant add-on funds will support classroom instructional aides who provide targeted assistance to students through small-group instruction, differentiated learning activities, and academic interventions under the direction of classroom teachers. These staff members increase students' access to individualized support and help address identified learning needs.

In addition, concentration grant add-on funding will support reduced class sizes by maintaining class sizes of 24:1 or less in grades K–3 and extending lower class sizes, when feasible, into grades 4–8. By increasing certificated staffing to maintain smaller classes, teachers are able to provide more individualized instruction, monitor student progress more effectively, and deliver timely interventions that improve outcomes for low-income students, English learners, and foster youth.

Additional concentration grant funding will also be used to hire staff to provide campus supervision. By assigning supervision responsibilities to these staff members, classroom teachers and instructional aides will have increased time to provide direct instructional support, interventions, and small-group instruction for foster youth, English learners, and low-income students. This allocation of staffing maximizes the amount of instructional time dedicated to meeting the academic and social-emotional needs of the District's highest-need students.

These can be found in Actions 1.4 and 1.5

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:15
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,558,440	511,285	19.984%	0.000%	19.984%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,342,803.00	$58,207.00	$6,385.00	$10,000.00	$1,417,395.00	$1,220,710.00	$196,685.00

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	Curriculum materials	All	No			All Schools	ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.2	Summative assessments	All	No			All Schools	ongoing	$0.00	$26,000.00	$26,000.00				$26,000.00	
1	1.3	Professional Development	All	No			All Schools	ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.4	Unduplicated student support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$82,700.00	$0.00	$82,700.00				$82,700.00	
1	1.5	Class size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$360,200.00	$0.00	$360,200.00				$360,200.00	
1	1.6	Technology support	All	No			All Schools	ongoing	$0.00	$47,000.00	$37,000.00			$10,000.00	$47,000.00	
1	1.7	EL support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$162,000.00	$1,000.00	$163,000.00				$163,000.00	
1	1.8	Parent participation	All	No			All Schools	ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.9	Support for Students with Disabilities	Students with Disabilities	No			All Schools	ongoing	$315,784.00	$0.00	$315,784.00				$315,784.00	
1	1.10	LREBG Funds: Behavior Specialist	All	No			All Schools	Ongoing	$53,207.00	$0.00		$53,207.00			$53,207.00	
2	2.1	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$53,207.00	$11,385.00	$58,207.00		$6,385.00		$64,592.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.2**	Facility Maintenance	All	No			All Schools	ongoing	$193,612.00	$85,300.00	$278,912.00				$278,912.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,558,440	511,285	19.984%	0.000%	19.984%	$664,107.00	0.000%	25.957 %	**Total:**	$664,107.00
								LEA-wide Total:	$501,107.00
								Limited Total:	$163,000.00
								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	**1.4**	Unduplicated student support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,700.00	
1	**1.5**	Class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$360,200.00	
1	**1.7**	EL support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$163,000.00	
2	**2.1**	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,207.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,311,344.00	$1,408,298.00

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**	Curriculum materials	No	$20,000.00	$40,000
1	**1.2**	Summative assessments	No	$2,653.00	$0.00
1	**1.3**	Professional Development	No	$25,000.00	$24,300
1	**1.4**	Unduplicated student support	Yes	$98,258.00	$81,700
1	**1.5**	Class size reduction	Yes	$356,515.00	$377,000
1	**1.6**	Technology support	No	$28,000.00	$28,524
1	**1.7**	EL support	Yes	$178,745.00	$158,000
1	**1.8**	Parent participation	No	$1,000.00	$1,184
1	**1.9**	Support for Students with Disabilities	No	$259,492.00	$293,936
1	**1.10**	LREBG Funds	No	$59,000.00	$92,000
2	**2.1**	School Climate	Yes	$53,726.00	$56,941

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Facility Maintenance	No	$228,955.00	$254,713

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)
$477,829	$680,859.00	$673,641.00	$7,218.00	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	1.4	Unduplicated student support	Yes	$98,258.00	$81,700		
1	1.5	Class size reduction	Yes	$356,515.00	$377,000		
1	1.7	EL support	Yes	$178,745.00	$158,000		
2	2.1	School Climate	Yes	$47,341.00	$56,941		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,330,531	$477,829	0%	20.503%	$673,641.00	0.000%	28.905%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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