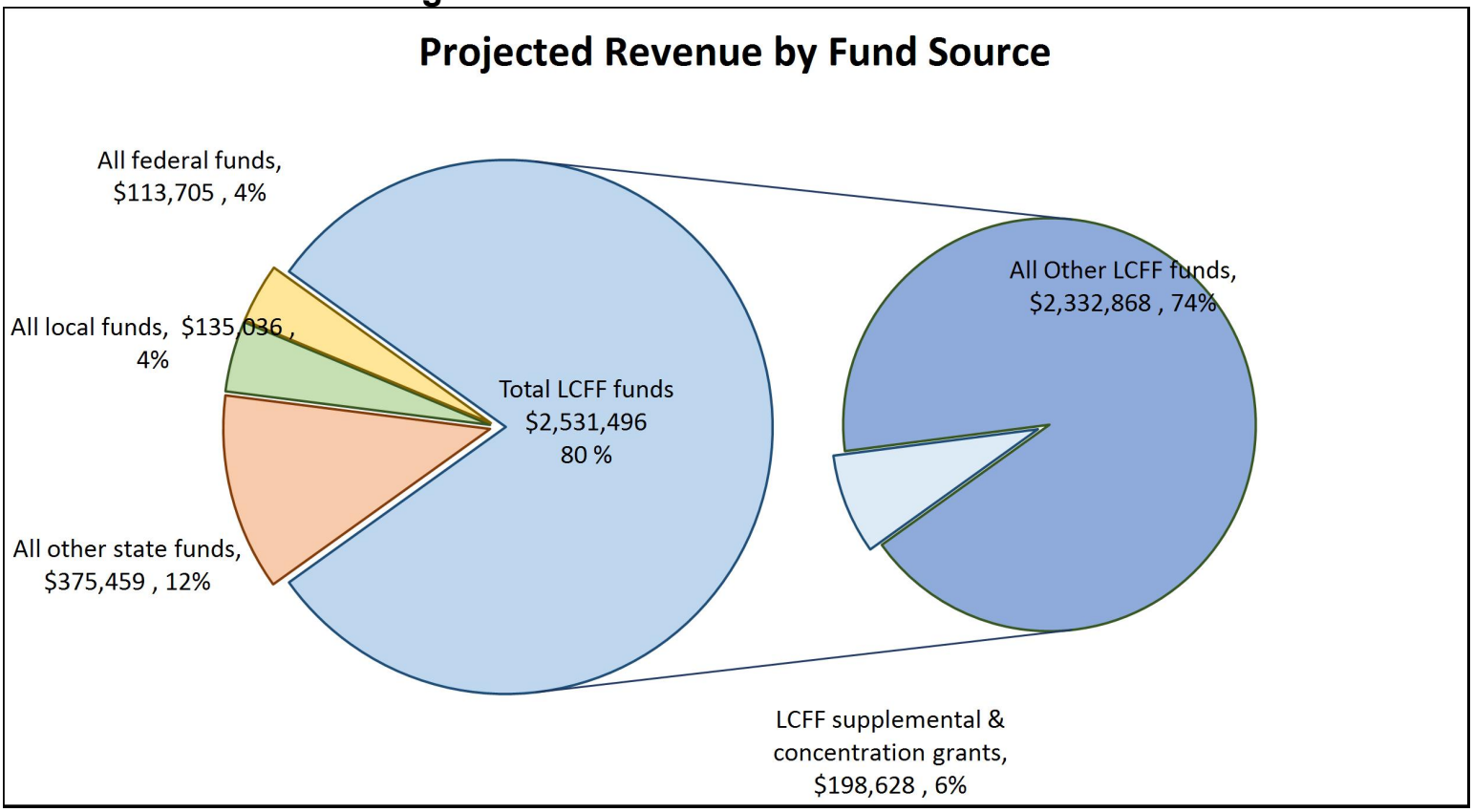
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Capay Joint Union Elementary School District
CDS Code: 11 62554 6007439
School Year: 2026-27
LEA contact information:
Nikol Baker
Interim Supertintendent
nbaker@capayschool.org
5308651222

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 Capay Joint Union Elementary School District expects to receive in the coming year from all sources.

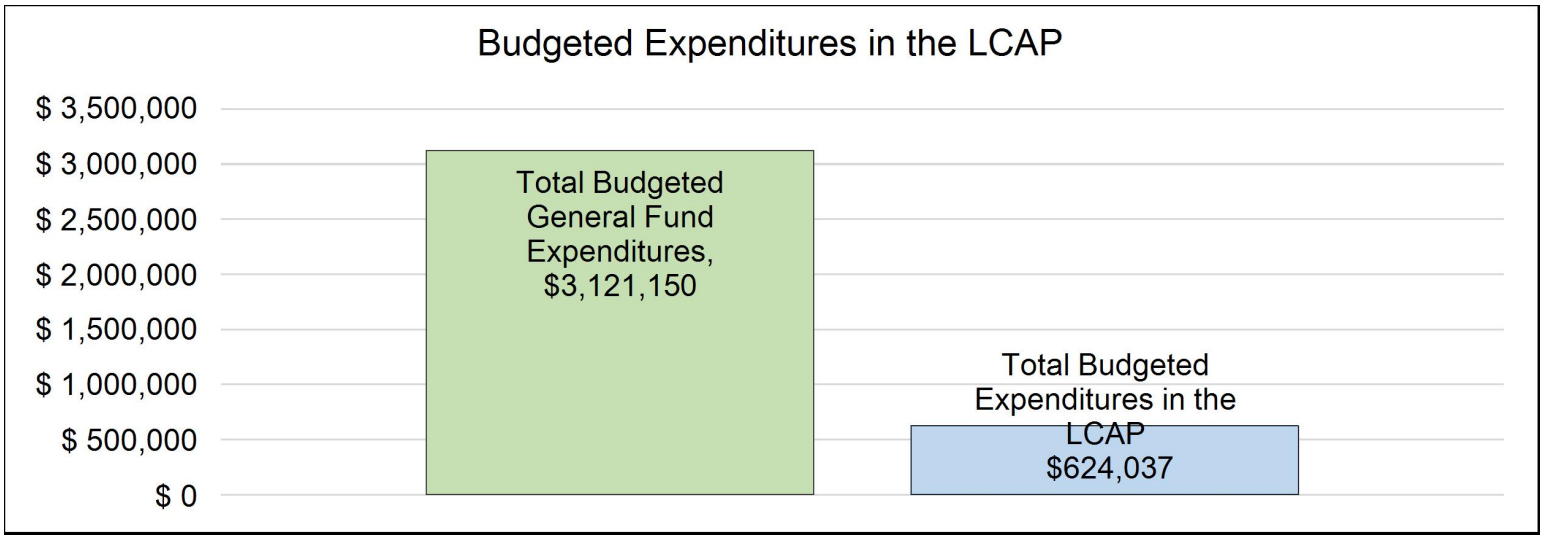
The text description for the above chart is as follows: The total revenue projected for Capay Joint Union Elementary School District is $3,155,696, of which $2531496 is Local Control Funding Formula (LCFF), $375459 is other state funds, $135036 is local funds, and $113705 is federal funds. Of the $2531496 in LCFF Funds, $198628 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Capay Joint Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Capay Joint Union Elementary School District plans to spend $3121150 for the 2026-27 school year. Of that amount, $624037 is tied to actions/services in the LCAP and $2,497,113 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

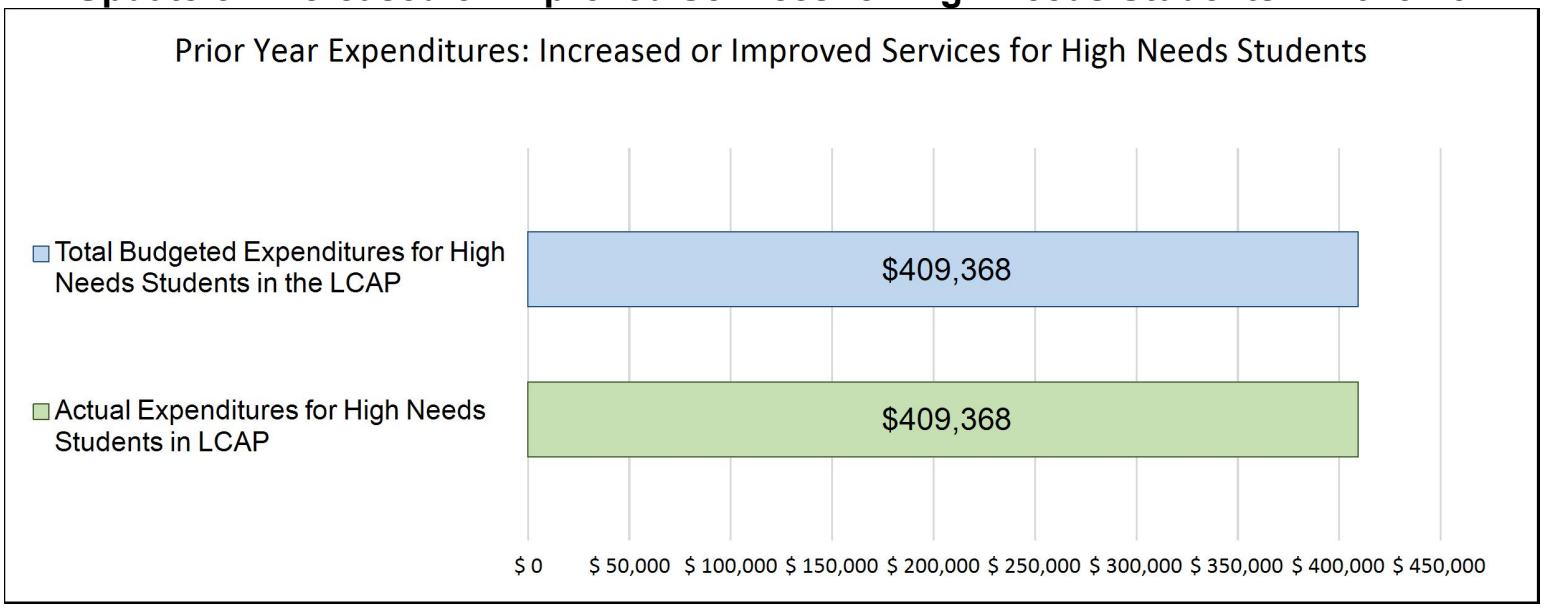
Not included in the LCAP or One Time restricted dollars, and Title Dollars. As well as basic overhead and Base expenditures, including required Salaries to maintain district functions legally.

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

In 2026-27, Capay Joint Union Elementary School District is projecting it will receive $198628 based on the enrollment of foster youth, English learner, and low-income students. Capay Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Capay Joint Union Elementary School District plans to spend $368138 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 Capay Joint Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Capay Joint Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Capay Joint Union Elementary School District's LCAP budgeted $409368 for planned actions to increase or improve services for high needs students. Capay Joint Union Elementary School District actually spent $409368 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $0 had the following impact on Capay Joint Union Elementary School District’s ability to increase or improve services for high needs students:



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Capay Joint Union Elementary School District	Nikol Baker Interim Supertintendent	nbaker@capayschool.org 5308651222

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.

Location and Environment:
Capay Joint Union Elementary School District serves the educational needs of the rural community of Orland, California, located at 7504 Cutting Ave, 95963. Nestled amidst almond orchards and expansive grazing lands, our school offers picturesque views of the Sierra Nevada, Mt. Lassen, and Mt. Shasta, providing a tranquil and inspiring learning environment. Our community's robust agricultural focus influences many aspects of district life, as many students and their families are directly involved in farming.

School Composition:
The district comprises Capay Joint Union Elementary School, catering to students from transitional kindergarten through eighth grade, including two extensive needs special education programs managed by the Glenn County Office of Education. With an enrollment of 186 students, our demographics are 60% White and 40% Hispanic, with 12% identified as English Language Learners, 47% socioeconomically disadvantaged, and 8.6% with disabilities.

Academic Focus:
Our academic approach emphasizes excellence in education, with a commitment to highly qualified teachers, 1:1 technology access, and robust instruction in Math and English Language Arts (ELA). We prioritize identifying and addressing educational gaps through the implementation of diagnostic tests in ELA, Math, and Social Emotional Learning (SEL), conducted three times annually to tailor instructional strategies effectively.

Extracurricular and Support Programs:
A vibrant after-school program extends learning opportunities beyond the classroom, offering homework assistance, enrichment activities, and a nurturing space for fun and social interaction. This program is essential in supporting our students' educational and social development.

Staff and Facilities:
Our dedicated team consists of 10 teachers and 8 instructional aides, trained in innovative educational tools such as i-Ready, Satchel Pulse (SEL), and Project Arise (science of reading-based practices). The school's facilities, partially modernized three to four years ago, include specialized rooms for Art and Music/SEL, alongside a library that serves as a focal point for literacy and community engagement.

Community Integration:
The district is deeply integrated with the local community, serving as a central hub for various local events. We maintain a strong partnership with the Capay Rancho Women’s Club, whose members contribute significantly through volunteering in our library and assisting at school events throughout the year.

Vision for the Future:
Looking ahead, Capay Joint Union Elementary School District is committed to continuous improvement and innovation in education, ensuring that every student has the tools and support needed to succeed in an ever-evolving world. We are dedicated to furthering facility updates and expanding our educational programs to meet and exceed the needs of all students.

Reflections: Annual Performance

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

A review of the 2023 California School Dashboard identified Suspension Rate as a district-level area of concern, with Socioeconomically Disadvantaged students contributing to the district's Red performance level. The district has continued to address this identified need through actions focused on student engagement, positive school climate, behavioral supports, and targeted interventions. More recent Dashboard and local data indicate additional areas of need, including academic achievement gaps for Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, which have informed the district's ongoing improvement efforts.

With the transition to new administration during the school year, a deeper analysis of data and classroom practices identified key areas for improvement, including inconsistencies in Tier I core instruction and a lack of clearly defined, targeted intervention systems. In response, the district shifted its focus after the first trimester to strengthening standards-aligned instruction and implementing more structured, data-driven interventions to better meet student needs.

English Learners showed progress in language acquisition; however, reclassification rates remain an area of need, reinforcing the importance of strengthening both designated and integrated ELD within core instruction.

Capay Elementary continues to maintain a safe and supportive school environment, with stable attendance and low suspension rates. Strong communication systems support family engagement, though the absence of formal survey data highlighted the need to improve systems for gathering stakeholder input.

Moving forward, the district will prioritize strengthening Tier I instruction, implementing consistent intervention systems, accelerating outcomes for unduplicated student groups, and improving data use and stakeholder feedback systems to ensure continuous improvement and equitable student outcomes.

Based on a review of state and local data, CJUESD identified ongoing needs in academic achievement, particularly in English Language Arts and Mathematics, as well as continued needs related to student engagement, attendance, and social-emotional well-being. Analysis of California School Dashboard results, local assessment data, attendance trends, and educational partner feedback indicated the need to strengthen Tier I instruction, provide targeted intervention and learning acceleration opportunities, and expand supports for students experiencing academic and behavioral challenges.

To address these identified needs, the district will utilize Learning Recovery Emergency Block Grant (LREBG) funding to support targeted academic interventions, expanded learning opportunities, professional development, and student support services. These actions are intended to accelerate student learning, strengthen engagement, improve attendance, and provide additional academic and social-emotional supports for students requiring increased assistance.

The district will monitor the effectiveness of these actions through measures including academic achievement data, attendance and chronic absenteeism rates, participation in intervention and expanded learning programs, and school climate indicators. Results will be reviewed regularly to determine the effectiveness of services and inform continuous improvement efforts.
XXXX Currently, CJUESD does not have unspent LREBG funds.

Reflections: Technical Assistance

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

Capay Joint Union Elementary School District is eligible for Differentiated Assistance based on the performance of Socioeconomically Disadvantaged and Hispanic students on the 2025 California School Dashboard, including Red performance in English Language Arts and Mathematics (Priority 4) and Suspension Rate (Priority 6).

In response, the district has engaged in ongoing differentiated assistance in collaboration with the Glenn County Office of Education focused on building systems and instructional capacity to address persistent inequities in student outcomes. Beginning in December 2025, the district and COE conducted a structured root cause analysis process that included a review of Dashboard data, local assessment data, and instructional practices. This process identified several contributing factors, including inconsistent implementation of Tier I instruction, limited use of designated and integrated English Language Development (ELD), an underdeveloped assessment and progress monitoring system, and school climate challenges.

To deepen this analysis, the Glenn County Office of Education conducted a comprehensive Materials and Instructional Audit in January 2026 across all K–5 classrooms. This audit examined curriculum implementation, instructional groupings, delivery of ELD, and allocation of instructional time. Findings revealed significant variability in the use of adopted programs and gaps in foundational literacy instruction and inconsistent implementation of designated ELD.

In response, the district and COE launched a Capay Early Literacy Team professional learning community in February 2026 focused on developing a coherent, sustainable system of early literacy instruction and assessment. This work has included the implementation of universal screening using the Amira reading assessment platform, training on literacy screening requirements aligned with Education Code 53008, and structured data inquiry cycles. Teachers have analyzed Amira data to identify student needs in fluency, accuracy, and decoding, and have developed targeted instructional responses. This work is supporting the development of a consistent K–2 assessment and instructional response system and strengthening the district's overall data-driven instructional practices.

Concurrent with this work, the district has begun considering modifications to instructional schedules to ensure protected literacy instruction and curriculum adoption timelines. These system-level changes are intended to improve Tier I instruction and provide more consistent support for English Learners and other student groups.

The differentiated assistance work described above is operationalized through specific actions in the LCAP. These include Goal 1, Actions 1.4 and 1.7, which support early literacy development and provide targeted instructional support for unduplicated pupils, and Goal 3, Actions 3.1 and 3.2, which address school climate and aim to reduce suspension rates through social-emotional learning and improved student engagement. These actions are designed to address the root causes identified through the differentiated assistance process and are principally directed toward improving outcomes for Socioeconomically Disadvantaged and Hispanic students.

Educational partner input gathered through parent surveys, staff collaboration, and board presentations informed the prioritization of literacy, English Language Development, and school climate supports reflected in these actions.

Progress will be monitored through multiple measures, including CAASPP performance in English Language Arts and Mathematics, suspension rate data, attendance data, English Learner Progress Indicator outcomes, and local measures such as Amira screening data. These data will be disaggregated to monitor progress for Socioeconomically Disadvantaged and Hispanic students and to evaluate the effectiveness of implemented actions.

The district will continue to refine its systems through ongoing collaboration with the county office, using data to guide continuous improvement and ensure that instructional practices, assessment systems, and student supports result in improved outcomes for identified student groups.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administration	Administration is responsible for designing and facilitating opportunities for educational partner input, including scheduling meetings, presenting student performance data, and ensuring that all required stakeholder groups are consulted. Throughout the school year, both the superintendent and principal lead the analysis of state and local data and used input gathered from various educational partners to guide the refinement of the goals, actions, and expenditures.
Teachers	Teachers were engaged throughout the LCAP development process through structured staff meetings, collaboration, and individual conversations with the principal. The principal regularly met with teacher and staff groups to review student performance data, discuss progress toward current LCAP goals, and present proposed goals and actions for the upcoming plan. During these meetings, teachers were provided opportunities to give input on instructional priorities, intervention needs, and professional learning supports. Feedback from teachers informed the refinement of LCAP goals and actions, particularly in the areas of English Language Arts, Mathematics, and English Language Development. The principal responded to teacher input by adjusting proposed strategies, clarifying action steps, and incorporating suggestions to better align with classroom needs and improve outcomes for students, including unduplicated pupil groups.

Educational Partner(s)	Process for Engagement
Bargaining Unit	The district engaged its bargaining unit through staff meetings and direct communication with certificated staff, as there is no classified bargaining unit. The principal met with teachers in group settings to review student performance data, discuss progress toward current LCAP goals, and present proposed goals and actions for the upcoming plan. Bargaining unit members were provided opportunities to offer input on instructional practices, working conditions that impact student learning, intervention supports, and professional development needs. Feedback from bargaining unit members was considered in refining LCAP actions, particularly those related to classroom instruction, collaboration time, and implementation of academic and social-emotional supports. The principal responded to input by making adjustments to proposed actions and ensuring that strategies included in the LCAP were feasible, aligned with classroom realities, and supportive of improving outcomes for all students, including unduplicated pupil groups.
Other School Personnel	The district engaged other school personnel, including instructional aides, facilities and maintenance staff, and cafeteria personnel, through regular meetings and ongoing communication with administration. The principal met with instructional aides to gather input on working conditions, student support needs, and site-level operations to ensure that the work environment supports effective service to students. Administration also met with facilities and maintenance staff to discuss campus needs and develop plans to improve and maintain school facilities in alignment with student safety and learning conditions. Additionally, meetings with cafeteria staff focused on improving systems and processes, including adjustments to reporting structures and work schedules to better support efficient operations and student services.

Educational Partner(s)	Process for Engagement
	Feedback from these groups informed LCAP actions related to school climate, operational effectiveness, and the overall learning environment. Administration incorporated this input to ensure that site operations and support systems are aligned to meet the needs of students and staff, contributing to improved conditions for learning.
Parent Advisory Committee	The district maintains a Parent Advisory Committee (PAC), composed primarily of parents and guardians of currently enrolled students and includes representation from parents of English learners, low-income students, and students with disabilities. In a small district context, the PAC is structured to also support site-level input similar to a School Site Council; however, it formally serves as the district's Parent Advisory Committee for purposes of LCAP consultation. The PAC was convened multiple times during the LCAP development process to review student performance data, including California School Dashboard indicators and local measures, and to provide feedback on proposed goals, actions, and expenditures. The district ensured targeted outreach to families of unduplicated pupils to support meaningful participation. The principal presented the draft LCAP to the PAC for review and comment.
School Board	The district's governing board serves as an educational partner in the development of the LCAP through regular engagement during board meetings. The LCAP is placed on the agenda through the principal's report, which includes updates on implementation of LCAP-aligned actions and services. These reports provide the board with ongoing opportunities to review progress, ask questions, and provide input on activities aligned to LCAP goals, actions, and expenditures. The principal's reports intentionally highlight strategies and initiatives connected to identified student needs, including services for unduplicated pupil groups.

Educational Partner(s)	Process for Engagement
	Feedback and direction from the governing board during these discussions informed refinement of LCAP actions and priorities prior to adoption.
Parents	In conjunction with the Parent Advisory Committee (PAC), the district includes the English Learner Advisory Committee (ELAC) within the same structure. Due to the small size of the district, combining PAC and ELAC functions allows for consistent and meaningful engagement while ensuring that input from parents of English learners and other unduplicated pupil groups is fully represented. The committee includes parents of English learners, low-income students, and students with disabilities, and meets multiple times throughout the LCAP development process. During these meetings, administration presents student performance data, including California School Dashboard indicators and local measures, and facilitates discussion on proposed goals, actions, and expenditures. Parents are provided opportunities to give input on academic priorities, English Language Development, school climate, and student support services. Feedback from parents—particularly those representing unduplicated pupil groups—informed the development and refinement of LCAP actions, including supports for English learners, academic interventions, and family communication strategies. Administration incorporated this feedback into the LCAP to ensure that the plan reflects the needs and priorities of the school community.
Students	Student meetings including small group and middle school class meetings. Principal attends student council meetings and obtains input from students throughout the school year.
SELPA	Superintendent attends monthly SELPA meetings as well as SELPA fiscal and program subcommittee meetings.

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

The adopted Local Control and Accountability Plan (LCAP) reflects a comprehensive and inclusive approach, significantly influenced by the valuable feedback provided by our educational partners. This collaborative process has underscored our strengths as a tight-knit school community and emphasized the importance of embracing partnerships with local groups such as the Capay Rancho Women's Club.

One of the critical areas of focus is the increased support for our English Learners (ELs) and their development. Based on feedback from stakeholders, we have dedicated additional resources to enhance language acquisition programs, ensuring that our EL students receive tailored and effective instruction. This includes professional development for teachers to better serve our EL population and integrating strategies that promote language development across all subject areas. (1.8)

Creating a safe and supportive campus environment remains a top priority. Feedback from parents, students, and staff highlighted the necessity of maintaining a secure and welcoming school climate. In response, the LCAP includes measures to bolster campus security, enhance mental health services, and promote positive behavior interventions and supports (PBIS).

Engaging opportunities for students are essential for fostering a love of learning and promoting overall student success. Our community's input has driven the development of diverse extracurricular programs, including arts, sports, and STEM activities, ensuring that every student has access to enriching experiences that align with their interests and talents.

Supporting our teaching staff in providing data-driven instruction is a cornerstone of our strategy to improve ELA and Math outcomes. Professional development and collaborative planning time have been prioritized, enabling teachers to utilize data effectively to inform instruction and meet the individual needs of students. This focus on data-driven practices is expected to yield significant improvements in student achievement in both ELA and Math.

Overall, the adopted LCAP is a testament to the power of community collaboration and the unwavering commitment to creating a thriving educational environment for all students. By leveraging our strengths and addressing the specific needs identified by our educational partners, we are poised to achieve our goals and continue providing high-quality education in our district.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will show measurable growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics, while English Learners (ELs) will demonstrate significant progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to needs identified through analysis of student performance data and input gathered from educational partners during the LCAP development process.

Review of California School Dashboard and local assessment data indicated a continued need to strengthen student achievement in English Language Arts (ELA), Mathematics, and English Language Development (ELD), particularly for low-income students and other unduplicated pupil groups. For example, 41.96% of all students in grades 3–8 met or exceeded standards in ELA on the Smarter Balanced Assessments; however, only 35.27% of low-income students met or exceeded standards. Similarly, while 34.62% of all students in grades 3–8 met or exceeded standards in Mathematics, only 22.91% of low-income students met or exceeded standards, demonstrating persistent achievement gaps among student groups.

During the LCAP engagement process, educational partners identified several priority areas for continued support and improvement, including:

* Ongoing instructional support in ELA, Mathematics, and ELD
* Increased collaboration and planning time for teachers
* Additional support for low-income families and English learner families in accessing and utilizing online educational tools and the Student Information System (Schoolwise) to better support student learning at home
* Expanded learning opportunities and academic support for low-income students, English learners, and foster youth
* Increased access to reading materials and literacy resources for students to use at home

In response to these identified needs, Capay Elementary will continue implementing actions and services designed to improve student achievement and English learner proficiency in ELA, Mathematics, and ELD. Progress toward this goal will be measured using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4 A. statewide assessments Percent of students in grades 3-8 who meet or exceed standard in ELA Data source: California Assessment of Student Performance and Progress (CAASPP)	A. 41.96% of All B. 34.48% of LI	47.04% 43.14%	A. 48.2% All B. 38.23% LI	A. 60% of All B. 50% of LI	All: 6.24% increase LI: 3.75% increase
1.2	Priority 4 D. English Learner Reclassification Rate EL Reclassification Rate	10.8%	8.1%	8%	25%	2.8% decrease
1.3	Local Priorities A. local priority goals Percent of students performing at or above standard on ELA local summative assessment Data Source: i-Ready Diagnostics, IXL	A. All: 50%	36%	Grades 3-5 (iReady): 35% Grades 6-8 (IXL): 57%	A. All: 75%	Grades 3-5: 15% decrease Grades 6-8: 7% increase
1.4	Priority 4 A. statewide assessments Percent of students in grades 3-8 who meet or exceed standard in Math Data source: California Assessment of Student Performance and Progress (CAASPP)	A. 40.54% of All B. 25.86% of LI	40.54% 25.49%	A. 37.3% All B. 26.19% LI	A. 65% of All B. 55% of LI	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Local Priorities A. local priority goals Percent of students performing at or above standard on Math local summative assessment Data Source: i-Ready Diagnostics, IXL	A. All: 49%	24%	Grades 3-5 (iReady): 32% Grades 6-8 (IXL): 50%	A. All: 70%	25 Percent Decrease
1.7	Priority 4 A. statewide assessments Statewide Assessment CAST Met or Exceeded	All: 29.41%	All: 48.57%	32.66%	All: 60%	19.16 Percent Increase
1.8	Priority 4 C. Percentage of English Learners making progress toward English proficiency Percentage of EL making progress toward English proficiency.	58.3% Making Progress	60% Making Progress	39.3%	75% Making Progress	1.7 Percent Increase

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.

Goal 1 actions were generally implemented as planned during the 2025–26 school year. The district experienced success in expanding instructional supports, collaboration, and intervention services while also identifying the need to strengthen Tier I instruction, English Language Development implementation, and intervention systems to improve outcomes for all students, particularly unduplicated pupil groups.

Goal 1 Analysis

Action 1.1 – Standards-Aligned Core Instruction

Implementation Level: 3 – Partial/Operational Implementation

Successes:
Teachers continued implementation of standards-aligned instructional materials in English Language Arts and Mathematics. Classroom observations and instructional reviews indicated increased focus on grade-level standards and improved consistency in instructional planning.

Challenges:
During the first trimester, district leadership identified inconsistencies in Tier I instructional practices and varying levels of implementation across classrooms. Additional support and monitoring were needed to ensure all students received access to rigorous, standards-aligned instruction.

Evidence of Effectiveness:
Local assessment data showed areas of academic growth; however, achievement gaps remained for Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. Dashboard results continued to indicate a need for improvement in English Language Arts and Mathematics, leading the district to strengthen instructional systems and supports during the year.

Overall Effectiveness:
This action was moderately effective. Continued implementation and monitoring are needed to improve consistency of instruction and accelerate student achievement.

Action 1.2 – Collaboration for Improved Instruction

Implementation Level: 3 – Operational Implementation

Successes:
Teacher collaboration time was provided throughout the year to support instructional planning, data review, and alignment of classroom practices. Staff worked collaboratively to analyze student performance data and discuss instructional strategies to address student learning needs.

Challenges:
The district experienced inconsistencies in Tier I instructional practices across classrooms, which limited the overall impact of collaborative planning. Additional structures and accountability systems are needed to ensure collaboration consistently translates into instructional improvement.

Evidence of Effectiveness:
Collaboration supported the district’s transition toward more data-driven instruction and intervention planning. While local assessment data showed areas of student growth, achievement gaps remained for Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities.

Overall Effectiveness:
This action was moderately effective and established a foundation for stronger instructional coherence. Continued refinement of collaborative practices will be necessary to improve student outcomes.

Action 1.3 – Professional Development (PD) and Coaching to Support English Language Development (ELD)

Implementation Level: 3 – Operational Implementation

Successes:
Teachers participated in professional development and coaching focused on strengthening English Language Development practices. Staff increased awareness of designated and integrated ELD strategies and began incorporating these practices into instruction.

Challenges:
Classroom reviews identified inconsistent implementation of designated ELD across grade levels. Continued coaching and monitoring are needed to ensure ELD practices are consistently implemented schoolwide.

Evidence of Effectiveness:
English Learners demonstrated progress toward English language proficiency; however, reclassification rates remained an area of concern. Data indicated the need for continued emphasis on ELD implementation and language development supports.

Overall Effectiveness:
This action was partially effective in building staff capacity and improving ELD practices but requires continued implementation to accelerate outcomes for English Learners.

Action 1.4 – Supplemental Reading Materials for Low-Income Students

Implementation Level: 4 – Full Implementation

Successes:
Supplemental literacy materials were provided to support reading instruction and intervention services for low-income students. Students had increased access to instructional resources aligned to identified literacy needs.

Challenges:
Although materials were available, student achievement data indicated that additional instructional support and intervention systems were necessary to maximize their impact.

Evidence of Effectiveness:
The materials supported classroom instruction and intervention efforts; however, literacy achievement gaps persisted among student groups identified for support. The district subsequently increased its focus on structured literacy and targeted interventions.

Overall Effectiveness:
This action was effectively implemented and provided needed instructional resources. Continued integration with intervention systems will strengthen its impact on student achievement.

Action 1.5 – Intervention ELA

Implementation Level: 3 – Operational Implementation

Successes:
Targeted English Language Arts interventions were provided for students identified through assessment data. Intervention services focused on improving foundational literacy skills, reading comprehension, and academic performance.

Challenges:
Intervention systems were not fully developed at the beginning of the year, resulting in some inconsistency in service delivery and progress monitoring.

Evidence of Effectiveness:
Students receiving intervention demonstrated areas of growth on local assessments; however, districtwide ELA performance and subgroup outcomes indicate continued need for intensive academic support.

Overall Effectiveness:
This action was moderately effective and provided valuable support for struggling learners. Continued refinement of intervention systems and progress monitoring will strengthen outcomes.

Action 1.6 – Intervention Math

Implementation Level: 3 – Operational Implementation

Successes:
Students identified through assessment data received targeted mathematics intervention focused on addressing foundational skill deficits and improving academic performance.

Challenges:
As with ELA intervention, systems for intervention and progress monitoring required additional development and consistency across grade levels.

Evidence of Effectiveness:

Intervention services supported individual student growth; however, Mathematics performance remained an area of concern for several student groups, indicating the need for continued intervention and instructional improvement.

Overall Effectiveness:
This action was partially effective in addressing student learning needs and should continue as part of the district's comprehensive strategy for improving mathematics achievement.

Action 1.7 – Instructional Aides Providing Intentional Support

Implementation Level: 4 – Full Implementation

Successes:
Instructional aides provided direct support to students throughout the school day, reinforcing classroom instruction and assisting with targeted academic interventions. Aides increased adult support available to students requiring additional assistance.

Challenges:
Staffing capacity and scheduling sometimes limited the amount of individualized support available to all students who would benefit from additional intervention.

Evidence of Effectiveness:
Instructional aides contributed to intervention efforts and supported student engagement and access to instruction. Their support was particularly important for unduplicated students and students requiring additional academic assistance.

Overall Effectiveness:
This action was effective in expanding student support services and remains a critical component of the district's intervention framework.

Action 1.8 – English Learner Supports

Implementation Level: 3 – Operational Implementation

Successes:
The district provided additional supports for English Learners, including targeted language development opportunities and instructional strategies designed to improve English proficiency and academic achievement.

Challenges:
English Learner reclassification rates remained below desired levels, indicating the need for stronger implementation of both designated and integrated ELD practices.

Evidence of Effectiveness:

English Learners demonstrated progress toward language acquisition; however, data indicated that additional support is needed to accelerate reclassification and close achievement gaps.

Overall Effectiveness:
This action was moderately effective and contributed to English Learner progress. Continued focus on language development and instructional consistency will be necessary to improve long-term outcomes.

In summary, Goal 1 actions were implemented largely as planned during the 2025–26 school year and focused on improving academic outcomes through expanded learning opportunities, teacher collaboration, professional development, instructional materials, targeted interventions, and instructional aide support. The district experienced success in strengthening collaboration among staff, expanding intervention services, and providing additional supports for English learners, low-income students, and foster youth. These efforts contributed to areas of student growth and increased access to academic support; however, challenges remained, including inconsistent implementation of Tier I instructional practices, the need for stronger progress-monitoring systems, and persistent achievement gaps among student groups. Local and state data indicate that while progress has been made, continued focus on instructional consistency, effective intervention systems, and English Language Development will be necessary to accelerate student achievement and ensure equitable outcomes for all students. Overall, the actions under Goal 1 were moderately to highly effective and provide a strong foundation for continued improvement in the coming year.

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the actions aligned to this goal. All planned activities, including intervention supports, professional development, and designated ELD services, were implemented within the anticipated cost range.

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

The specific actions implemented to support Goal 1 demonstrated mixed effectiveness in improving student outcomes in English Language Arts (ELA) and mathematics. Continued implementation of standards-aligned curriculum, targeted instructional supports, intervention services, and professional development provided students with increased access to grade-level instruction and academic support. Actions such as small-group intervention, supplemental instructional materials, expanded instructional technology, teacher collaboration, and data-informed instructional planning contributed to improvements in student engagement and foundational academic skills. (Actions 1.1, 1.2, 1.3, 1.5)

In ELA, local assessment data and classroom performance measures indicated that many students demonstrated growth in reading comprehension, foundational literacy skills, writing development, and academic vocabulary. Teachers reported increased student participation and stronger use of instructional strategies aligned to the California Common Core State Standards. However, state assessment data showed that overall proficiency rates remain below desired levels, particularly for unduplicated pupils and students performing below standard. While some student groups demonstrated incremental progress, achievement gaps persisted, indicating that current supports have not yet fully accelerated learning outcomes for all students. Leadership determined that additional emphasis is needed on targeted literacy

intervention, differentiated instruction, designated and integrated English Language Development supports, and consistent use of formative assessment practices to improve student achievement and close performance gaps. (Actions 1.1, 1.2, 1.3, 1.4, 1.6)

In mathematics, implementation of standards-based instructional practices and increased access to intervention supports contributed to improved student participation in mathematical discourse, problem-solving activities, and conceptual understanding. Teachers utilized collaborative planning and assessment data to identify areas of need and adjust instruction accordingly. Despite these efforts, mathematics assessment data continued to reflect lower levels of proficiency and ongoing learning gaps for several student groups. Students continue to experience challenges in foundational computation skills, mathematical reasoning, multi-step problem solving, and application of grade-level concepts. Leadership recognized that while current actions established stronger instructional systems and supports, additional time and intensified intervention are necessary to achieve measurable gains in mathematics performance. (Actions 1.1, 1.2, 1.3)

We also determined that the effectiveness of actions in both ELA and mathematics was impacted by varying levels of instructional readiness and student academic needs following prior learning disruptions. Professional development opportunities and coaching supports helped strengthen instructional implementation; however, continued refinement of instructional practices and increased consistency across classrooms remain necessary to improve outcomes. (Actions 1.3, 1.4)

Based on this analysis, we will continue the identified actions while strengthening targeted interventions, expanding differentiated supports, increasing opportunities for data analysis and instructional collaboration, and refining evidence-based instructional practices in both ELA and mathematics. Future implementation efforts will place additional emphasis on accelerating learning for unduplicated pupils, students with disabilities, English learners, and other student groups performing below standard in order to increase overall proficiency levels and reduce achievement gaps. (Actions 1.1, 1.2, 1.3, 1.6)

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

Based on analysis of student performance data and reflection on implementation of actions associated with Goal 1, Capay made several adjustments to planned actions, services, and implementation strategies for the coming year. While the overall goal, metrics, and intended outcomes remain aligned to improving academic achievement and student performance, refinements were made to strengthen effectiveness and better address identified areas of need in English Language Arts, mathematics, science, and English learner progress.

For the coming year, we will increase emphasis on targeted intervention and differentiated instructional supports for students performing below grade-level standards, including unduplicated pupils, English learners, students with disabilities, and other identified student groups demonstrating persistent achievement gaps. Additional intervention opportunities and progress monitoring systems will be implemented to provide more timely identification of student needs and more consistent academic support.

In response to analysis of CAASPP and CAST results, we refined instructional actions to place greater focus on foundational literacy skills, mathematical reasoning, academic vocabulary development, writing instruction, and inquiry-based science practices. We also strengthened expectations for the use of formative assessment data and data-driven instructional planning to improve responsiveness to student learning needs.

We further revised professional development actions to provide additional training and collaboration opportunities focused on evidence-based instructional strategies in literacy, mathematics, science, and integrated English Language Development. Increased emphasis will be placed on instructional consistency across classrooms, effective differentiation strategies, and supports designed to accelerate achievement for students performing below standard.

Minor adjustments were also made to selected metrics and target outcomes to better align with current baseline data and more accurately measure student progress over the course of implementation. These refinements are intended to improve the Capay's ability to monitor growth, evaluate effectiveness of actions, and ensure that planned services are responsive to identified student needs.

Overall, the changes made for the coming year reflect our continued commitment to continuous improvement, equitable access to academic supports, and improved outcomes for all students, particularly student groups demonstrating the greatest academic needs.

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	Extended Summer School Program	Provide the opportunity to attend a summer program to students in grades K-8 who are below grade level in ELA and Math, prioritizing services for students who are EL, FY and LI. Target areas of ELA/ELD support will be identified through local assessments, pre- and post-assessments will be administered to determine the effectiveness of the summer program. Specifically, staff will focus on unduplicated students to ensure learning gaps are diminished.	$122,949.00	No Yes
1.2	Collaboration for Improved Instruction	Expand collaboration time by increasing early release days to once weekly within the contracted day to give teachers increased opportunities to monitor and support student performance in ELA, ELD, and Math. This will allow staff to review student data, share best practices and plan instructional strategies to better address student needs. Specifically, staff will focus on unduplicated students to ensure learning gaps are diminished.	$138,671.00	Yes
1.3	Professional Development (PD)	In response to feedback and a review of data, teachers/staff and a review of data, teachers and administrators will have the opportunity to participate	$16,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and Coaching to support English Language Development (ELD).	in ongoing PD and coaching to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL students.		
1.4	Supplemental Reading Materials for Low Income Students	Purchase supplemental reading materials for low-income students to use at home.	$10,000.00	Yes
1.5	Intervention ELA	Supporting students with structured academic intervention in the area of ELA	$42,792.00	
1.6	Intervention Math	Supporting students with structured academic intervention in the area of Math	$57,218.00	No
1.7	Instructional Aides Providing Intentional Support	Funding directly supports unduplicated students through small group and individualized support.	$186,082.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	100% of students will be instructed by fully credentialed teacher appropriately assigned to effectively teach using standards based, board approved instructional materials. Students will receive instruction in all content areas through a broad course of study. They will consistently demonstrate proficiency in a safe, well-maintained learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

CJUESD has developed this goal to ensure that all students receive a high-quality education from fully credentialed and appropriately assigned teachers using standards-based, board-approved instructional materials. This commitment guarantees instruction across all content areas through a broad course of study, fostering well-rounded student proficiency. Additionally, CJUESD is dedicated to maintaining a safe and well-kept learning environment, reflecting its commitment to educational excellence, equity, and meeting community expectations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1 A. teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching Teachers in the LEA are appropriately assigned and fully credentialed for in the subject area and for the pupils they are teaching.	100% Fully Qualified	100% Fully Qualified	90% Fully Qualified	100% Fully Qualified	10% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 1 B. very pupil in the school district has sufficient access to the standards-aligned instructional materials Every pupil in the school district has access to the standards-aligned instructional materials.	100% of Students have access to standards-aligned instructional materials	100% of Students have access to standards-aligned instructional materials	100% of Students have access to standards-aligned instructional materials	100% of Students have access to standards-aligned instructional materials	No Change
2.3	Priority 1 C. the LCAP addresses the degree to which school facilities are maintained in good repair The LCAP addresses the degree to which schools facilities are maintained in good repair.	Good Standing on FIT Report	Good Standing on FIT Report	Good Standing on FIT Report	Good Standing on FIT Report	No Change
2.4	Priority 2 A. the implementation of state board adopted academic content and performance standards for all students The implementation of state board adopted academic content and performance standards for all students.	Fully Implemented	Fully Implemented	Fully Implemented	Fully Implemented	No Change
2.6	Priority 7 A. a broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable	100% of Students have access to a broad course of study.	100% of Students have access to a broad course of study.	100% of Students have access to a broad course of study.	100% of Students have access to a broad course of study.	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable.					

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.

Goal 2 actions were implemented largely as planned during the 2025–26 school year. The district successfully maintained access to standards-aligned instructional materials, implemented curriculum adoption efforts, and continued structured literacy practices to support student learning. Successes included full implementation of curriculum resources and continued alignment to State Standards. Challenges included ensuring consistent implementation of instructional practices and addressing ongoing literacy needs for some students. Overall, the actions under Goal 2 were effective in maintaining the conditions of learning necessary to support student achievement and access to a broad course of study.

Action 2.1 – Curriculum Adoption

Implementation Level: 4 – Full Implementation

Successes:
The district successfully implemented the planned curriculum adoption and ensured students had access to standards-aligned instructional materials. Teachers received materials in a timely manner and incorporated them into instruction. The adoption supported continued implementation of California State Standards and access to a broad course of study.

Challenges:
As a small district, limited staffing and resources can create challenges in providing expanded elective and enrichment opportunities beyond the core curriculum. Continued support is needed to ensure effective implementation of new instructional materials across all grade levels.

Evidence of Effectiveness:
Williams compliance reviews and district monitoring confirmed that students had access to standards-aligned instructional materials. The district maintained implementation of State Standards and continued to provide a broad course of study aligned with Priority 1 and Priority 2 metrics.

Overall Effectiveness:
This action was highly effective and successfully met its intended purpose of ensuring access to standards-aligned curriculum and instructional materials.

Action 2.2 – Structured Literacy

Implementation Level: 3 – Operational Implementation

Successes:
The district implemented structured literacy practices to strengthen reading instruction and support student achievement in English Language Arts. Teachers utilized literacy strategies (UFLI, LETRS) designed to improve foundational reading skills, fluency, vocabulary, and comprehension.

Challenges:
Student literacy performance data indicate that some students continue to require additional intervention and support. Consistent implementation of structured literacy practices across classrooms remains an area for continued monitoring and refinement.

Evidence of Effectiveness:
Local literacy assessment data demonstrated student growth in reading skills; however, achievement gaps and literacy needs remain for some student groups. The district determined that continued implementation of structured literacy practices is necessary to accelerate student progress and improve overall reading outcomes.

Overall Effectiveness:
This action was moderately effective and contributed to improved literacy instruction. Continued implementation and progress monitoring will be necessary to achieve long-term literacy goals.

Overall, implementation of Goal 2 actions provided important foundational supports for students and families and contributed to maintaining a positive and supportive school environment. We will continue refining and strengthening these actions in the coming year to improve consistency of implementation, increase student engagement, and better address identified attendance and school climate needs.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for the actions related to Goal 2. All planned costs associated with credentialed staffing, instructional materials, and facilities maintenance were consistent with projections and executed as expected.

No reallocation or carryover occurred for actions under this goal.

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

The actions and services implemented under Goal 2 were moderately effective in making progress toward improving student engagement, school climate, attendance, and social-emotional supports. Capay Elementary successfully implemented a variety of student support programs, family engagement activities, attendance monitoring systems, and social-emotional learning supports that contributed to maintaining a positive and supportive school environment. (Actions 2.1, 2.2)

Specific actions related to student wellness and school connectedness demonstrated effectiveness in increasing student participation in school activities and strengthening relationships between students, staff, and families. Students continued to have access to counseling supports, behavioral interventions, and recognition activities designed to promote positive behavior and engagement. Family communication efforts and outreach activities also contributed to stronger relationships with educational partners and increased opportunities for family participation in school events and programs. (Action 2.1)

Attendance monitoring and intervention efforts helped identify students experiencing chronic absenteeism and allowed staff to provide targeted outreach and support. These efforts supported improved communication with families regarding attendance expectations and student participation. In addition, implementation of school climate and social-emotional supports contributed to maintaining safe and inclusive learning environments for students. (Action 2.2)

However, despite implementation of these actions, attendance and engagement challenges continued to impact overall progress toward the goal. Chronic absenteeism and inconsistent student attendance remained areas of concern, particularly among students experiencing higher levels of disengagement or barriers to regular attendance. We determined that while current actions provided important foundational supports, additional targeted interventions and more intensive attendance supports are needed to improve measurable outcomes. (Action 2.2)

Some actions were also affected by staffing limitations, scheduling challenges, and competing operational priorities, which impacted the consistency and full implementation of certain support services and intervention activities. As a result, the effectiveness of some planned actions was reduced or delayed during portions of the school year. (Actions 2.1, 2.2)

Reflection on implementation demonstrated that the actions under Goal 2 were effective in strengthening systems of support, improving communication with families, and maintaining a positive school climate. However, data and implementation experience indicate that continued refinement of attendance interventions, expanded social-emotional supports, and increased family engagement efforts are necessary to produce stronger improvements in student engagement and school climate outcomes. (Actions 2.1, 2.2)

We will continue implementing and refining these actions in the coming year with increased emphasis on early intervention, differentiated student supports, consistent attendance monitoring, and expanded strategies to address barriers affecting student participation and connectedness. (Actions 2.1, 2.2)

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

Based on reflection and analysis of implementation of Goal 2 during the previous year, leadership made several adjustments to planned actions and implementation strategies for the coming year in order to strengthen student engagement, attendance, school climate, and social-emotional supports. While the overall goal and focus areas remain consistent, refinements were made to better address identified student and family needs and improve the effectiveness of services provided.

For the coming year, we will increase emphasis on attendance intervention and early identification of students experiencing chronic absenteeism or disengagement from school. Additional efforts will be implemented to improve consistent attendance monitoring, strengthen communication with families regarding attendance concerns, and provide more timely intervention and support for students demonstrating attendance challenges.

We also refined actions related to student social-emotional wellness and behavioral support services. We valued the addition of a wellness coach to our campus, which highlighted the need for additional targeted supports for students experiencing social-emotional, behavioral, or engagement challenges. As a result, the school will continue expanding opportunities for relationship-building activities, counseling supports, positive behavior interventions, and social-emotional learning practices designed to improve student connectedness and overall school climate as there is a concern the wellness coach position may not continue.

Family engagement actions were also revised to increase opportunities for meaningful participation and communication with educational partners. With new leadership, we will continue strengthening outreach efforts and increasing opportunities for family involvement through school events, regular communication, and collaboration with families to support student success and attendance.

In addition, adjustments were made to implementation timelines and service delivery structures to improve consistency of planned actions and reduce challenges associated with staffing capacity and scheduling limitations experienced during the previous year. We also refined selected metrics and target outcomes to better align with current baseline data and more accurately measure progress related to attendance, engagement, and school climate indicators.

These changes reflect our commitment to continuous improvement and responsive planning based on analysis of implementation effectiveness, student outcome data, and educational partner feedback. The district will continue monitoring the effectiveness of these actions and refining supports to ensure that all students, particularly unduplicated pupils and students experiencing barriers to engagement, receive the support necessary to succeed academically and socially.

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	Curriculum Adoption	Meeting California Social Studies standards with new curriculum for 6-8.	$15,825.00	No
2.2	Structured Literacy	Access to teacher professional development through asynchronous and in person structured literacy training through I-Ready leading to increased teacher preparation and student academic achievement for all.	$10,915.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Capay School will provide a safe and secure learning environment for all staff, students and parents to facilitate input, involvement and inclusion in student achievement and a positive school experience.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure a safe and secure learning environment for all staff, students, and parents, recognizing its fundamental role in fostering educational success and community involvement. By prioritizing safety and security, the district aims to create a supportive atmosphere where everyone feels valued and respected, encouraging active participation and collaboration in the educational process. This inclusive approach is essential for promoting student achievement and a positive school experience, as it ensures that all voices are heard and contributes to a cohesive and engaged school community. Furthermore, a safe environment is crucial for effective teaching and learning, allowing students to focus on their studies and achieve their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3 A. the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site The efforts the school district makes to seek input in making decisions for the school district.	Survey Information 85%	Survey not administered in 2024–25; therefore, no results are available for this metric. This will be administered in the upcoming year.	Community Survey (The school provides meaningful opportunities for parent input.) 82.7% Strongly agree/agree	85% of families surveyed feel engaged in decision making.	2.3% below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 3 B. how the school district will promote parental participation in programs for unduplicated pupils How the school district will promote parental participation in programs for unduplicated pupils.	Survey Information (EL) 80%	Survey not administered in 2024–25; therefore, no results are available for this metric. This will be administered in the upcoming year.	Community Survey (Supports EL development) 76.9% Strongly agree/agree	80% of families feel the school promotes parent engagement for students in unduplicated programs	0.1% below baseline
3.3	Priority 3 C. how the school district will promote parental participation in programs for individuals with exceptional needs How the school district will promote parental participation in programs for individuals with exceptional needs.	Survey Information (IEP) 80%	Survey not administered in 2024–25; therefore, no results are available for this metric. This will be administered in the upcoming year.	Community Survey (The school provides meaningful opportunities for parent input.) 83% Strongly agree/agree	80% of parents of students with exceptional needs will feel heard	3% above baseline
3.4	Priority 5 A. school attendance rates School Attendance Rates	Local school attendance rate: 94%	Local school attendance rate: 95%	Local School Attendance Rate (Month): 95.91%	Local School Attendance Rate: 98%	1.91% increase
3.5	Priority 5 B. chronic absenteeism rates Chronic Absenteeism	11.9% chronic absenteeism for all students	12% chronic absenteeism for all students	9.95% chronic absenteeism	11.9% chronic absenteeism for all students	1.95% decrease
3.6	Priority 5 C. middle school dropout rates Middle School Dropout Rates	0% middle school dropout rate	0% middle school dropout rate	0% middle school dropout rate	0% middle school dropout rate	No Change
3.7	Priority 6 A. pupil suspension rates Pupil Suspension Rates	4.5% students suspended at least one day	2.0% students suspended at least one day	0.5% students suspended at least one day	1% of students suspended oat least one day	4% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Priority 6 B. pupil expulsion rates Pupil Expulsion Rates	0% students expelled	0% students expelled	0% students expelled	0% students expelled	No Change

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.

Capay Elementary carried out the actions and services associated with Goal 3 during the previous year with overall implementation generally aligned to the planned activities identified in the LCAP. Goal 3 focused on maintaining effective district operations, supporting staff capacity, ensuring access to instructional resources and technology, and sustaining safe, well-maintained learning environments that support student success.

Action 3.1 – Addressing Suspension for Socioeconomically Disadvantaged (SED) Students

Implementation Level: 3 – Operational Implementation

Successes:
The district continued implementation of Tier I social-emotional learning (SEL) supports and restorative discipline practices designed to improve student behavior and strengthen school climate. Students had access to behavioral supports and relationship-building opportunities throughout the school year.

Challenges:
Although behavioral supports were implemented, some students continued to require additional social-emotional and behavioral interventions. Continued focus on proactive behavioral supports and restorative practices remains necessary.

Evidence of Effectiveness:
The district's suspension rate decreased from a baseline of 4.5% to 0.5%. This reduction suggests that SEL supports, restorative practices, and behavioral interventions contributed positively to improving student behavior and reducing disciplinary incidents.

Overall Effectiveness:
This action was effective in reducing suspension rates and improving school climate; however, continued implementation is needed to sustain and further improve outcomes for students requiring additional behavioral support.

Action 3.2 – Attendance Incentive

Implementation Level: 3 – Operational Implementation

Successes:
Attendance incentives were implemented as planned and helped promote the importance of regular school attendance. Staff continued monitoring attendance and communicating with families regarding student participation.

Challenges:
Despite attendance improvement efforts, chronic absenteeism remains an area of concern. Some students continue to experience barriers that impact consistent attendance and require additional intervention and outreach.

Evidence of Effectiveness:
School attendance rates increased from a baseline of 94% to 95.91%, representing a 1.91 percentage point increase. However, chronic absenteeism increased slightly from 11.9% to 12.0%, indicating that while overall attendance improved, additional targeted attendance interventions are needed for students experiencing ongoing attendance challenges.

Overall Effectiveness:
This action was moderately effective in improving overall attendance but was less effective in reducing chronic absenteeism. Additional targeted supports will be necessary to improve outcomes for students with persistent attendance concerns.

Action 3.3 – Community Engagement

Implementation Level: 3 – Operational Implementation

Successes:
The district implemented community engagement surveys and provided opportunities for families and educational partners to participate in district decision-making processes. Survey results indicate that families generally feel heard and included in district planning efforts.

Challenges:
Survey results fell slightly below the established baseline and target for some parent engagement measures, indicating opportunities to increase participation and strengthen family involvement in decision-making.

Evidence of Effectiveness:
Community survey results showed that 82.7% of families agreed or strongly agreed that the school provides meaningful opportunities for parent input, compared to a baseline of 85%. Survey results also showed that 83% of parents of students with exceptional needs felt heard, exceeding the baseline of 80% by 3 percentage points.

Overall Effectiveness:

This action was moderately effective in promoting educational partner engagement and gathering meaningful feedback. Continued efforts to increase participation and strengthen family engagement opportunities are warranted.

Action 3.4 – Communication

Implementation Level: 4 – Full Implementation

Successes:
The district utilized communication platforms and translation tools to improve communication with families, particularly English Learner families and unduplicated student groups. School-to-home communication increased access to information and strengthened family-school partnerships.

Challenges:
Survey data indicate that additional efforts are needed to ensure all families feel fully engaged and connected to district programs and services.

Evidence of Effectiveness:
Community survey results showed that 76.9% of families agreed or strongly agreed that the district supports parent engagement in programs for English Learners, compared to a baseline of 80%. While communication systems were fully implemented, survey results indicate the district should continue refining outreach and engagement strategies to improve participation among all families.

Overall Effectiveness:
This action was effective in expanding communication opportunities and increasing access to information. Continued focus on family outreach and engagement will help improve perceptions of parent involvement and support for unduplicated student groups.

Goal 3 actions were implemented largely as planned during the 2025–26 school year. The district successfully implemented attendance incentives, social-emotional learning supports, community engagement activities, and expanded communication efforts to strengthen relationships with students and families. Suspension rates improved significantly, decreasing from 4.5% to 2.0%, while overall attendance increased from 94% to 95.91%. However, chronic absenteeism increased slightly from 11.9% to 12.0%, and survey results related to parent engagement remained slightly below target levels. Overall, the actions under Goal 3 were moderately effective in improving school climate, communication, and family engagement while highlighting the continued need for targeted attendance interventions and expanded outreach efforts.

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

There were no material differences between the Budgeted Expenditures and Estimated Actual Expenditures for Goal 3. All planned costs for safety procedures, staff training, family communication, and social-emotional supports were consistent with projections.

However, funds allocated for stakeholder input activities—specifically the school climate survey—were not expended due to the survey not being administered during 2024–25. These funds will be repurposed in 2025–26 to strengthen family engagement and data collection efforts, including expanded outreach and multilingual resources.

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

The actions and services implemented under Goal 3 were generally effective in supporting district operations, maintaining safe and functional learning environments, and ensuring students and staff had access to essential instructional resources and support systems. We successfully maintained daily operational functions and continued implementation of key services related to facilities, transportation, instructional materials, technology access, and staff support throughout the school year. (Actions 3.1, 3.2)

Specific actions focused on maintaining instructional resources and technology access were effective in supporting classroom instruction and student engagement. Students and staff continued to have access to educational technology, instructional materials, and operational systems necessary to support learning and communication. These resources contributed to continuity of instruction and supported implementation of classroom programs and interventions aligned to district goals. (Action 3.1)

Actions related to facility maintenance and operational services were also effective in maintaining safe, clean, and functional learning environments for students and staff. Routine maintenance, custodial services, transportation operations, and campus safety procedures supported consistent school operations and contributed to a positive educational environment. (Action 3.2)

Professional development and staff support actions provided opportunities for collaboration, instructional planning, and continued implementation of district priorities. Staff participation in professional learning activities supported instructional consistency and strengthened the district's ability to implement academic and student support programs effectively. (Action 3.1)

However, several challenges impacted the overall effectiveness of some Goal 3 actions. Staffing reductions, limited operational capacity, increasing costs of services and materials, and scheduling constraints affected the consistency and timing of implementation for some planned activities. In some instances, planned upgrades, expanded supports, or operational improvements were delayed or implemented at a reduced level due to budget limitations and competing operational priorities. (Actions 3.1, 3.2)

Leadership also identified ongoing needs related to technology infrastructure, facility improvements, staff recruitment and retention, and operational sustainability. While the actions implemented under Goal 3 were effective in maintaining essential services and operational stability, reflection on implementation demonstrated that additional investment and long-term planning are needed to fully support evolving district needs and improve efficiency of services. (Actions 3.1, 3.2)

Overall, the actions associated with Goal 3 were effective in maintaining district operations and supporting access to essential educational resources and services. With new leadership, we will continue refining and strengthening these actions in the coming year to improve operational efficiency, expand staff support systems, maintain safe and supportive learning environments, and ensure continued access to high-quality instructional resources for all students. (Actions 3.1, 3.2)

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

Based on reflection and analysis of implementation of Goal 3 during the previous year, we made several refinements to planned actions and implementation strategies for the coming year to improve operational effectiveness, sustainability of services, and support for students and staff. While the overall goal and focus areas remain consistent, adjustments were made to better address operational challenges, staffing needs, technology access, and facility maintenance priorities identified through prior implementation.

For the coming year, we will continue prioritizing access to instructional materials, educational technology, transportation services, and safe learning environments while increasing emphasis on maintaining and improving operational systems that support student learning and daily school functions. Additional attention will be given to technology maintenance, replacement planning, and ensuring consistent access to instructional devices and digital resources for students and staff.

We also refined actions related to staff support and professional development based on reflection regarding implementation consistency and staff capacity needs. We will continue providing professional learning opportunities focused on instructional practices, operational procedures, student support systems, and collaboration to strengthen implementation of district priorities and improve organizational effectiveness.

In response to staffing and operational challenges experienced during the previous year, adjustments were made to timelines and implementation structures for selected actions to improve efficiency and sustainability. We will continue efforts to strengthen recruitment and retention practices, improve coordination of operational services, and address staffing capacity needs that impact implementation of programs and services.

Overall, the changes made for the coming year reflect our commitment to continuous improvement, responsible resource management, and maintaining safe, supportive, and effective learning environments that support the academic success and well-being of all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Addressing Suspension for SED Students	Continue Tier I SEL training and restorative discipline practices at the administrative level.	$12,000.00	Yes
3.2	Attendance Incentive	Continue incentive program to award students for perfect attendance.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Community Engagement	Survey Programs will be engaged during the 25/26 school year.	$6,200.00	No
3.4	Communication	Use data collected in our Schoolwise software to improve the quality of school to home communication for the purpose of increased student achievement in particular targeting support for our English Learners. Specifically, utilizing the translation feature to reach more families and students.	$4,135.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$198628	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.637%	0.000%	$0.00	8.637%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Extended Summer School Program **Need:** **Scope:** Schoolwide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Collaboration for Improved Instruction **Need:** Increased collaboration time to meet the needs of all individual leaners **Scope:** LEA-wide	Increased collaboration time for teachers at Capay Elementary addresses the diverse needs of all learners by enabling tailored instruction, consistent teaching practices, and early intervention strategies. This approach ensures that all students receive high-quality, coherent education and benefits from the shared expertise of their teachers. Implementing this on a schoolwide or LEA-wide basis promotes equity, optimizes resources, fosters a supportive community among educators, and allows for scalable solutions that improve student outcomes across the district.	Staff survey
1.3	**Action:** Professional Development (PD) and Coaching to support English Language Development (ELD). **Need:** Emphasis on providing support for EL **Scope:** LEA-wide	Emphasizing support for English Learners (EL) at Capay ensures tailored instruction to meet their language development needs, promoting equitable access to education and closing achievement gaps. This district-wide approach provides consistency, efficient resource sharing, and specialized teacher training, fostering an inclusive environment for all students. By implementing EL support across the district, Capay Elementary enhances communication with EL families and aligns with broader educational goals, ensuring that all students have the opportunity to succeed academically and socially.	Staff survey
1.4	**Action:** Supplemental Reading Materials for Low Income Students **Need:** Increased access to supplemental reading materials **Scope:**	Providing supplemental reading materials for low-income students at Capay addresses their need for enhanced literacy skills and helps bridge achievement gaps by offering resources they may lack at home. This approach ensures equity and consistent support across the district, catering to diverse learning styles and improving overall academic performance. Implementing this on a schoolwide or LEA-wide basis optimizes resources, promotes fairness, and reflects the	Parent Survey

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	district's commitment to supporting all students, fostering a more inclusive and engaged community.	
1.7	**Action:** Instructional Aides Providing Intentional Support **Need:** Providing support for Unduplicated Pupils **Scope:** LEA-wide	Providing support for unduplicated pupils (students who are English Learners, low-income, or foster youth) at Capay Elementary addresses their unique needs by ensuring they receive the necessary resources and interventions to succeed academically and socially. This support helps bridge achievement gaps and promotes equity, giving these students equal access to educational opportunities. Implementing this support on an LEA-wide or schoolwide basis ensures consistency and fairness across the district, optimizing resource allocation and fostering an inclusive environment that benefits all students. This comprehensive approach aligns with broader educational goals and policies, ensuring that unduplicated pupils receive the targeted assistance they need to thrive.	Frontline Absence Management
3.1	**Action:** Addressing Suspension for SED Students **Need:** Support in the area of SEL. **Scope:** LEA-wide	Providing Social Emotional Learning (SEL) curriculum to address suspension rates for Socio-Economically Disadvantaged (SED) students at Capay targets their specific emotional and behavioral needs, helping to reduce disciplinary issues and improve their overall school experience. This SEL curriculum teaches critical skills such as emotional regulation, conflict resolution, and positive social interaction, which are essential for preventing behaviors that may lead to suspension. Implementing SEL curriculum on an LEA-wide or schoolwide basis ensures that all SED students receive consistent support, promoting equity and inclusivity. This approach helps create a positive school climate, enhances	Schoolwise Data

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
		student engagement, and aligns with the district's commitment to fostering a supportive learning environment for all students.	
3.2	**Action:** Attendance Incentive **Need:** Increased attendance to further academic growth. **Scope:** LEA-wide	Providing attendance incentives to increase attendance rates at Capay addresses the need for improved academic growth by encouraging consistent student participation in school. Regular attendance is crucial for academic success, as it ensures students receive uninterrupted instruction and are fully engaged in their learning. Implementing attendance incentives on an LEA-wide or schoolwide basis promotes equity by offering all students the motivation to attend school regularly, thus enhancing overall academic performance across the district. This approach fosters a culture of commitment and responsibility, supporting the district's goal of maximizing educational outcomes for all students.	Schoolwise Data

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Intervention ELA **Need:** Supporting unduplicated in the area of ELA through targeted interventions	Supporting unduplicated students in ELA through targeted interventions at Capay Elementary ensures individualized learning, helping to close achievement gaps and improve proficiency. These data-driven interventions provide personalized support based on assessment results, enhancing skill development in reading comprehension,	i-Ready Local Diagnostic

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope:	writing, and critical thinking. Implementing this approach LEA-wide or schoolwide promotes consistency and equity, optimizes resource allocation, and facilitates collaboration among educators. This comprehensive strategy ensures that all students receive the necessary assistance to succeed in ELA, fostering a more effective and equitable educational environment across the district.	
3.4	**Action:** Communication **Need:** Increased communication **Scope:** Limited to Unduplicated Student Group(s)	Increased communication using SchoolWise, Thrillshare, and the Remind app at Capay addresses the need for timely and effective information sharing among students, parents, and staff. These tools ensure that important updates, announcements, and reminders are delivered promptly and reliably, enhancing engagement and participation in school activities. By utilizing multiple communication platforms, the district can reach a wider audience, catering to different preferences and ensuring no one is left out. This approach fosters a stronger school community, improves transparency, and supports better collaboration and involvement, ultimately contributing to a more connected and informed educational environment.	Parent Survey

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.

Additional Concentration Grant Funding

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

Not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	13:1	
Staff-to-student ratio of certificated staff providing direct services to students	22:1	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2299767	198628	8.637%	0.000%	8.637%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$428,045.00	$195,992.00	$0.00	$0.00	$624,037.00	$503,169.00	$120,868.00

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	Extended Summer School Program	All	No Yes	School wide		All Schools		$78,406.00	$44,543.00		$122,949.00			$122,949.00	
1	1.2	Collaboration for Improved Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$138,671.00	$0.00	$138,671.00				$138,671.00	
1	1.3	Professional Development (PD) and Coaching to support English Language Development (ELD).	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$16,250.00	$16,250.00				$16,250.00	
1	1.4	Supplemental Reading Materials for Low Income Students	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.5	Intervention ELA	English Learners			English Learners	All Schools		$42,792.00	$0.00	$42,792.00				$42,792.00	
1	1.6	Intervention Math	All	No			All Schools		$57,218.00	$0.00		$57,218.00			$57,218.00	
1	1.7	Instructional Aides Providing Intentional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$186,082.00	$0.00	$186,082.00				$186,082.00	
2	2.1	Curriculum Adoption	All	No			All Schools		$0.00	$15,825.00		$15,825.00			$15,825.00	
2	2.2	Structured Literacy	All	No					$0.00	$10,915.00	$10,915.00				$10,915.00	
3	3.1	Addressing Suspension for SED Students	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			$0.00	$12,000.00	$12,000.00				$12,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	**3.2**	Attendance Incentive	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$1,000.00	$1,000.00				$1,000.00	
3	**3.3**	Community Engagement	All	No			All Schools		$0.00	$6,200.00	$6,200.00				$6,200.00	
3	**3.4**	Communication	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$4,135.00	$4,135.00				$4,135.00	

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
2299767	198628	8.637%	0.000%	8.637%	$368,138.00	0.000%	16.008 %	**Total:**	$368,138.00
								LEA-wide Total:	$364,003.00
								Limited Total:	$4,135.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Extended Summer School Program	Yes	Schoolwide		All Schools		
1	**1.2**	Collaboration for Improved Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,671.00	
1	**1.3**	Professional Development (PD) and Coaching to support English Language Development (ELD).	Yes	LEA-wide	English Learners	All Schools	$16,250.00	
1	**1.4**	Supplemental Reading Materials for Low Income Students	Yes	LEA-wide	Low Income	All Schools	$10,000.00	
1	**1.5**	Intervention ELA			English Learners	All Schools	$42,792.00	
1	**1.7**	Instructional Aides Providing Intentional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$186,082.00	
3	**3.1**	Addressing Suspension for SED Students	Yes	LEA-wide	English Learners Foster Youth Low Income		$12,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Attendance Incentive	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
3	3.4	Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners		$4,135.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$560,742.00	$560,742.00

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**	Extended Summer School Program	No	$57,788.00	57788
1	**1.2**	Collaboration for Improved Instruction	Yes	$147,172.00	147172
1	**1.3**	Professional Development (PD) and Coaching to support English Language Development (ELD).	Yes	$33,750.00	33750
1	**1.4**	Supplemental Reading Materials for Low Income Students	Yes	$10,000.00	10000
1	**1.5**	Intervention ELA		$36,964.00	36964
1	**1.6**	Intervention Math	No	$20,541.00	20541
1	**1.7**	Instructional Aides Providing Intentional Support	Yes	$201,446.00	201446
2	**2.1**	Curriculum Adoption	No	$16,581.00	16581
2	**2.2**	Structured Literacy	No	$11,500.00	11500
3	**3.1**	Addressing Suspension for SED Students	Yes	$12,000.00	12000
3	**3.2**	Attendance Incentive	Yes	$1,000.00	1000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Community Engagement	No	$8,000.00	8000
3	**3.4**	Communication	Yes	$4,000.00	4000

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)
202929	$409,368.00	$409,368.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Collaboration for Improved Instruction	Yes	$147,172.00	$147,172.00		
1	1.3	Professional Development (PD) and Coaching to support English Language Development (ELD).	Yes	$33,750.00	$33,750.00		
1	1.4	Supplemental Reading Materials for Low Income Students	Yes	$10,000.00	$10,000.00		
1	1.7	Instructional Aides Providing Intentional Support	Yes	$201,446.00	$201,446.00		
3	3.1	Addressing Suspension for SED Students	Yes	$12,000.00	$12,000.00		
3	3.2	Attendance Incentive	Yes	$1,000.00	$1,000.00		
3	3.4	Communication	Yes	$4,000.00	$4,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2085560	202929	0	9.730%	$409,368.00	0.000%	19.629%	$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 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Capay Joint Union Elementary School District
CDS Code:	11 62554 6007439
LEA Contact Information:	Name: Nikol Baker Position: Interim Supertintendent Email: nbaker@capayschool.org Phone: 5308651222
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$2531496
LCFF Supplemental & Concentration Grants	$198628
All Other State Funds	$375459
All Local Funds	$135036
All federal funds	$113705
Total Projected Revenue	$3,155,696

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$3121150
Total Budgeted Expenditures in the LCAP	$624037
Total Budgeted Expenditures for High Needs Students in the LCAP	$368138
Expenditures not in the LCAP	$2,497,113

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$409368
Actual Expenditures for High Needs Students in LCAP	$409368

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$169,510
2025-26 Difference in Budgeted and Actual Expenditures	$0

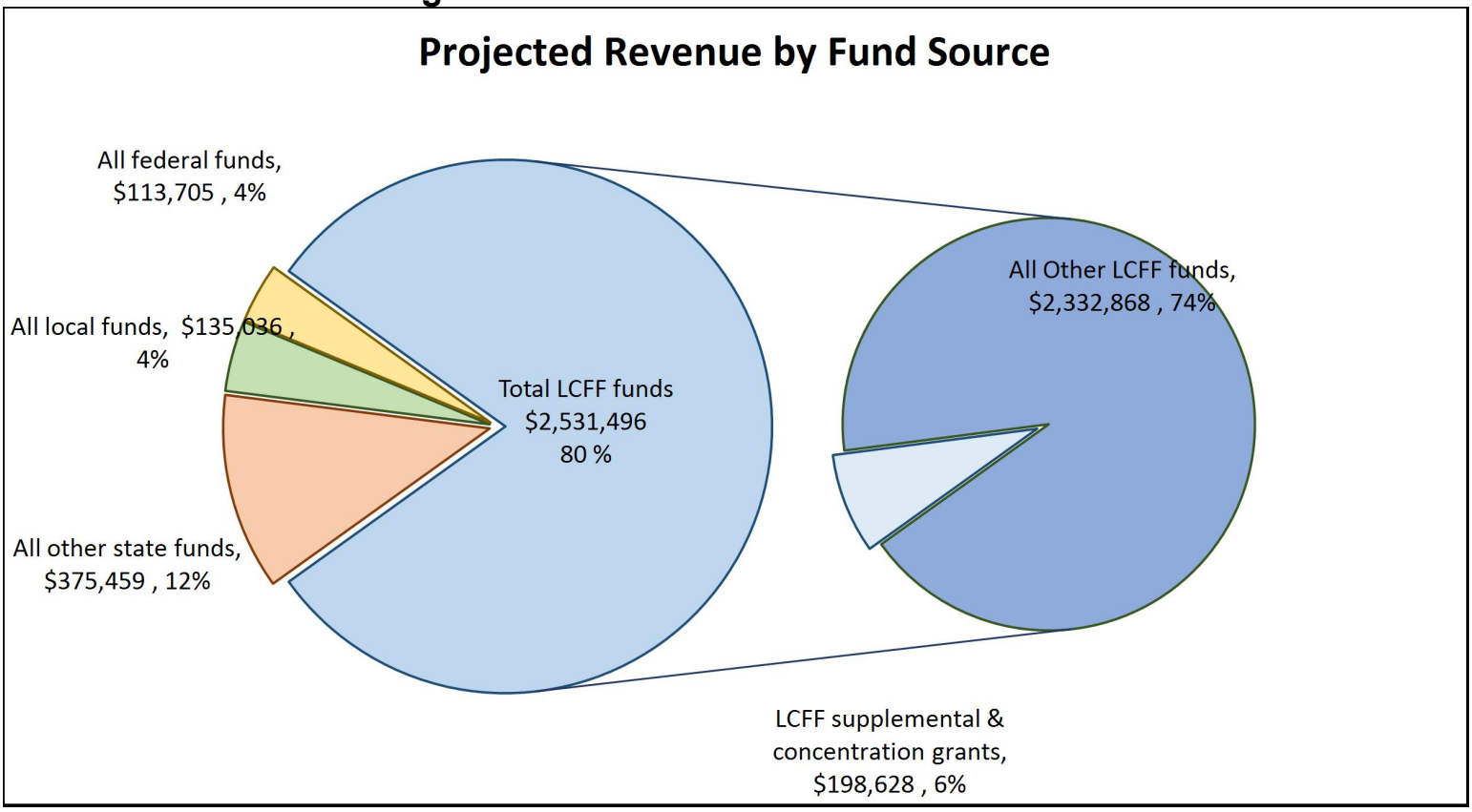
Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Not included in the LCAP or One Time restricted dollars, and Title Dollars. As well as basic overhead and Base expenditures, including required Salaries to maintain district functions legally.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Capay Joint Union Elementary School District
CDS Code: 11 62554 6007439
School Year: 2026-27
LEA contact information:
Nikol Baker
Interim Supertintendent
nbaker@capayschool.org
5308651222

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

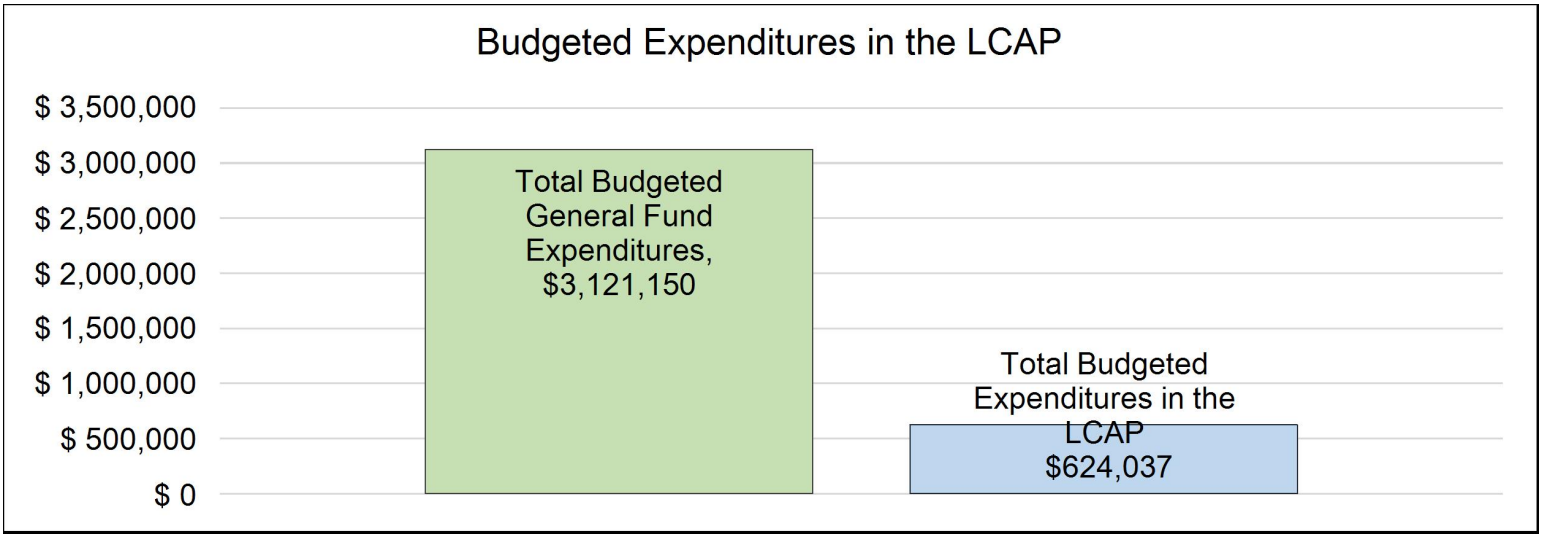


This chart shows the total general purpose revenue Capay Joint Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Capay Joint Union Elementary School District is $3,155,696, of which $2531496 is Local Control Funding Formula (LCFF), $375459 is other state funds, $135036 is local funds, and $113705 is federal funds. Of the $2531496 in LCFF Funds, $198628 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 Capay Joint Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Capay Joint Union Elementary School District plans to spend $3121150 for the 2026-27 school year. Of that amount, $624037 is tied to actions/services in the LCAP and $2,497,113 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

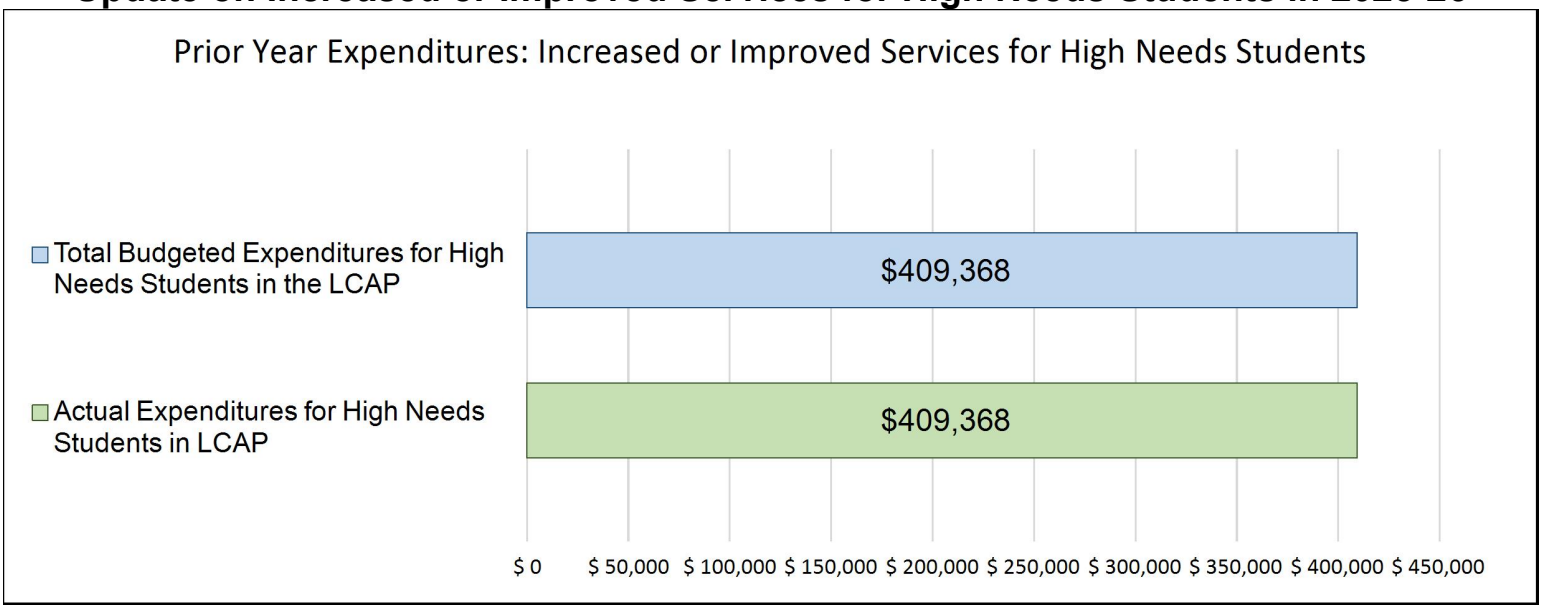
Not included in the LCAP or One Time restricted dollars, and Title Dollars. As well as basic overhead and Base expenditures, including required Salaries to maintain district functions legally.

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

In 2026-27, Capay Joint Union Elementary School District is projecting it will receive $198628 based on the enrollment of foster youth, English learner, and low-income students. Capay Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Capay Joint Union Elementary School District plans to spend $368138 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 Capay Joint Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Capay Joint Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Capay Joint Union Elementary School District's LCAP budgeted $409368 for planned actions to increase or improve services for high needs students. Capay Joint Union Elementary School District actually spent $409368 for actions to increase or improve services for high needs students in 2025-26.