



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mupu Elementary School District

CDS Code: 56725046055156

School Year: 2026-27

LEA contact information:

Dr. Marlene Batista

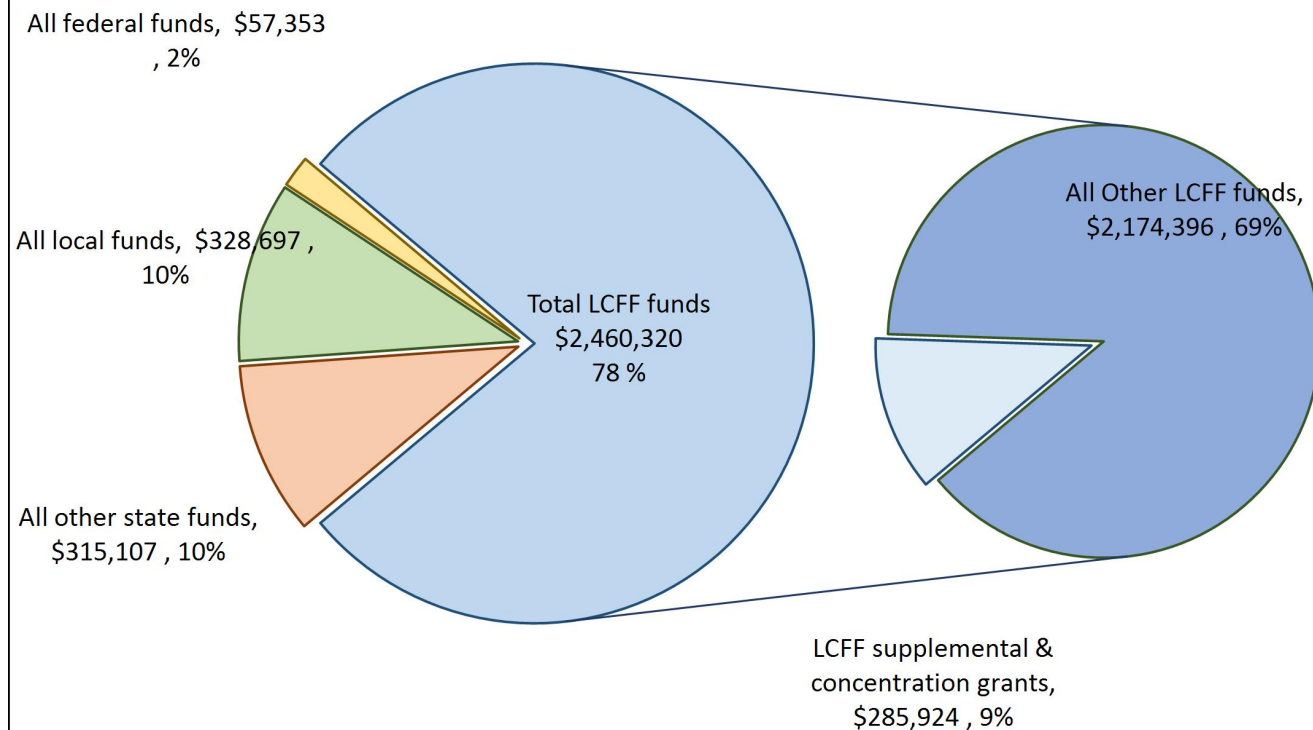
Superintendent

805-525-6111

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

Projected Revenue by Fund Source

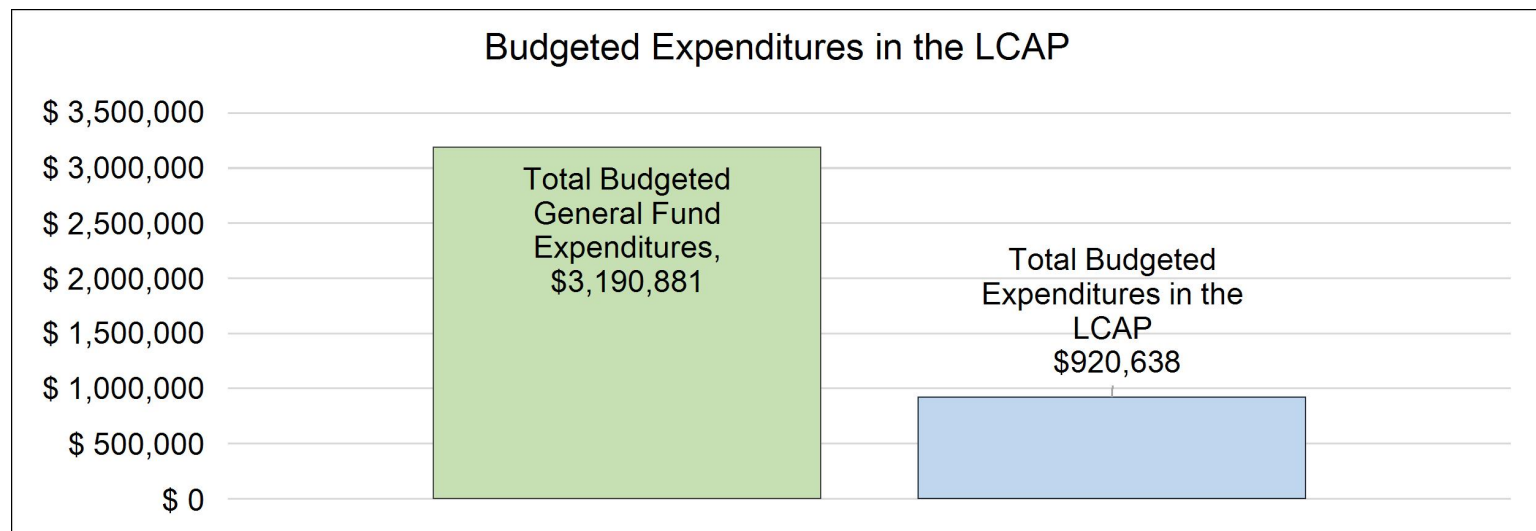


This chart shows the total general purpose revenue Mupu Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mupu Elementary School District is \$3,161,477, of which \$2,460,320 is Local Control Funding Formula (LCFF), \$315,107 is other state funds, \$328,697 is local funds, and \$57,353 is federal funds. Of the \$2,460,320 in LCFF Funds, \$285,924 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 Mupu 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: Mupu Elementary School District plans to spend \$3,190,881 for the 2026-27 school year. Of that amount, \$920,638 is tied to actions/services in the LCAP and \$2,270,243 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP does not include expenditures for administration and support staff salaries and benefits, maintenance and operations, special education, or most classroom teachers.

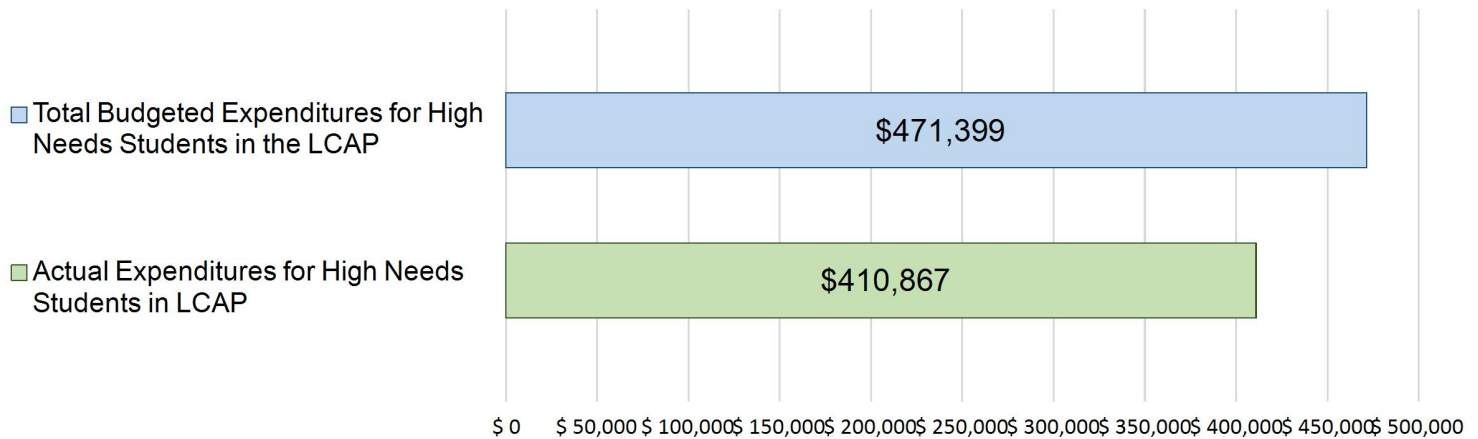
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Mupu Elementary School District is projecting it will receive \$285,924 based on the enrollment of Foster Youth, English learner, and low-income students. Mupu Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mupu Elementary School District plans to spend \$427,807 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Mupu 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 Mupu 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, Mupu Elementary School District's LCAP budgeted \$471,399 for planned actions to increase or improve services for high needs students. Mupu Elementary School District actually spent \$410,867 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$60,532 had the following impact on Mupu Elementary School District's ability to increase or improve services for high needs students:

The District provided services outlined in the LCAP. However, in some cases, state and local funds were substituted for LCFF funds.



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
Mupu Elementary School District	Dr. Marlene Batista Superintendent	marlene.batista@mupu.org 805-525-6111

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.

Mupu Elementary School continues to provide an inspiring environment where TK–8th grade scholars learn, grow, and thrive. Nestled in the beautiful Santa Paula Canyon just north of the City of Santa Paula, our small rural district serves students from diverse backgrounds and offers a personalized educational experience that supports both academic achievement and character development. During their time at Mupu, scholars engage in rigorous academic instruction across all subject areas while developing critical thinking, problem-solving, and collaboration skills. Our goal is to ensure that every scholar leaves Mupu prepared to succeed as responsible and engaged citizens in the 21st century.

In recent years, educators have observed notable shifts in student needs, including increased reliance on technology, higher levels of screen time, and the growing influence of social media on students' focus, behavior, and social interactions. These changes have impacted students' attention spans, resilience, and interpersonal skills. In response, our dedicated staff remains committed to maintaining high expectations for all scholars while intentionally supporting the development of strong learning habits, self-regulation, and positive peer relationships.

During the 2025–26 school year, Mupu Elementary School District serves approximately 185 students. Based on the most recent available data from the California Department of Education, approximately 77% of students identify as Hispanic, 22% as White, and fewer than 1% identify as two or more races. English Learners represent approximately 15% of the student population, while about 13% of students receive Special Education services. Additionally, approximately 63% of our scholars are identified as socioeconomically disadvantaged, and about 13% of students are identified as foster youth or experiencing homelessness.

As a small single-school district, Mupu operates with a dedicated and collaborative team consisting of one superintendent/principal, ten full-time teachers, three part-time teachers (including our outdoor learning teacher), a part-time school counselor and psychologist, and seven classified staff members. To ensure that all students receive comprehensive support services, the district partners with the Ventura County SELPA and the Ventura County Office of Education to provide specialized services including speech and language therapy, occupational therapy, counseling, psychological services, and support for students who are deaf or hard of hearing.

During the 2025–26 school year, the district expanded opportunities for student support and engagement through the implementation of the Expanded Learning Opportunities Program (ELOP). This program has allowed the district to enhance services for students by hiring a school counselor three days per week to support students' social-emotional well-being and mental health needs. In addition, ELOP funding allowed the district to hire an Outdoor Learning Teacher who provides a gardening and outdoor education program both during the school day and as part of our after-school programming. These experiences allow students to connect classroom learning with hands-on experiences in nature while building teamwork, responsibility, and environmental awareness.

In addition to academic instruction, Mupu Elementary School continues to prioritize a positive school climate through the implementation of PBIS and our schoolwide HEART expectations. Over the past two years, all staff have received training in PBIS, resulting in consistent, clearly defined expectations across the district. These expectations are visibly posted throughout the campus, and all staff members actively reinforce them while holding students accountable. This year, the district also implemented a new Social-Emotional Learning (SEL) curriculum to strengthen the foundation of student behavior through explicit instruction in emotional awareness, self-management, and responsible decision-making. In alignment with these efforts, the district continues to enforce a no cell phone policy during the school day; students who bring cell phones to campus are required to store them in designated cell phone lockers. This practice supports a safe, focused, and distraction-free learning environment for all scholars.

HEART represents the values we strive to instill in every scholar:

- Have a positive attitude
- Expect success
- Accept responsibility
- Respect yourself and others
- Think before acting

These expectations guide student behavior and help create a safe, respectful, and supportive learning environment where all students can succeed.

As I continue serving as superintendent at Mupu Elementary School, I remain proud of the strong progress our school community has made. Working in collaboration with our educational partners—including staff, families, students, and community members—we remain committed to advancing our three core goals:

- Providing rigorous academic instruction that prepares all students for future success
- Expanding opportunities for student engagement, enrichment, and leadership
- Ensuring a safe, supportive, and nurturing learning environment for every scholar

Through these efforts, Mupu Elementary School District continues to build on its strong tradition of excellence while preparing our scholars for the opportunities and challenges of the future.

Reflections: Annual Performance

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

Mupu Elementary School District continues to demonstrate steady progress across multiple areas of student achievement, engagement, and school climate. The district remains committed to using both California School Dashboard indicators and local assessment data to guide instructional decision-making and support continuous improvement for all scholars.

In English Language Arts (ELA), the California School Dashboard indicates improvement in distance from standard, with students performing 25.5 points below standard, representing an increase of 4.1 points from the prior year and placing the district in the Yellow performance level. These results reflect continued movement toward grade-level expectations. Subgroup performance shows Hispanic students performing at 24.3 points below standard and maintaining their performance level, while Socioeconomically Disadvantaged students performed at 32.2 points below standard. While overall performance remains below standard, the district's placement in the Yellow performance level demonstrates gradual progress as instructional practices and targeted supports continue to strengthen. As the district prepares for the implementation of the updated California English Language Arts Framework and future curriculum adoptions, staff are reviewing instructional materials and identifying high-quality supplemental resources to support literacy development. The district continues to utilize Lexia as a targeted intervention program to provide differentiated reading support for students requiring additional assistance.

In Mathematics, the district experienced notable growth in distance from standard. Students improved by 23.2 points, resulting in a performance of 40.9 points below standard on the California School Dashboard. Subgroup data also showed strong gains, with Hispanic students improving by 26.6 points to 40.1 points below standard and Socioeconomically Disadvantaged students improving by 31.1 points to 40.3 points below standard, with both groups performing within the Yellow performance level. These results indicate that recent efforts to strengthen mathematics instruction are beginning to yield positive outcomes. To support continued improvement and alignment with the California Mathematics Framework, the district partnered with a math consultant who provided ongoing professional development throughout the school year. Professional learning focused on building conceptual understanding, strengthening mathematical discourse, and implementing instructional practices aligned with the framework. During the 2025–26 school year, TK–5 teachers piloted a new mathematics program, and the district will continue piloting additional programs during the 2026–27 school year to determine the most effective option for student learning. At the middle school level, teachers explored additional instructional resources and strategies with support from the district's math lead teacher, who participated in the Ventura County Math Council. Middle school teachers will also begin piloting math programs next year with the goal of adopting a coherent TK–8 mathematics curriculum for the 2027–28 school year.

Science continues to be an area of strength for the district. According to the California School Dashboard, students performed 54.3 points above standard, representing an increase of 5.7 points from the prior year. These results demonstrate strong understanding of the Next Generation Science Standards (NGSS) and reflect the district's emphasis on inquiry-based learning and real-world application. A highlight of the district's science program is the annual 6–8 Science Fair, where middle school students present original scientific investigations to both younger students and outside judges. Winning projects advance to the Ventura County Science Fair, where Mupu students consistently

receive recognition in multiple categories. These accomplishments reflect strong instructional leadership and the district's commitment to helping students connect scientific thinking to real-world challenges.

Local assessment data continues to inform instruction and intervention. The district implemented the STAR Reading and Math assessments during the 2024–25 school year and continues to use these tools to monitor student progress and support instructional planning. End-of-year 2025–26 STAR results showed ?? of TK–2 students and ?? of students in grades 3–8 performing at grade level in reading, while ??% of TK–2 students and ??% of students in grades 3–8 performed at grade level in mathematics. As staff continue to analyze these results, teachers are evaluating the extent to which STAR assessments provide actionable data to support differentiated instruction and predict performance on the CAASPP. As the district explores new mathematics curriculum options, it is also considering programs that include embedded benchmark assessments aligned to CAASPP, which may offer more precise and instructionally relevant data for teachers.

Progress was also observed among English Learners. According to the California School Dashboard, 56.3% of English Learners made progress toward English language proficiency, representing an increase from previous years. Additionally, the district's reclassification rate increased from 9% to 15.7%, reflecting the impact of targeted interventions for Long-Term English Learners in grades 5–8. During the current year, the district expanded these supports to include students in grades 3–4. The district also began implementing a new ELPAC-aligned instructional program to strengthen language development and reduce the number of students becoming Long-Term English Learners. The district anticipates that these expanded supports will be reflected in future performance outcomes.

Student engagement and attendance also improved. The California School Dashboard indicates that the district's chronic absenteeism rate declined to 8.4%, a decrease of 2.5 percentage points from the prior year. This improvement reflects the district's continued focus on proactive communication with families, consistent attendance monitoring, and targeted outreach efforts to support students and families experiencing attendance challenges.

The district continues to strengthen school climate and behavioral supports through the implementation of Positive Behavioral Interventions and Supports (PBIS) and the schoolwide HEART expectations: Have a positive attitude, Expect success, Accept responsibility, Respect yourself and others, and Think before acting. PBIS training has continued over the past year through the district's partnership with Kern County, with a shift from schoolwide systems to deeper implementation of classroom-level strategies. Additionally, the district adopted a comprehensive Social-Emotional Learning (SEL) curriculum to establish a consistent, developmentally aligned program for all students from TK through 8th grade. Behavioral expectations are clearly defined and reinforced across all settings, supporting a consistent and positive school climate.

Additional supports were expanded through the Expanded Learning Opportunities Program (ELOP). Through this program, the district hired a school counselor who provides social-emotional learning lessons and counseling services during the school day and oversees the ELOP program in the afternoons, offering students additional academic and enrichment opportunities beyond the school day.

The district also expanded opportunities for experiential learning and student engagement. During the 2025–26 school year, the district launched an Outdoor Learning and Garden Program, where students participate in weekly garden-based lessons led by the Outdoor Learning Teacher. This program was developed in response to feedback from the school board and community members, who emphasized the importance of connecting students to the agricultural heritage of the Santa Paula community. Students also participated in athletic programs, dance club, Spanish club, guitar club, and after-school academic support programs. Field experiences continue to be a key

component of student engagement. During the 2025–26 school year, the district reinstated the 7th–8th grade overnight science experience at AstroCamp and provided 6th grade students with a leadership experience at the Pali Institute.

Looking ahead, Mupu Elementary School District will continue to prioritize data-driven decision-making, targeted instructional supports, and expanded learning opportunities to ensure that every scholar is supported academically, socially, and emotionally.

Required Identification of Lowest Performing Indicators (2023 Dashboard)

2023 CA Dashboard, Chronic Absenteeism (Engagement) measures students who are absent from school 10 percent or more of the instructional days they were enrolled. Lowest performance (red indicator) on the Dashboard - Percentage District: All: 19.7%, LI: 24.5%, HI: 20.1% The overall percentage having increased by 4.1% from the previous year. This year a concerted effort was made to send out attendance letters and meet with families of students who were in danger of becoming chronically absent. Based on our local data we believe our efforts have paid off and that we have dropped our percent of chronically absent students to about 11%. We are hoping this will be reflected in our dashboard for 2024. In suspension rates, our dashboard indicated that Mupu was at a 3.2% suspension rate although still under the state average. Our subgroups fell in the orange area above the overall. Because of our small size, the suspension of very few students can have a large impact

2025-26 Local Control and Accountability Plan for Mupu Elementary School District Page 7 of 93 on our percentage. We also realize that because of distance learning in previous years, suspension rates had been minimal with students off campus. As we have returned to in person instruction we have found behaviors in students that were not so prevalent in the past. This year our teachers attended training in the areas of Restorative Justice (RJ) and Positive Behavior Intervention Systems (PBIS) through the county. The staff continues to feel the need for additional support and resources in learning how to manage behaviors in class and work on keeping students from escalating to situations that are cause for suspension. This is an area that we will continue to work on as a staff next year. As we look at this past year we feel that our school has been moving the arrow in the right direction and we will continue to use reflective practices and data informed decision making as we continue to strive for excellence for our students at Mupu.

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the COVID-19 pandemic to support local educational agencies in addressing the long-term impacts of learning disruption and student well-being. The grant provides one-time funding through the 2027–28 school year to support learning recovery initiatives, including academic interventions, student support services, and programs designed to accelerate learning and address educational inequities.

Mupu Elementary School District currently has \$8,543 in unspent LREBG funds that will be carried over into the 2026–27 school year. Consistent with Education Code Section 32526(c)(2), these funds will be utilized under Goal 1, Action 5 (metrics to monitor LREBG - 1.1, 1.6, and 1.12) to support a portion of the salaries and benefits for Instructional Assistants who provide targeted push-in services within TK–3 classrooms. These staff members deliver small-group and individualized academic support to students, with a particular focus on unduplicated pupil groups, including English Learners, Low-Income students, Foster Youth, and students who continue to demonstrate learning gaps.

The use of these funds is intended to accelerate academic recovery by providing additional instructional support during the school day, increasing opportunities for differentiated instruction, and addressing unfinished learning resulting from disruptions to student learning. By delivering targeted intervention in literacy and mathematics within the general education setting, these services help students access grade-

level curriculum, strengthen foundational skills, and improve overall academic outcomes. This investment aligns with the purpose of the Learning Recovery Emergency Block Grant by supporting evidence-based strategies designed to mitigate learning loss and promote long-term academic success for students most impacted by educational disruptions.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Mupu Elementary School Community at Large	Monthly School Board Meetings - a link to all agendas and meeting dates can be found by copying and pasting these links: https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/4282/mupu/3560755/23-24-Board-Meeting-Schedule.pdf https://www.mupu.org/page/board-agendas-packet LCAP public hearing was held on 6/4/2026
Teachers and Staff	Staff Meetings 2025-26, meeting were held bi-weekly to gather feedback and address needs. Staff Meeting on 3/20/2026 and 5/1/2026 reviewed the LCAP and gathered input from staff for the 26-27 actions.
Mupu Parent Club	The Mupu Parents Club meetings were held monthly and were advertised through the MPC social media outlets as well as ParentSquare. Our EL population is only 14.6 percent as a district, so we do not have an ELAC. MESD did provide translation, as needed, and all Q communications and Parent Square can be received in the home language. Parent link - https://mupu.org/parents/
Parents	Mupu Parent Club meetings held monthly, Informational meetings throughout the year, Parentsquare communication and input surveys, Mupu School Board Meetings, an LCAP community input meeting was held on 4/29/2026.
Students	The CHKS was administered to 5th and 7th grade students and families this year as well as the Student Climate Survey, Student Council input, Student LCAP Input group was conducted with 7th and

Educational Partner(s)	Process for Engagement
	8th grade students to gather information and advice from the students on how to improve the school experience.
SELPA	The district participated and consulted with the Ventura County SELPA through collaboration with Operations Cabinet Meeting through the monthly Superintendent's Policy Council, and facilitated 1:1 VCOE calibration meetings.
Public Hearing and Board Adoption	A public hearing was held on June 4, 2026 and no comments from the public were provided. The Mupu Elementary SD Board Adoption occurred on June 25, 2026.

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

The development of the adopted LCAP was significantly shaped by ongoing input from educational partners, including staff, students, and parents. Their feedback continues to guide the direction, priorities, and refinement of school initiatives across all three goals.

Goal 1: Academic Achievement

In collaboration with educational partners, staff identified the need to pilot a new mathematics program aligned with the California Mathematics Framework. Following a year of professional development with a math consultant, staff expressed confidence in implementing the instructional shifts of the framework and emphasized the need for high-quality instructional materials to support this work. As a result, the district will pilot one to two mathematics programs to inform adoption for the 2027–28 school year.

In response to anticipated funding challenges, staff discussed staffing priorities and determined that maintaining smaller class sizes through an additional classroom teacher was a higher priority than continuing instructional aide hours in K–2 classrooms.

Parent feedback highlighted concerns regarding the current four-year Chromebook replacement cycle, noting that devices are often no longer functioning effectively by the fourth year. Parents suggested exploring a three-year replacement cycle and/or evaluating alternative devices, such as MacBook Neo models, which may offer greater durability at a comparable cost. The district will continue exploring cost-effective options to ensure reliable student access to technology.

Both staff and parents emphasized the importance of expanding career awareness opportunities by including guest speakers from technical and non-traditional career fields to broaden students' exposure to diverse career pathways. During discussions with representatives from the 7th and 8th grade classes, students shared that they would like increased opportunities to participate in educational field trips at the middle school level. Students also suggested creating a "Big Buddy" field trip experience where middle school students could participate in activities alongside younger students to strengthen relationships and mentorship opportunities.

For Action 1.10, staff requested the use of release time and substitute coverage to support peer observations, particularly in mathematics, to strengthen vertical articulation and instructional collaboration. Parents suggested leveraging existing garden release time, facilitated by the Outdoor Learning Teacher, as a cost-effective way to provide teachers with opportunities for peer observation without additional expenditures.

Additionally, staff expressed the need to reevaluate the effectiveness of current assessment tools. Feedback indicated that STAR Reading and Math assessments were not providing sufficiently actionable data to effectively guide instruction. As the district pilots new mathematics curriculum, consideration will be given to programs that include embedded benchmark and CAASPP-aligned assessments to better support instructional decision-making.

Goal 2: Student Engagement and Connectedness

Parent input emphasized a desire to expand field trip opportunities, including partnerships with local conservation organizations, which would also support community service and environmental learning goals. Parents also expressed interest in developing partnerships with the Wishtoyo Foundation to enhance multicultural awareness and provide students with opportunities to learn about local Indigenous history and culture.

To increase student engagement, parents suggested expanding extracurricular offerings to include activities such as game or chess clubs to attract students who may not currently participate in sports or other after-school programs.

In the area of health and wellness, parents shared concerns regarding the quality of meals provided through the school lunch program and encouraged the district to explore healthier food options for students.

Staff reflected positively on the progress made through PBIS implementation and agreed that the district is well-positioned to continue this work internally through the support of the school counselor and school psychologist, rather than relying on an outside consultant.

Staff also highlighted the positive impact of reinstating the 7th–8th grade overnight trip to AstroCamp and expressed strong support for continuing these experiences. Additionally, staff discussed restructuring the 6th grade overnight trip into a one-day leadership experience, such as through the All It Takes program or a similar team-building organization, to support student transition into middle school at the beginning of the year.

Seventh and eighth grade students shared that they would like overnight field trips to continue because they felt these experiences helped students bond and build stronger relationships with peers and staff. Students also expressed a desire for more opportunities to participate in collaborative activities, team-building games, and “getting to know you” experiences both within classrooms and schoolwide, noting that these activities would help students feel more connected to school.

Students also suggested expanding extracurricular opportunities specifically designed to attract and engage older students. Suggestions included creating a chess club, developing leadership opportunities for middle school students through roles such as dance club assistants, and increasing opportunities for middle school students to take active leadership roles in school activities and programs.

When discussing survey data related to school connectedness among 4th and 5th grade students, middle school students suggested implementing a mentoring program between 7th and 8th grade students and upper elementary students. They felt this type of program would help younger students feel more connected and supported as they transition into middle school while also developing leadership skills among older students.

Goal 3: School Climate, Facilities, and Safety

Educational partners expressed strong satisfaction with the facility improvements completed in recent years, including campus upgrades and the addition of the school garden, which has contributed to a positive and engaging learning environment. Although expansion of the outdoor learning area has been paused due to funding constraints, stakeholders agreed that the overall school environment remains supportive and welcoming for students.

The district has made significant progress in enhancing campus safety through the installation of security cameras and the addition of a controlled-access entry system. To further strengthen safety measures, the district will explore the installation of a schoolwide PA and bell system to improve communication and support emergency response protocols.

Students shared that they feel safe at school and expressed pride in the improvements made to the campus over the past several years. Students also noted that the installation of security cameras has helped improve student behavior because students understand that incidents occurring on campus can be reviewed through video footage when necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase achievement for all students while decreasing performance gaps for unduplicated students (FY, LI, EL and SWD) by ensuring high academic achievement through rigorous learning experiences that will prepare all scholars for life, college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

State Priority 4, Pupil Achievement, and State Priority 8, Other Pupil Outcomes address analysis and an alignment with both state-required assessments and also MESD local assessments. This analysis of the data connects with our high expectations and efforts to prepare our students for life, college, and/or career. This analysis shares strengths as a district to support all scholars in their journey. The data shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated English Learners, Low-Income, Foster Youth student group, along with services for our students with disabilities and any other group with unique needs. The most recent CA Dashboard was released in 2023 and indicated a small increase in the overall performance in the ELA (Yellow status) and mathematics (Yellow status) for the CAASPP SBAC state assessment. As a small school district, the status can change dramatically because of a slight increase or decrease due to our smaller enrollment. The 2023 Dashboard actual achievement for ELA and Math exceeded the state average on the CA Dashboard. This goal supports an educational experience with high expectations which addresses State Priority 5, especially pupil engagement and State Priority 7 a broad access to courses for all students. To ensure basic conditions for learning are addressed State Priority 1, Fully Credentialed and appropriately assigned teachers, access to state standard materials, including ELD/language acquisition standards, and full implementation of the standards ensure student readiness for a rigorous and aligned curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	22-23 Dataquest:	23-24 Dataquest:	24-25 Dataquest:	25-26 Dataquest:	Dataquest 24-25:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students 47.1% met or exceeded ELs: 17.7% met or exceeded FY: No data LI: 38.7% met or exceeded SWD: 6.7% met or exceeded CA Dashboard 2023 Performance: All Students Yellow - 16.1 points below standard Hispanic Yellow - 24 points below standard Socioeconomically Disadvantaged Yellow - 35.3 below standard	All Students 47.04% met or exceeded ELs: 10.29% met or exceeded FY: No data LI: 36.81% met or exceeded SWD: 15.83% met or exceeded CA Dashboard 2024 Performance: All Students Orange- 29.6 points below standard (10.6 decline) Hispanic Orange- 25 points below standard (maintained) Socioeconomically Disadvantaged Yellow - 29.4 points below standard (5.8 increase)	All Students 43.52% met or exceeded ELs: no data FY: No data LI: 40.30% met or exceeded SWD: 20% met or exceeded CA Dashboard 2025 Performance: All Students Yellow- 25.5 points below standard (4.1 increase) Hispanic Orange- 24.3 points below standard (maintained) Socioeconomically Disadvantaged Orange - 32.2 points below standard (maintained)	Increase met or exceeded by 7% for All Students and pupil subgroups per year CA Dashboard 2026 Performance: Increase Dashboard Performance Status for All Students by 6 points per year (performance color- Green/Performance level-Standard Met) Increase Dashboard Performance Status for Hispanic and Socioeconomically Disadvantaged by 10 points each year closing the performance gap for all subgroups.	All students: - 3.58% ELs: N/A FY: No data LI: - +1.6% SWD: +13.3% CA Dashboard 2025: All student: -9.4 points Hispanic: +1 points Socioeconomically Disadvantaged: +5.9 points
1.2	CAASPP MATH	2022-23 Dataquest:	2023-24 Dataquest:	2024-25 Dataquest:	25-26 Dataquest:	Dataquest 2024-25:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students 30.6% met or exceeded ELs: 17.6% met or exceeded FY: No data LI: 25.8% met or exceeded SWD: 13.3% met or exceeded CA Dashboard 2023 Performance: All Students Yellow - 48.8 points below standard Hispanic Orange - 59.9 points below standard Socioeconomically Disadvantaged Yellow - 53.9 below standard	All Students 35.54% met or exceeded ELs: 10.25% met or exceeded FY: No data LI: 24.98% met or exceeded SWD: 12.54% met or exceeded CA Dashboard 2024 Performance: All Students Orange- 64.1 points below standard (12 point decline) Hispanic Orange - 66.8 points below standard (6.7 decline) Socioeconomically Disadvantaged Orange- 71.3 below standard (17.4 decline)	All Students 32.71% met or exceeded ELs: no data FY: No data LI: 34.85% met or exceeded SWD: 20% met or exceeded CA Dashboard 2025 Performance: All Students Yellow- 40.9 points below standard (23.2 increase) Hispanic Yellow- 40.1 points below standard (26.6 increase) Socioeconomically Disadvantaged Yellow- 40.3 below standard (31.1 increase)	Increase met or exceeded by 7% for All Students and pupil subgroups per year. CA Dashboard 2026 Performance: Maintain Dashboard Performance Status for All Students to performance color- Yellow/Performance level closer to Standard Met by decreasing points below standard to less than 30 points by increasing at least 6 points per year Maintain Dashboard Performance Status for Hispanic and Socioeconomically Disadvantaged Students to performance color- Yellow/Performance	All students: +2.11% ELs: No data FY: No data LI: +9.05% SWD: +6.7% CA Dashboard 2025: All student: +7.9 Hispanic: +19.8 points Socioeconomically Disadvantaged: +13.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					e level closer to Standard Met by decreasing points below standard to less than 30 points by increasing at least 6 points per year for Hispanic group and increase by 10 points each year for Socioeconomically Disadvantaged closing the performance gap.	
1.3	CA Science Assessment (CAST)	2022-23 Dataquest: All Students: 35.9% met or exceeded English Learners: No data Foster Youth: No data (0 enrolled) Low-income: 30.8% Students with Disabilities: No data 5th graders met or exceeded science standards All Students: 27.8% 8th graders met or exceeded science standards All Students: 42.9%	2023-24 Dataquest: All Students: 30.70% met or exceeded English Learners: No data Foster Youth: No data (0 enrolled) Low-income: 20.73% Students with Disabilities: No data 5th graders met or exceeded science standards All Students: 32.68%	2024-25 Dataquest: All Students: 42.10% met or exceeded English Learners: No data Foster Youth: No data (0 enrolled) Low-income: 34.78% Students with Disabilities: No data 5th graders met or exceeded science standards All Students: 14.29%	2025-26 Dataquest: All Students: 50% met or exceeded English Learners: No data Foster Youth: No data (0 enrolled) Low-income: 45% Students with Disabilities: No data 5th grade Increase met or exceeded by 4% for All Students and pupil subgroups each year.	Dataquest 2024-25: All student: +6.2% English Learner: No data Foster Youth: No Data (0 enrolled) Low income: +3.98% Students with disabilities: No data 5th graders met or exceeded: decreased - 13.51% 8th graders met or exceeded:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			8th graders met or exceeded science standards All Students: 28.95%	8th graders met or exceeded science standards All Students: 58.33%	8th Grade Increase ,met or exceeded by 6% for all Students and pupil subgroups per year.	+15.43%
1.4	Fully credentialed and appropriately assigned teachers (State Priority 1A)	Source: 2022-23 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 91.1% Comparison to Statewide Average: Above	Source: 2023-24 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 100% Comparison to Statewide Average: Above	Source: 2024-25 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 94.9% Comparison to Statewide Average: Above	Source: 2025-26 CA Dashboard Local Indicators Report Clear Teaching Credential: Percentage of teachers teaching full-time: 100% Comparison to Statewide Average: Above	Source: 2024-25 CA Dashboard Local Indicators Report: +3.8% Increased
1.5	Student access to standards-aligned instructional materials (State Priority 1B)	Source: 2022-23 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Source: 2023-24 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Source: 2024-25 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Source: 2025-2026 CA Dashboard Local Indicators Percent of students WITHOUT access to their own copies of standards-aligned instructional materials for use at school and at home: 0%	Source: 2024-25 CA Dashboard Local Indicators 0% - Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Reclassification Rates	2023-24 Local Reclassification Criteria/Q-SIS: English Learners Reclassification Rate: 9%	2024-25 Local Reclassification Criteria/Q-SIS: English Learners Reclassification Rate: 15.7%	2025-26 Local Reclassification Criteria/Q-SIS: English Learners Reclassification Rate: 27%	2026-27 Local Reclassification Criteria/Q-SIS: Increase reclassification rate to 14% or better	Source: 2025-26 Local Reclassification Criteria/Q-SIS English Learners Reclassification Rate: +18%
1.7	English Learner Proficiency/Summative ELPAC Percentage of students at each overall performance level (State Priority 4E)	Source: 2022-23 DataQuest-Summative ELPAC Results Level 1: 15.38% Level 2: 38.46% Level 3: 34.62% Level 4: 11.54%	Source: 2023-24 DataQuest- Summative ELPAC Results Level 1: 45.83% Level 2: 16.67% Level 3: 29.17% Level 4: 8.33%	Source: 2024-25 DataQuest- Summative ELPAC Results Level 1: 23.65% Level 2: 28.42% Level 3: 32.40% Level 4: 15.53%	Source: 2025-26 DataQuest- Summative ELPAC Results Level 1: 10% Level 2: 25% Level 3: 40% Level 4: 25%	DataQuest 2024- 25 Summative ELPAC Results: Level 1: --8.27% Level 2: +10.04% Level 3: -2.2% Level 4: +3.99%
1.8	Implementation of the academic content and performance standards adopted by the State Board Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability (State Priorities 2A & 2B)	Source: 2022-2023, CA Dashboard Local Indicators Professional Development/Academic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Instructional Materials ELA-CCSS: 4 ELD (Aligned to ELA): 4	Source: 2023- 2024, CA Dashboard Local Indicators Professional Development/Acad emic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics- CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5	Source: 2024- 2025, CA Dashboard Local Indicators Professional Development/Acad emic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics- CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5	Source: 2025- 2026, CA Dashboard Local Indicators Professional Development/Acad emic Standards ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics- CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5	CA Dashboard 2025: Professional Development/Acad emic Standards ELA-CCSS: Met ELD (Aligned to ELA): 0 Mathematics- CCSS: Met Next Generation Science Standards: Met History-Social Science: Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 4 Policy & Program Support: ELA-CCSS: 4 ELD (Aligned to ELA): 3 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4	Instructional Materials ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 4 Policy & Program Support: ELA-CCSS: 4 ELD (Aligned to ELA): 3 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4	Instructional Materials ELA-CCSS: 4 ELD (Aligned to ELA): 4 Mathematics-CCSS: 4 Next Generation Science Standards: 4 History-Social Science: 4 Policy & Program Support: ELA-CCSS: 4 ELD (Aligned to ELA): 3 Mathematics-CCSS: 5 Next Generation Science Standards: 4 History-Social Science: 4	Instructional Materials ELA-CCSS: 5 ELD (Aligned to ELA): 5 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5 Policy & Program Support: ELA-CCSS: 5 ELD (Aligned to ELA): 4 Mathematics-CCSS: 5 Next Generation Science Standards: 5 History-Social Science: 5	Instructional Materials ELA-CCSS: Met ELD (Aligned to ELA): Met Mathematics-CCSS: Met Next Generation Science Standards: Met History-Social Science: Met Policy & Program Support: ELA-CCSS: Met ELD (Aligned to ELA): +1 Mathematics-CCSS: Met Next Generation Science Standards: Met History-Social Science: Met
1.9	High School Drop out, High School Graduation, CSU/UC percent, CTE course completion, A-G, AP, and EAP	N/A	N/A	N/A	N/A	N/A
1.10	STAR Reading Results	No Scores - Implemented in Year 1 (Baseline)	Source: 24-25 STAR Reading 3rd Trimester results % of student "at grade level"	Source 2025-26 STAR Reading 3rd Trimester results % of student "at grade level"	Discontinued 26-27 school year	25-26 STAR Reading 3rd Trimester TK-2nd - -16.1% 3rd-8th - -12.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Tk-2nd - 78.5% 3rd-8th - 64.7%	TK-2nd - 62.4% 3rd-8th - 52.2%		
1.11	STAR Math Results	No Scores - Implemented in Year 1 (Baseline)	Source: 24-25 STAR Math 3rd Trimester results % of student "at grade level" K-2nd -63.7% 3rd-8th - 60.3%	Source: 25-26 STAR Math 3rd Trimester results % of student "at grade level" K-2nd - 32.1% 3rd-8th - 50%	Discontinued 26-27 school year	25-26 STAR Math 3rd Trimester TK-2nd - -31.6% 3rd-8th - -10.3%

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 continued to be implemented successfully during the 2025–26 school year, with the majority of planned actions carried out as intended. While some actions required adjustments in implementation or focus throughout the year, the district experienced meaningful successes in academic achievement, instructional practices, and supports for unduplicated student groups.

Professional development remained a significant area of success. Staff engaged in extensive training and collaboration focused on the California Mathematics Framework, supported by an external math consultant. This work included lesson study cycles, peer observations, instructional collaboration, and the use of pilot curriculum materials, all of which strengthened mathematics instruction across grade levels. These efforts contributed to measurable student growth, including a 23.2-point increase in Mathematics Distance from Standard on the California Dashboard, moving the district from Orange to Yellow performance status. Hispanic students improved by 26.6 points, and Socioeconomically Disadvantaged students improved by 31.1 points.

Assessment practices were implemented throughout the year; however, staff determined through ongoing review and discussion that the current schoolwide STAR assessment system was not as effective as anticipated. After two years of implementation, teachers expressed concerns regarding the alignment of STAR assessments to grade-level standards, the disconnect between classroom performance and benchmark scores, and the limited usefulness of the data in identifying targeted instructional needs. As a result, the district initiated a review of alternative benchmark systems, particularly those embedded within new mathematics curriculum pilots and ELA intervention programs, that may provide more actionable and CAASPP-aligned data.

College and career readiness activities were implemented with moderate success. Students participated in college and university visits, and local high school representatives provided information regarding academic pathways and programs. However, one planned high school visit was canceled due to weather conditions, limiting part of the planned implementation. Based on educational partner feedback, the district will

expand future efforts to include a larger emphasis on career exploration opportunities, including guest speakers representing technical careers, trade pathways, community colleges, and university options.

A key challenge during implementation was balancing priorities across multiple content areas. Significant time and effort were dedicated to the mathematics curriculum pilot and framework implementation process, which limited the district's ability to fully implement the planned review and expansion of supplemental materials, particularly in English Language Arts. With the mathematics pilot now underway, the district is better positioned to refocus efforts on reviewing and strengthening ELA instructional materials, literacy resources, and intervention supports aligned with evidence-based practices.

The use of additional staffing and targeted interventions to support English Learners (ELs) and Long-Term English Learners (LTELs) proved highly effective. The district experienced strong improvement in English Learner outcomes during the 2025–26 school year. Reclassification rates increased from 15.7% to 27%, and Summative ELPAC results demonstrated notable student growth. Level 1 students decreased from 23.65% to 10%, while Level 4 students increased from 15.53% to 25%. Additionally, eight students demonstrated overall growth on the assessment, including three students who increased an entire proficiency level, all of whom were students with disabilities. Four students earned an overall Level 4 and became eligible for reclassification, with two students increasing by two proficiency levels. These outcomes reflect the effectiveness of targeted intervention supports, expanded assistance for younger EL students, and implementation of the district's new ELPAC-aligned instructional program.

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 several material differences between the budgeted expenditures and estimated actual expenditures for Goal 1. Professional development expenditures exceeded the original budget due to the district's decision to hire a math consultant to provide in-depth training and support to teachers on implementation of the California Mathematics Framework. This additional investment provided staff with more comprehensive instructional support than originally anticipated.

Curriculum expenditures were \$2500 lower than budgeted because the district focused primarily on piloting mathematics programs during the year rather than purchasing full curriculum adoptions. As a result, the district did not make significant curriculum purchases beyond existing materials while evaluating potential math programs for future adoption.

Expenditures related to college and career readiness were also about \$1000 lower than anticipated. Fewer college and university visits were conducted than originally planned, and one planned high school visit was canceled due to weather conditions, resulting in reduced transportation costs. In response, the district plans to expand this action during the upcoming year by incorporating a career fair and guest speakers representing a variety of career pathways, including technical and community college options.

Supplemental materials expenditures were lower \$2000 than estimated actuals due to lower costs associated with the mathematics pilot program, including the purchase of pilot instructional materials and related resources.

Overall, the district was able to implement the majority of planned actions and successfully accomplish the primary goals and intended outcomes associated with Goal 1.

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

Determining the full effectiveness of these actions remains challenging, as the data used to establish the goals was based on one year, while implementation occurred in the following year. A more comprehensive evaluation will be possible after reviewing finalized 2025–26 district data. However, based on current implementation and interim observations, the following conclusions can be drawn:

Implementation of Schoolwide STAR Assessments

Effectiveness: Not Effective

Staff feedback indicates that the STAR ELA and Math assessments have not consistently provided actionable data aligned to instructional needs or strong predictive value for CAASPP performance. In particular, in mathematics, the assessment results have not aligned well with the shifts in instruction associated with the California Math Framework. As a result, teachers are exploring alternative assessment tools embedded within newly piloted math curricula, which offer benchmark assessments and CAASPP-aligned practice measures that may better inform instruction. For ELA, programs such as IXL are being considered, as they provide more targeted insight into specific skill gaps and support differentiated practice.

Targeted Support for Long-Term and At-Risk English Learners

Effectiveness: Highly Effective

Significant improvements were observed in English Learner outcomes, including gains in the English Learner Progress Indicator (ELPI) on the California Dashboard and increased reclassification rates. Ongoing analysis of current-year data will help determine the impact of expanded support to students in grades 3 and 4, as well as the effectiveness of implementing a yearlong instructional program designed to support English Learners in preparation for the ELPAC.

Math Professional Development and Framework Implementation

Effectiveness: Highly Effective (Building on Foundational Implementation)

Staff engaged in extensive professional learning focused on the California Math Framework, including collaboration with consultants, lesson study cycles, and implementation of pilot curriculum materials. These efforts resulted in measurable student growth, including a 23-point improvement in Distance from Standard on the California Dashboard. Continued gains are anticipated as implementation deepens and instructional practices are further refined.

Purchase of Supplemental Materials

Effectiveness: Minimally Effective

Progress in identifying and implementing effective supplemental materials, particularly in ELA, has been limited. The focus on math curriculum adoption and implementation reduced the district's capacity to simultaneously conduct a comprehensive review of ELA resources. While teachers were provided opportunities to access supplemental materials and existing digital tools, overall impact has been modest. Moving forward, the district will prioritize a more intentional review of ELA resources, including evaluating current expenditures to ensure alignment, effectiveness, and utilization.

Technology

Effectiveness: Moderately Effective

Stakeholder feedback indicates that while the district's current technology replacement cycle ensures that all students have access to devices, the four-year Chromebook refresh timeline may not adequately meet student needs. Parents reported that devices assigned in the primary grades often show significant wear and decreased functionality by the time students reach upper elementary grades, impacting usability and learning.

As a result, stakeholders have suggested exploring adjustments to the replacement cycle, such as transitioning to a three-year rotation to ensure more reliable device performance. Additionally, there is interest in evaluating alternative device options, such as MacBook Neo devices, which may offer increased durability and longevity at a comparable cost point to Chromebooks. Further analysis will be conducted to assess cost-effectiveness, sustainability, and instructional impact before making any changes to the current model.

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.

Our planned goal and overall metrics will remain consistent for the coming year. However, based on reflection and analysis of our current practices, several key adjustments and enhancements will be made to better align our actions with student needs and to build on lessons learned this year.

Metrics Modifications:

Metrics 1.10 and 1.11 will be discontinued during the upcoming year and replaced with benchmark assessments associated with the district's new mathematics pilot programs. After two years of implementation, staff determined that the STAR assessments were not sufficiently aligned to grade-level standards and expectations. Teachers noted inconsistencies between student classroom performance and benchmark scores, and found that the data did not provide meaningful information to effectively identify areas of weakness or guide targeted instructional support.

The mathematics pilot programs currently being explored are aligned with the California Mathematics Framework and include embedded benchmark assessments and CAASPP-aligned practice assessments. Staff believe these assessments will provide a more accurate measure of student performance and growth while offering more actionable data to inform instruction. The district plans to utilize the upcoming year to evaluate the effectiveness of these assessments and determine whether they should serve as baseline metrics for the next LCAP cycle.

In English Language Arts, the district currently utilizes IXL as a supplemental instructional support program. After review and discussion, teachers determined that the IXL benchmark assessments are more closely aligned to grade-level ELA standards and provide clearer identification of skill deficits along with targeted practice modules to address those gaps. As a result, the district plans to utilize IXL benchmark assessments for grades 3–8 reading benchmarks and will continue evaluating their effectiveness for students in grades TK–2. Additionally, the district has implemented a K–2 reading universal screener as required by the state. Data collected from this assessment will be reviewed to determine whether it may serve as a more effective benchmark tool for primary grade students moving forward. Metrics for these assessments will be available for the 26-27 Mid-year report.

Action Modifications:

Action 1.1 – Math Instruction and Professional Development

Change: Continue mathematics professional development by building internal capacity through a “train-the-trainer” model. Selected staff members will participate in professional learning opportunities at University of California, Santa Barbara this summer and will then provide ongoing support and training to district staff. This approach will be more cost-effective while allowing the district to sustain implementation of the California Mathematics Framework with reduced expenditures in this area.

Rationale: Following initial implementation of the math framework with external consultant support and observed gains in student performance, the next step is to develop in-house expertise. Leveraging teacher leaders will ensure sustainability and deepen instructional impact.

Action 1.2 – Curriculum and Materials Review

Change: Conduct a more comprehensive analysis of existing instructional materials, with an increased focus on identifying supplemental resources in ELA now that we will be piloting a new math curriculum.

Rationale: Due to the emphasis on math curriculum adoption this year, ELA review was not as robust as intended. With the math pilot underway, the district will prioritize strengthening ELA resources and assessment practices moving forward.

Action 1.5 – Additional Staff Support

Change: Due response to declining enrollment and budget constraints this year the district will use current classified instructional aide staff to provide more push in supports into our classrooms to provide opportunities for small group instruction, 1:1 support and allow the teacher to do differentiated instruction. By utilizing this staff which is already being paid for and making changes to some of their schedules to provide push in support, we will be able to cut costs in our after school tutoring in Goal 2.

Rationale: The after school program is only targeting a small few students who are able to stay after school for small group support. By having more push in aide support during the day we can ensure that all students needing supports, especially our unduplicated pupils, can access this additional help during the school day.

Action 1.6 - College Readiness

Change: Expand Career Day into a weeklong Career Exploration Week featuring guest speakers from a variety of professions, including technical and trade fields.

Rationale: Based on community and stakeholder input, the district will shift from a single-day Career Day event to a weeklong series of career presentations. This expanded format will provide greater flexibility for parents, family members, and community partners to participate by offering multiple opportunities to engage as guest speakers. Presenters will lead 15–20 minute sessions followed by brief question-and-answer opportunities with middle school students. This structure allows for increased participation, a broader range of career representation—including technical and trade pathways—and more meaningful student engagement. This enhancement supports the district’s goal of broadening students’ awareness of post-secondary options by emphasizing both college and career readiness. By exposing students to diverse career pathways, students will be better equipped to make informed connections between their education and future goals. It will also allow the district to minimize some costs since these types of activities are held on campus and do not require additional funding.

Action 1.7 – Supplemental Materials

Change: We will do a thorough look at the current materials and program being purchased to support our EL students and unduplicated student groups to determine which ones are aligning with programmatic needs and actually making a difference. Additionally, EL curriculum

was purchased last year to support our EL students in 3rd through 8th grade and will not need to be repurchased this year bringing our costs down while still effectively supporting their needs.

Rationale: This year's new program was effective and will be continued for next year.

Action 1.10 – Extra Hourly/Sub Release

Change/Expansion:

Continue providing release time for lesson study, peer observations, and teacher collaboration, particularly in support of the implementation and evaluation of new mathematics curriculum pilots. The district will shift toward increased use of substitute release time to allow teachers opportunities to observe instruction across grade levels, participate in lesson studies, and engage in collaborative discussions about instructional practices and curriculum implementation. This approach is more cost-effective because a single substitute teacher can provide release time for multiple teachers throughout the day. Staff collaboration time during Friday early dismissal schedules will also be utilized more intentionally for vertical articulation, curriculum discussions, and instructional planning. In response to community input, the district will explore expanding structured student participation in the garden program to create additional opportunities for teacher release time without the need for substitute coverage. This approach would allow teachers to conduct peer observations while students participate in meaningful, hands-on outdoor learning experiences led by the Outdoor Learning Teacher.

Rationale: This year's lesson study model, supported by a math consultant, proved highly effective in strengthening vertical alignment and deepening teachers' understanding of standards progression and instructional practices. As the district continues piloting new mathematics curriculum programs, providing opportunities for teachers to observe classrooms and collaborate with colleagues will be essential to successful implementation and instructional improvement. Utilizing substitute release time provides a cost-effective and efficient way to support professional collaboration, while maximizing the impact of limited resources. Additionally, exploring the use of scheduled garden-based learning time as a source of teacher release offers a sustainable approach that maintains high-quality, hands-on learning experiences for students while reducing costs associated with substitute coverage. Together, these strategies support continuous instructional improvement, stronger curriculum implementation, and increased collaboration among staff.

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	Professional Development	Enhance staff expertise in key instructional areas, including ELD standards and strategies, the California Mathematics Framework and related instructional practices, writing instruction, induction support, instructional planning, and the use of assessment data to inform targeted instruction. Professional learning will maintain a focused emphasis on improving outcomes for unduplicated pupil populations, including students with disabilities and Hispanic/Latino student groups.	\$14,042.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Standards Based Curriculum	Provide a standards-based curriculum across all areas of study, including the integration of English Language Development (ELD) standards, to support student achievement for all student groups, including unduplicated pupil populations, students with disabilities, and students with unique learning needs. Ensure students have access to necessary instructional materials, online resources, and intervention programs that support engagement in CCSS-aligned investigations, performance tasks, and science projects. Conduct a thorough analysis of current instructional materials to identify gaps and prioritize the acquisition of high-quality supplemental resources, with an emphasis on English Language Arts (ELA). In alignment with the California Mathematics Framework, pilot a new mathematics program to support effective standards-based instruction and improve student learning outcomes.	\$62,000.00	No
1.3	Technology	Continue to purchase and replenish technology so that scholars and teachers optimize online and digital learning.	\$38,000.00	No
1.4	Homeless Liaison	Designate a homeless/foster youth liaison to ensure immediate enrollment, smooth transition, and support as needed. Ensuring school stability will reduce the amount of trauma that homeless youth experience, mitigate learning loss, and support gains in all other education area.	\$25,568.00	Yes
1.5	Additional Staff	Provide additional certificated staffing support to help meet the needs of English Learners and other students with unique learning needs, including foster youth, low-income/homeless students, and students with disabilities.	\$135,109.00	Yes
1.6	College Readiness	Strengthen college and career readiness by providing student workshops focused on UC/CSU eligibility requirements and expanding partnerships with local high schools. Broaden exposure to postsecondary pathways by incorporating guest speakers from technical careers and career-focused programs, ensuring students are informed not only about university options but also community college and workforce pathways. Establish and develop partnerships with Ventura County community colleges to provide	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students with early awareness of career education opportunities. Increase student motivation and early exposure through organized college and university campus visits for middle school students. To better support unduplicated student groups—including English Learners (EL), Foster Youth (FY), and Low-Income (LI) students—incorporate student-led college and career research projects and presentations.		
1.7	Supplemental Materials	Support English Learners (ELs) and other students with unique needs—including Students with Disabilities (SWDs), Foster Youth (FY), and Low-Income (LI) students—through the purchase of supplemental materials and software designed to strengthen language development and mathematics skills. Continue implementing a yearlong instructional program specifically designed to prepare EL students for success on the ELPAC. Additionally, increase focus on providing early, targeted support for younger EL students to promote language development and reduce the likelihood of becoming Long-Term English Learners (LTELs), ensuring stronger academic outcomes over time.	\$5,000.00	Yes
1.8	Class Size	Provide additional teacher in the classroom in order to maintain small class sizes and assist our UPP such as FY, LI and EL	\$200,836.00	Yes
1.9	Literacy	Promote schoolwide literacy by enhancing classroom libraries with updated, high-interest texts and expanding student access to digital library resources. Increase student engagement in literacy through author visits, guest speakers, and schoolwide literacy assemblies. In addition, conduct a review of the current ELA curriculum and instructional materials to identify gaps and invest in resources that more closely align with current evidence-based literacy practices.	\$2,550.00	No
1.10	Extra hourly/sub release	Provide teachers with additional compensated hours and/or substitute release time to analyze student data, identify learning needs, and develop student improvement goals. Allocate structured collaboration time for lesson study, assessment analysis, instructional planning, and peer	\$2,448.00	No

Action #	Title	Description	Total Funds	Contributing
		observations. Additionally, implement regular opportunities for vertical articulation across grade levels to strengthen instructional practice and improve student outcomes.		
1.11	Schoolwide Assessment	Purchase and/or implement schoolwide assessment tools, including the Multitudes assessment for TK–2 and curriculum-based progress monitoring measures, to support ongoing evaluation of student performance. Use assessment data to monitor student growth, identify needed interventions, and support regular data chats between teachers and the principal to inform targeted instruction and improve student outcomes.	\$2,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a welcoming and safe learning environment that is responsive to the social emotional development of all students and increases connectedness among students and families with particular emphasis on the HEART guidelines (Have a positive attitude, Expect success, Accept responsibility, Respect myself and other, Think before acting).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed based on the annual update overall analysis, a review of the most recent CA Dashboard, the Local Indicator Self-Reflection, local assessments, and surveys/feedback from educational partners. There is a need to enhance engagement and climate as scholars continue to exhibit long lasting effects in their social emotional well-being after the pandemic. Expanded learning opportunities are built into the goal to enhance areas of success and addressing areas of need. Engagement is a core focus with State Priority 3, Parent/Family Involvement, State Priority 5, Pupil Engagement, and State Priority 6 School Climate closely aligned with metrics to measure the effectiveness of the goal/actions. This goal supports continued high attendance rates and decreasing chronic absenteeism rates. This goal also builds on providing extra supports towards the priorities aligned with Pupil Outcomes (4,8) and Conditions of Learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access and are enrolled in a broad course of study (Arts, Music, Social Science, Health, PE, etc.) Increased or improved services will be principally directed for unduplicated pupil groups (FY, EL, LI) and also targeted to support scholars who have an IEP and those with unique pupil needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Attendance Rate Average percentage of daily attendance for the year - state goal is 97%	Source: 2023-24 Local data QGIS ALL: 94.55% EL, FY, HOM, SWD: Student group too small	Source: 2024-25 Local data QGIS ALL: 95.49% EL, FY, HOM, SWD: Student	Source: 2025-26 Local data QGIS ALL: 95.6% EL, FY, HOM, SWD: Student	Source: 2026-27 Local data QGIS ALL: 97%	Local data QGIS 2025-26: ALL: +1.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(State Priority 5A)	to report. Local data does not desegregate LI or HI groups for ADA.	group too small to report. Local data does not desegregate LI or HI groups for ADA.	group too small to report. Local data does not desegregate LI or HI groups for ADA.		
2.2	Chronic Absenteeism Rates Percentage of students who are absent from school 10 percent or more of the instructional days they were enrolled (State Priority 5B)	CA Dashboard 2023 ALL: 19.7% FY, HOM and SWD: Student group too small to report LI: 24.5% HI: 20.1% WH: 18.8%	CA Dashboard 2024 ALL: 10.9% EL, FY, HOM and SWD: Student group too small to report LI: 14.5% HI: 10% WH: 12.2%	CA Dashboard 2025 ALL: 8.4% EL, FY, HOM and SWD: Student group too small to report LI: 9.3% HI: 8.3% WH: 9.5%	Source: 2026 CA Dashboard ALL: 8% FY, HOM, SWD, EL: Student group too small to report LI: 8% HI: 8% WH: 10%	CA Dashboard 2025 ALL: -11.7% FY, HOM, SWD, EL: Student group too small to report LI: -15.2% HI: -11.8% WH: -8.8%
2.3	CHKS - Connectedness & Safety	Source Data 2023-24 California Healthy Kids Survey (CHKS) results: -Grade 5 5th grade School connectedness 51% Academic Motivation 70% Caring Adult Relationships 55% High Expectations 71% Meaningful Participation 29% -Grade 7 7th grade	No data - CHKS not given tin 2024-25 (see Metric 2.14).	Source Data 2025-26 California Healthy Kids Survey (CHKS) results: -Grade 5 5th grade School connectedness 87% Academic Motivation 91% Caring Adult Relationships 83% High Expectations 90% Meaningful Participation 73%	Source Data 26-27 CHKS result: Grade 5 - School connectedness 75% or greater Academic motivation 80% or grater Carig adult relationships 75% or greater High expectations 80% or better Meaningful participation 60% or better Grade 7 -	CHKS 2025-26 Grade 5 - School connectedness +36% Academic motivation +17% Carig adult relationships +28% High expectations +19% Meaningful participation +44% Grade 7 - School connectedness +17%%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School connectedness 45% Academic Motivation 56% Caring Adult Relationships 46% High Expectations 76% Meaningful Participation 21%		-Grade 7 7th grade School connectedness 62% Academic Motivation 62% Caring Adult Relationships 75% High Expectations 88% Meaningful Participation 42%	School connectedness 75% or greater Academic motivation 80% or grater Caring adult relationships 75% or greater High expectations 70% or better Meaningful participation 40%	Academic motivation +6%% Caring adult relationships +29% High expectations +12% Meaningful participation +21%
2.4	CHKS - Enrichment Opportunities (Field Trips, Art, extracurricular activities)	CHKS 23-24: 5th Interesting Activities offered at school 63% Meaningful Participation 29% 7th Interesting Activities offered at school 35% Meaningful Participation 21%	No data - CHKS not given tin 2024-25 (see Metric 2.14).	CHKS 25-26: 5th Interesting Activities offered at school 86% Meaningful Participation 73% 7th Interesting Activities offered at school 59% Meaningful Participation 42%	CHKS 26-27: Increase 5th Interesting Activities offered at school 80% Meaningful Participation 60% 7th Interesting Activities offered at school 60% Meaningful Participation 65% Positive feedback from Student Advisory Team	CHKS 25-26: 5th Interesting Activities offered at school +23% Meaningful Participation +44% 7th Interesting Activities offered at school +24%% Meaningful Participation +21%
2.5	California Healthy Kids Survey (CHKS) - Parent Survey (includes FY, EL, SWD, and LI parents)	Source: 2023-24 CHKS Report	No data - CHKS not given tin 2024-25 (see Metric 2.15).	Source: 2025-26 CHKS Report	Source: 2026-27 CHKS Report	Source: 2025-26 CHKS Report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of parents responding "Yes, agree and strongly agree" (State Priority 3A, 3B, 3C)	Parental Involvement: 66% Actively Seek Input: 12% Feel Welcomed: 18% School Adults Really Care About Students: 24%		Parental Involvement: 86% Actively Seek Input: 67% Feel Welcomed: 100% School Adults Really Care About Students: 92%	Parental Involvement: 80% Actively Seek Input: 40% Feel Welcomed: 50% School Adults Really Care About Students: 60%	Parental Involvement: +20% Actively Seek Input: +55% Feel Welcomed: +82% School Adults Really Care About Students: 36%
2.6	Physical Fitness Test Percentage of students completing the Physical Fitness Test. (State Priority 8)	2023-24 Dataquest: 100% of students completed the Physical Fitness test.	2024-25 Dataquest: 100% of students completed the Physical Fitness test.	2025-26 Dataquest: 100% of students completed the Physical Fitness test.	2026-27 Dataquest: 100% of students completed the Physical Fitness Test.	2025-26 Dataquest: Percentage of students completed the Physical Fitness test - Maintain
2.7	Course Access - Students have access and are enrolled in a broad course of study. (State Priority 7)	Source: 22-23 CA Dashboard Local measure: Class roster/Master schedule: 100% student access Met, per the self reflection students have access to courses and activities outside of the standard, including STEAM, music, civics, etc.	Source: 23-24 CA Dashboard Local measure: Class roster/Master schedule: 100% student access Met, per the self reflection students have access to courses and activities outside of the standard,	Source: 24-25 CA Dashboard Local measure: Class roster/Master schedule: 100% student access Met, per the self reflection students have access to courses and activities outside of the standard,	Source: 2025-26 CA Dashboard: Local measure: Class roster/Master schedule: 100% student access maintain 'met' on CA School Dashboard	Source: CA Dashboard 2024: 0- Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			including STEAM, music, civics, etc.	including STEAM, music, civics, etc.		
2.8	Middle School Dropout Rate Number – Count of dropouts, and Percentage – Percentage of dropout (State Priority 5C)	Source: 2022-2023 CA Dashboard ALL: 0% ALL: 0%	Source: 2023-2024 CA Dashboard ALL: 0% ALL: 0%	Source: 2024-2025 CA Dashboard ALL: 0% ALL: 0%	Source: 2025-26 CA Dashboard ALL: 0 ALL: 0%	Source: 2024--2025 CA Dashboard 0% - Maintained
2.9	Student Suspension Rates (State Priority 6A)	Source: 2022-23 CA Dashboard ALL: 3.2% EL, FY, HOM, SWD: Student group too small to report LI: 4.3% HI: 3% WH: 2.1% Lowest performance (red indicator) on the CA Dashboard: ALL	Source: 2023-24 CA Dashboard ALL: 1.5% EL, FY, HOM, SWD: Student group too small to report LI: 1.6% (declined) HI: 0.7% (declined) WH: 2.2% (maintained) Moved to Green on the CA Dashboard ALL	Source: 2024-25 CA Dashboard ALL: 5.6% EL, FY, HOM, SWD: Student group too small to report LI: 7.4% (increased) HI: 3% (increased) WH: 14.3% (increased) Dropped to Red on the CA Dashboard ALL	Source: 2025-26 CA Dashboard All: 2.0% EL, FY, HOM, SWD: Student group too small to report LI: 3.0% WH: 1.5% Lowest performance (red indicator) on the Dashboard - Percentage Move to Green District: 2.0%	CA Dashboard 2025 All: +2.4% (increase) EL, FY, HOM, SWD: Student group too small to report LI: +3.1% (increase) WH: +12.2% (increase) Decreased: Dropped to Red
2.10	Expulsion Rates (State Priority 5B)	Source: 2022-2023 DataQuest ALL: 0%	Source: 2023-2024 DataQuest ALL: 0%	Source: 2024-2025 DataQuest ALL: 0%	Source: 2025-26 DataQuest ALL: 0%	Source: 2024-2025 DataQuest ALL: 0%- Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	School Safety CHKS	CHKS 2023-24 Results: 5th Feel safe at school 73% Been hit or pushed 64% Students well behaved 36% Students treated with respect 82% 7th Feel safe at school 63% Bullying or Harassment 69% Rumors and lies spread 63% Students treated fairly 24%	No data - CHKS not given tin 2024-25 (see Metric 2.16).	CHKS 2025-26 Results: 5th Feel safe at school 100% Been hit or pushed 7% Students well behaved 71% Students treated with respect 93% 7th Feel safe at school 77% Bullying or Harassment 44% Rumors and lies spread 31% Students treated fairly 65%	CHKS 2026-27: Increase CHKS Results 5th Feel safe at school (up) 90% Been hit or pushed (down) 30% Students well behaved (up) 70% Students treated with respect (up) 90% 7th Feel safe at school (up) 90% Bullying or Harassment (down) 30% Rumors and lies spread (down) 25% Students treated fairly (up) 75%	CHKS 2025-26 Results: 5th Feel safe at school +27% Been hit or pushed +57% Students well behaved +35% Students treated with respect +11% 7th Feel safe at school +14% Bullying or Harassment -25% Rumors and lies spread -32% Students treated fairly +41%%
2.12	High School Drop out, High School Graduation, CSU/UC percent, CTE course completion, A-G, AP, and EAP	N/A	N/A	N/A	N/A	N/A
2.13	Student Climate Survey- Connectedness and Safety	N/A ~ Baseline will be Year 1 data.	Source Data 2024-25 Student Climate Survey:	Source Data 2025-26 Student Climate Survey:	Source Data 26-27 Student Climate Survey result:	Student Climate Survey 2025-26 result:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Grades 4-5 School connectedness 78.6% Academic Motivation 89.1% Caring Adult Relationships 91.2% High Expectations 97.2% Meaningful Participation 81.9% -Grades 6-8 School connectedness 55.4% Academic Motivation 60.4% Caring Adult Relationships 55.4% High Expectations 77.5% Meaningful Participation 47.8%	-Grades 4-5 School connectedness 71.4% Academic Motivation 83.3% Caring Adult Relationships 87% High Expectations 90.2% Meaningful Participation 70.4% -Grades 6-8 School connectedness 84.3% Academic Motivation 80.4% Caring Adult Relationships 79.7% High Expectations 89.3% Meaningful Participation 69.6%	Grade 4-5 - School connectedness 85% or greater Academic motivation 90% or grater Caring adult relationships 95% or greater High expectations 95% or better Meaningful participation 90% or better Grade 6-8 - School connectedness 75% or greater Academic motivation 80% or grater Caring adult relationships 75% or greater High expectations 80% or better Meaningful participation 70% or better	Grade 4-5 - School connectedness - 7.2% Academic motivation -5.8% High expectations -7% Meaningful participation - 11.5% Grade 6-8 - School connectedness +28.9% Academic motivation +20% Caring adult relationships +24.3% High expectations +11.8% Meaningful participation +21.8%
2.14	Student Climate Survey - Enrichment Opportunities (Field Trips, Art, extracurricular activities)	N/A ~ Baseline will be Year 1 data.	Source Data: 2024-25 Student Climate Survey: 4th-5th	Source Data: 2025-26 Student Climate Survey: 4th-5th	Student Climate Survey 26-27: 4th-5th	Student Climate Survey 2025-26: 4th-5th

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Interesting Activities offered at school 96.6% Meaningful Participation 29% 6th-8th Interesting Activities offered at school 49.1% Meaningful Participation 47.8%	Interesting Activities offered at school 72.2% Meaningful Participation 70.4% 6th-8th Interesting Activities offered at school 66% Meaningful Participation 69.6%	Interesting Activities offered at school 95% Meaningful Participation 60% 6th-8th Interesting Activities offered at school 60% Meaningful Participation 65%	Interesting Activities offered at school -24.4% Meaningful Participation +41.4% 6th-8th Interesting Activities offered at school +16.9% Meaningful Participation +21.8%
2.15	Parent Climate Survey - (includes FY, EL, SWD, and LI parents) Percentage of parents responding "Yes, agree and strongly agree" (State Priority 3A, 3B, 3C)	N/A ~ Baseline will be Year 1 data.	Source: 2024-25 Parent Climate Survey: Parental Involvement: 92.5% Actively Seek Input: 94% Feel Welcomed: 93.6% School Adults Really Care About Students: 79%	Source: 2025-26 Parent Climate Survey: Parental Involvement: 95% Actively Seek Input: 92.2% Feel Welcomed: 95.8% School Adults Really Care About Students: 95.7%	Source: 2026-27 Parent Climate Survey Parental Involvement: 95% Actively Seek Input: 95% Feel Welcomed: 95% School Adults Really Care About Students: 90%	Parent Climate Survey 2025-26 Parental Involvement: +2.5% Actively Seek Input: -1.8% Feel Welcomed: +2.2% School Adults Really Care About Students: +16.7%
2.16	School Safety- Student Climate Survey	N/A ~ Baseline will be Year 1 data.	Source: 2024-25 Student Climate Survey: 4th-5th	Source: 2025-26 Student Climate Survey: 4th-5th	Student Climate Survey 2026-27: 4th-5th	Student Climate Survey 2025-26: 4th-5th

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Feel safe at school 80% Been hit or pushed 13.3% Students well behaved 36% Students treated with respect 82% 6th-8th Feel safe at school 78.9% Bullying or Harassment 29.8% Rumors and lies spread 22.8% Students treated fairly 66.7%	Feel safe at school 80.6% Been hit or pushed 11.1% Students well behaved 61.1% Students treated with respect 94.4% 6th-8th Feel safe at school 87.5% Bullying or Harassment 11.9% Rumors and lies spread 5.4% Students treated fairly 89.2%	Feel safe at school (up) 90% Been hit or pushed (down) 10% Students well behaved (up) 70% Students treated with respect (up) 90% 6th-8th Feel safe at school (up) 90% Bullying or Harassment (down) 20% Rumors and lies spread (down) 15% Students treated fairly (up) 75%	Feel safe at school: +0.6% Been hit or pushed: -2.2% Students well behaved: +25.1% Students treated with respect: +12.4% 6th-8th Feel safe at school (up) +8.6% Bullying or Harassment: -17.9% Rumors and lies spread: -17.4% Students treated fairly: +22.5%

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 was largely implemented as planned during the 2025–26 school year, with strong progress made in the areas of student engagement, enrichment opportunities, school climate, and social-emotional supports. While some actions required adjustment throughout implementation, the district experienced several notable successes that positively impacted student connectedness and overall school culture.

A wide range of enrichment opportunities and extracurricular activities were successfully provided to students throughout the year. Numerous field trips were implemented to extend classroom learning through real-world experiences and increase student engagement. The arts continued to be prioritized, with weekly music instruction and expanded visual arts opportunities. Students in transitional kindergarten through fifth grade participated in the Artists in the Classroom program, while middle school students received weekly art instruction from a newly hired part-time art teacher. Extracurricular offerings—including guitar club, Spanish club, dance club, athletics, and after-school academic supports—continued to expand and contributed to increased student participation and school connectedness.

Family engagement efforts produced mixed results. Attendance at larger schoolwide family events declined and several events were impacted by weather-related cancellations. However, there was strong evidence of meaningful family and community involvement through more targeted and volunteer-driven activities. Families actively supported enrichment programs such as the University of California, Santa Barbara We-Mech STEAM program, volunteered at major events including Día de los Muertos and Read Across America activities, and helped implement new community-building events such as the highly attended “Grinch Night” organized by the Mupu Parent Club. Parents and community members also provided unique enrichment opportunities, including a student jazz assembly. These efforts demonstrated strong school-community partnerships despite lower attendance at traditional large-scale events.

Significant progress was also made in the area of healthy living and outdoor education. The hiring of an Outdoor Learning Teacher resulted in the successful implementation of a school garden and outdoor learning program, with students regularly participating in garden-based lessons connected to science, history, agriculture, nutrition, and healthy living. Stakeholder feedback indicated strong support for continuing and expanding these opportunities, while also expressing interest in healthier meal options and expanded community service opportunities involving both students and families.

Implementation of Positive Behavioral Interventions and Supports (PBIS) continued to strengthen during the district’s second year of partnership with Kern County. The district expanded implementation from schoolwide systems to more targeted classroom-level behavioral strategies. During the summer, the PBIS team met to review discipline practices and revise the Student Handbook to incorporate Alternatives to Suspension practices. Staff also participated in professional development focused on alternatives to suspension and restorative approaches, reinforcing the district’s efforts to reduce exclusionary discipline and provide students with opportunities for reflection, accountability, and skill-building.

The California School Dashboard reflected an increase in suspension rates, causing the district to move from Green to Red in this indicator. These PBIS and alternative discipline efforts were implemented in direct response to this shift, with the goal of improving outcomes during the current school year. As a small single-school district, the district recognizes that even a limited number of incidents can significantly impact Dashboard performance. Based on implementation data and reduced behavioral concerns observed during the current year, the district anticipates a decrease in suspension rates and improvement in Dashboard status in future reporting cycles.

Social-emotional supports represented another significant area of success. Counseling services were expanded from two to three days per week, allowing the counselor to provide increased individual counseling, small-group support, and classroom-based SEL instruction. In addition, the district implemented a comprehensive schoolwide Social-Emotional Learning (SEL) curriculum to establish consistent Tier 1 supports across all grade levels. Ongoing professional development and strategies such as community circles further strengthened the district’s proactive approach to student behavior and emotional well-being. These expanded supports are expected to continue strengthening school climate and student engagement over time.

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Overall, the district made meaningful progress toward Goal 2 through expanded enrichment opportunities, strengthened PBIS and SEL implementation, increased counseling supports, and a continued emphasis on student engagement and connectedness. Data from the California Healthy Kids Survey (CHKS) and local feedback reflected positive growth in student and parent connectedness, while also identifying opportunities to continue strengthening family engagement and expanding targeted supports moving forward.

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 several material differences between the budgeted expenditures and estimated actual expenditures for Goal 2 based on implementation needs, successful fundraising efforts, and adjustments made throughout the school year.

For Action 2.1, expenditures related to field trips were \$10,000 lower than budgeted actuals. The district was able to maintain the number and quality of field trip opportunities through successful fundraising efforts, support from the Mupu Parent Club (MPC), and family contributions, which offset many transportation and program costs.

Expenditures for Action 2.5, extracurricular activities and student engagement opportunities, were \$6,126 lower than anticipated. This is likely due to the fact that the district was able to fund a portion of the Outdoor Learning Teacher position to allow all classes to participate in outdoor learning lessons twice per week while also providing enrichment opportunities during the after-school program.

Action 2.7 expenditures were \$3000 lower than budgeted because several planned family engagement activities were canceled due to weather conditions. Additionally, some activities were implemented in partnership with the Mupu Parent Club, resulting in little to no direct cost to the district.

Action 2.8 also reflected \$3137 savings compared to the original budget. During the second year of PBIS implementation, the district required fewer professional development sessions with the Kern County consultant because much of the foundational training and systems development had already been completed during the first year of implementation. As a result, the district was able to continue PBIS implementation with reduced consulting costs while maintaining ongoing support through internal staff collaboration and coaching.

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

The actions implemented in support of Goal 2 have demonstrated overall effectiveness in increasing student engagement, improving school climate, and strengthening connections with families and the broader community. While many actions yielded strong positive outcomes, a few areas were identified for further growth and refinement.

Implementation of Positive Behavioral Interventions and Supports (PBIS)

Effectiveness: Highly Effective

The continued implementation of PBIS, now in its second year, has been highly effective. Ongoing staff training has equipped teachers with consistent strategies for managing behavior through clearly defined expectations, rules, and consequences. When combined with the implementation of a schoolwide Social-Emotional Learning (SEL) curriculum, the district observed a noticeable reduction in behavioral

referrals to the office. Additionally, the introduction of alternatives to suspension has decreased the number of students missing instructional time due to disciplinary actions. These efforts are expected to result in improved outcomes on the California Dashboard.

Expanded Enrichment Opportunities (Field Trips, Clubs, Arts Programming, and ELOP)

Effectiveness: Highly Effective

The expansion of enrichment opportunities has played a critical role in increasing student engagement and participation. Student responses on the California Healthy Kids Survey (CHKS) indicate improved feelings of connection and belonging at school, highlighting the positive impact of these experiences on overall school climate.

The implementation of the Expanded Learning Opportunities Program (ELOP) has further strengthened this area by providing students with academic support, enrichment classes led by school staff and external partners, outdoor learning opportunities, and structured SEL activities. The program has been especially beneficial for working families, offering a safe and enriching after-school environment. Feedback from both parents and students has been overwhelmingly positive, and the program has helped alleviate concerns related to after-school care and supervision.

Counseling Services

Effectiveness: Highly Effective

The strategic use of co-funding through ELOP to expand counseling services has been highly effective. Increasing counselor availability by an additional day per week allowed more students to access individual and small group counseling, while also providing greater support to teachers through classroom-based lessons and interventions. This expanded access has contributed positively to both student well-being and classroom environments.

Multicultural Awareness

Effectiveness: Minimally Effective

Efforts to promote multicultural awareness were minimally effective during this reporting period. While some activities were implemented, there is a need for more consistent, intentional, and integrated cultural programming throughout the school year to ensure all students feel represented and included.

Stakeholder input highlighted the importance of strengthening this area through meaningful partnerships and culturally relevant learning experiences. One recommendation includes exploring a partnership with the Wishtoyo Foundation to support the development of a land acknowledgment in collaboration with the Chumash Tribe. Additional opportunities may include student learning experiences both on campus and in the community to deepen understanding of the local Indigenous history and the cultural significance of the name “Mupu.”

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

As part of the district’s ongoing reflection and commitment to continuous improvement, several targeted adjustments have been made to Goal 2 for the coming year. These refinements are intended to deepen the impact of current initiatives, strengthen alignment with stakeholder input, and ensure that actions continue to meet the evolving needs of students and the community.

Metrics Modifications:

No changes have been made to the metrics associated with this goal. The California Healthy Kids Survey (CHKS) and the local climate survey were both administered during the current year; however, as CHKS is conducted on a biennial cycle, only the local climate survey will be administered in the upcoming year to continue monitoring school climate and stakeholder perceptions.

Action Refinements Based on Data and Stakeholder Feedback:

Action 2.8 – PBIS and Restorative Practices

The district will transition professional learning to an in-house model. After two years of partnership with Kern County, staff capacity has been developed to sustain this work internally. Ongoing professional development will be led by the school counselor and school psychologist to ensure continuity and alignment with site-based needs. The district will also consider maintaining limited support from the SEL curriculum provider for an additional year to strengthen implementation fidelity.

Action 2.7 – Family Engagement

To strengthen family engagement, the district will expand efforts to gather meaningful parent input through the local climate survey. This feedback will directly inform the planning of family engagement activities, including identifying topics of interest and optimal scheduling to increase participation. Additionally, based on stakeholder input, the district will explore offering parent workshops focused on navigating school platforms and tools to better support their child's academic progress.

Action 2.3 – Multicultural Awareness

In response to identified needs in this area, the district will initiate a yearlong project to develop a land acknowledgment in collaboration with local Native American groups, honoring the heritage of the Chumash people. This effort will be supported and coordinated with the involvement of interested families and community members, with the goal of increasing cultural awareness and inclusion across the school community.

Action 2.9 – Student Connectedness

Based on reflection and program evaluation, the district will continue to offer overnight experiences for 7th and 8th grade students on a rotating basis, providing exposure to different programs over time. Due to cohort size and developmental considerations, 6th grade students will instead participate in an extended-day leadership experience in partnership with All It Takes, focused on team building and leadership development. Additionally, the district will explore opportunities to bring structured team-building activities to campus for all middle school students to strengthen peer relationships and promote mentorship between grade levels.

Action 2.1 – Field Trips and Enrichment Opportunities

Language was updated to reflect a focus on students groups with higher suspension rates. While field trips have been highly successful, stakeholder input emphasized the value of bringing external programs onto campus. The district will begin funding programs such as the UCSB We-Mech STEAM initiative, previously supported by the parent club, to ensure sustainability and access for all students. Additionally, the district will review and expand field trip opportunities to include experiences such as visits to local conservation organizations and farms, further connecting learning to real-world contexts.

Action 2.2 - Art and Music

Language was changed to include the possibility of hiring an art teacher rather than using an outside program to ensure more consistency for students.

Action 2.5 – Extracurricular Activities

The district will continue to build on the strong foundation of extracurricular offerings by exploring additional programs aligned with student interests. Based on community input, opportunities such as Chess Club and game-based clubs, potentially in partnership with local organizations, will be considered to further diversify student engagement options.

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	Field Trips	Continue TK–8 field trips to support and enhance curriculum for all students, including English Learners (EL), Foster Youth (FY), Low-Income (LI), and Students with Disabilities (SWD). Prioritize participation among student groups with higher suspension rates—particularly Hispanic students, low-income students, and students with disabilities—to provide engaging experiences that promote school connectedness and support positive behavior outcomes.	\$16,815.00	Yes
2.2	Art and Music	Support fine arts and music enrichment within the educational program by providing a music teacher and either hiring an art teacher or partnering with an outside art program, along with necessary instructional materials for all students, including English Learners (EL), Low-Income (LI), Foster Youth (FY), and Students with Disabilities (SWD). Utilize arts and music education as a targeted strategy to engage students who are chronically absent or at risk of suspension—particularly Hispanic students and students with disabilities—in order to improve attendance, increase school connectedness, and reduce behavioral incidents.	\$36,872.00	Yes
2.3	Multicultural awareness	Promote multicultural awareness by partnering with local organizations, celebrating the diverse backgrounds of our school community, and intentionally integrating multicultural perspectives throughout the curriculum. Prioritize multicultural awareness training that equips staff with strategies to better support Hispanic students and students with	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		disabilities—student groups experiencing higher suspension rates—in order to foster a more inclusive school climate and reduce disciplinary disparities.		
2.4	Social Emotional Supports	As a Dashboard Lowest Performance Required Action, Mupu will continue providing three days per week of social-emotional counseling services, along with the implementation of supplemental SEL materials, to further support English Learners (EL), Foster Youth (FY), Low-Income (LI), and Students with Disabilities (SWD). Lowest Performance: Provide targeted social-emotional support and counseling for students who are chronically absent or at risk of suspension—particularly Hispanic students and students with disabilities—by addressing underlying barriers to attendance and behavior. Services will include individual and small group counseling, social-emotional skill development, and coordination with families and staff to promote positive student outcomes, increased engagement, and improved attendance.	\$106,552.00	Yes
2.5	Extracurricular activities	Continue providing access to sports through the Santa Paula Parks and Recreation program, as well as extracurricular clubs, tutoring, and after-school classes that increase student engagement for all scholars, including English Learners (EL), Foster Youth (FY), Low-Income (LI), and Students with Disabilities (SWD).Lowest Performance:Actively recruit and support participation among students who are chronically absent or have higher suspension rates—particularly Hispanic students and students with disabilities—in order to increase school engagement, strengthen connectedness, and reduce behavioral incidents.	\$116,940.00	Yes
2.6	Healthy Living	Promote a healthy and engaged lifestyle by providing instruction in nutrition, encouraging participation in community service, and expanding outdoor learning opportunities. The Outdoor Learning Teacher will lead hands-on lessons in gardening and environmental education, supporting farm-to-table concepts and fostering wellness-focused learning experiences.	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Family Engagement	Provide family education workshops throughout the year on topics such as academic support, social-emotional development, and behavior management. Workshop topics will be informed by data from the annual Parent Climate Survey and designed to meet the diverse needs of all families, with targeted support for English Learners (EL), Foster Youth (FY), Low-Income (LI) students, and Students with Disabilities (SWD).Lowest Performance: Conduct targeted outreach and provide additional supports to families of students who are chronically absent or have higher suspension rates, with a focus on Hispanic families and families of students with disabilities. These efforts aim to improve attendance, reduce disciplinary incidents, and strengthen home-school partnerships.	\$2,228.00	Yes
2.8	PBIS	Provide ongoing professional development and support for staff in Positive Behavioral Interventions and Supports (PBIS) and developmentally appropriate behavior management strategies. These efforts will strengthen a consistent, schoolwide behavior system that promotes a safe, structured, and supportive learning environment for all students. In addition, establish a Restorative Practices Committee composed of teachers to review current discipline practices and develop updated behavior policies that emphasize restorative approaches and alternatives to suspension.Lowest Performance Needs: Implement culturally responsive PBIS strategies that address the needs of student groups with higher suspension rates, particularly Hispanic students and students with disabilities. These efforts will focus on reducing disciplinary incidents, promoting equitable practices, and improving overall school climate and student outcomes.	\$9,266.00	No
2.9	Student Connectedness	Provide sixth-grade students with an extended day leadership program focused on developing collaboration, team-building, and leadership skills. Create opportunities for sixth-grade students to engage with the broader middle school community, including seventh- and eighth-grade students, to build connections, mentorship, and a sense of camaraderie across grade levels. Continue offering overnight experiential learning opportunities for seventh- and eighth-grade students to strengthen peer relationships, student engagement, and connection to school. These opportunities will be	\$27,468.00	Yes

Action #	Title	Description	Total Funds	Contributing
		inclusive of Foster Youth (FY), Low-Income (LI) students, English Learners (EL), and Students with Disabilities (SWD). Lowest Performance Needs: Prioritize the inclusion and active participation of students with higher rates of chronic absenteeism and suspension—particularly Hispanic students and students with disabilities—in leadership programs and overnight enrichment opportunities. These efforts aim to strengthen positive peer and adult relationships, improve school connectedness, and increase overall student engagement.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe, clean, functional, and secure environment for all staff and students while preserving the traditional character of the school.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the analysis of the annual update and educational partner input, MESD provides facilities in good repair. Per educational partner engagement, the Conditions of Learning (State Priority 1) became an area to maintain. Areas of growth will be to create more outdoor learning spaces and completion of the field, blacktop and play structure for students. We know that attending a school with aesthetic appeal as well as engaging activities for students to participate in increases student engagement and a positive school climate (State Priority 6). These efforts will build on the broad and focus goals on increasing a life, college, and career campus where students and families feel good, engaged and safe.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California Healthy Kids Survey (CHKS) – Parent Survey Percentage of parents responding: “School has clean and well maintained facilities/properties” (State Priority 6C)	Source: 2023-24 CHKS Strongly Agree: 24% Agree: 65%	CHKS Not given in 2024-25 (see metric 3.4)	Source: 2025-26 CHKS Strongly Agree: 58% Agree: 42%	Source: 2026-27 CHKS Strongly Agree: 65% Agree: 30%	Source: 2025-26 CHKS Strongly Agree: +34% Agree: -23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Facilities in Good Repair–Facilities Inspection Tool Instances where facilities do not meet the “Good Repair” standard (State Priority 1C)	Source: 2022-23 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2023-24 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2024-25 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2025-2026 CA Dashboard Local Indicators Deficiencies and Extreme Deficiencies: 0	Source: 2024-25 CA Dashboard Local Indicators 0
3.3	Outdoor Learning Spaces (Construction Completion Rate) (State Priority 1C)	Source: 2023-24 Local Report (Construction Completion Rate) Completion Rate: 0%	Source: 2024-25 Local Report (Construction Completion Rate) Completion Rate: 0%	Source: 2025-26 Local Report (Construction Completion Rate) Completion Rate: 0%	Source: 2026-27 Local Report (Construction Completion Rate) Completion Rate: 100%	Source: 2024-25 Local Report (Construction Completion Rate) 0%
3.4	Local Parent Climate Survey Percentage of parents responding: "My student's school buildings and facilities are well maintained. and "The school campus is appealing and offers an environment students are eager to be in."	N/A - Baseline Data in Year 1	Source: 2024-25 Parent Climate Survey My student's school buildings and facilities are well maintained. Agree or Strongly Agree: 77.2% The school campus is appealing and offers an environment students are eager to be in. Agree or Strongly Agree: 86%	Source: 2025-26 Parent Climate Survey My student's school buildings and facilities are well maintained. Agree or Strongly Agree: 87.2% The school campus is appealing and offers an environment students are eager to be in. Agree or Strongly Agree: 95.7%	Source: 2026-27 Parent Climate Survey My student's school buildings and facilities are well maintained. Agree or Strongly Agree: 85% The school campus is appealing and offers an environment students are eager to be in. Agree or Strongly Agree: 90%	Source: 2025-26 Parent Climate Survey My student's school buildings and facilities are well maintained. Agree or Strongly Agree: +10% The school campus is appealing and offers an environment students are eager to be in. Agree or Strongly Agree: +9.7%

Goal Analysis [2025-26]

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

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

The implementation of Goal 3 was highly successful, with the district making significant progress in maintaining and enhancing school facilities to support a safe, modern, and engaging learning environment. Overall, planned actions were carried out with strong fidelity, resulting in noticeable improvements to both the functionality and aesthetics of the campus.

Major facilities projects were successfully completed, including the blacktop resurfacing, upgraded concrete walkways, and enhanced landscaping. These improvements contributed to a more welcoming, cohesive, and student-centered campus environment. The addition of park benches in key areas further supported student engagement and community use, providing inviting spaces for reading, social interaction, and family participation during school events such as morning assemblies.

Over the past several years, the district has made substantial strides in modernizing the campus. Compared to prior conditions, Mupu now reflects a well-maintained, 21st-century learning environment. Nearly all classrooms have been updated with modern, flexible furniture that better supports current instructional practices and student collaboration.

While progress has been strong, some planned enhancements—particularly the development of a dedicated outdoor learning space—have been limited by funding constraints. As a result, full implementation of this component has been deferred, and the district will need to pursue alternative funding sources, including grants and creative budgeting strategies, in future years. Despite this challenge, the successful development of the school garden has provided an additional outdoor instructional space, partially addressing this goal.

School safety remained a central focus, with the successful implementation of upgraded camera systems and the installation of a secure entry point (buzz-in door) at the front of the school. These measures have strengthened campus security and enhanced the district's ability to monitor and control access, contributing to a safer school environment for students and staff.

In summary, Goal 3 was implemented effectively, with significant successes in facilities modernization and campus safety. While funding limitations impacted the full realization of some planned projects, the district demonstrated strong progress and remains committed to continuing these improvements in the coming years.

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 material differences between the budgeted expenditures and estimated actual expenditures for Goal 3 due to the completion of several facility improvement projects during the 2025–26 school year.

Expenditures for Actions 3.1 was \$1806 higher than originally budgeted because the district completed major campus improvement projects, including upgrades to the blacktop and concrete walkways. In addition, new benches were purchased and installed throughout the campus to provide students, staff, and families with additional seating areas and gathering spaces. The district also invested additional funds into

rebuilding and enhancing the school garden to support the expansion of outdoor learning opportunities. These improvements allowed students to regularly participate in hands-on gardening and outdoor education activities with the Outdoor Learning Teacher as part of the district's broader goal of creating engaging outdoor learning environments and promoting healthy living and environmental awareness.

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

The actions implemented under Goal 3 have been effective in supporting the development of a safe, well-maintained, and engaging learning environment for both students and staff. Routine facility maintenance has been consistently upheld, with timely responses to repair requests ensuring that school facilities remain safe, functional, and welcoming.

Campus Safety

Effectiveness: Highly Effective

Significant progress has been made in enhancing campus safety. The installation of a secondary secured entry door equipped with a keypad and buzzer system has strengthened access control, ensuring that only authorized visitors are permitted onto school grounds. This added layer of security has contributed to a safer environment for students and staff.

Ingress and Egress

Effectiveness: Effective

The school's location along a major highway continues to present challenges during arrival and dismissal times. However, coordinated efforts with Caltrans and the California Highway Patrol have helped mitigate safety concerns and improve traffic flow. The school continues to provide staff supervision and a designated crossing guard during peak times to ensure student safety. Ongoing collaboration with local agencies will remain critical to addressing this area.

Campus Improvements

Effectiveness: Highly Effective

The completion of the blacktop project, along with the addition of concrete walkways and enhanced landscaping, has significantly improved both the safety and aesthetics of the campus. These upgrades provide clearly defined, safe pathways for students and staff, particularly during inclement weather, while also contributing to a more welcoming school environment.

School Garden/Outdoor Learning

Effectiveness: Highly Effective

Through the strategic use of school funds, ELOP resources, and grant funding, the district successfully launched the school garden program under the leadership of the outdoor learning teacher. Students now participate in garden-based learning experiences on a regular basis, engaging in hands-on activities that connect classroom instruction to real-world applications. Both students and staff have responded positively to this program, which has become a valued and engaging component of the school experience.

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.

In response to ongoing reflection and feedback from staff, students, and the Safety Committee, several strategic adjustments have been made to Goal 3 to better align with the evolving needs of the school community and to strengthen overall implementation.

Metrics Modifications:

No changes have been made to the metrics for this goal. The California Healthy Kids Survey (CHKS) was administered during the current year and provided valuable data; however, as CHKS is conducted on a biennial cycle, the district will utilize the local school climate survey in the upcoming year to continue monitoring school safety and climate indicators.

Modifications to Actions:

Action 3.3 – Campus Safety Enhancements

Following the successful installation of the secured “buzz-in” entry system to control and monitor campus access, Action 3.3 has been updated to reflect the next phase of safety improvements. The district will prioritize the installation of a schoolwide PA/Bell system to enable immediate, campuswide communication in emergency situations and to support the implementation of comprehensive safety drills, including lockdown procedures. This enhancement was identified by the Safety Committee as a critical next step in strengthening site safety and emergency preparedness.

Action 3.2 – Nurturing Environment

To further support the enhancement of the school’s physical environment, the district will actively pursue additional funding sources—including grants and community partnerships—to advance the development of a dedicated outdoor learning area. While this project has been delayed due to current funding limitations, it will remain a long-term priority. The development of this space will expand opportunities for both instructional and enrichment activities, extending learning beyond the traditional classroom setting.

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	Maintain Facilities	Regularly Inspect, monitor, repair and maintain grounds and facilities that are safe, welcoming and support student learning.	\$111,944.00	No
3.2	Nurturing Environment	Create a safe and nurturing environment for all students which includes safe drop off and pick up and the creation of outdoor learning spaces for alternative opportunities to access lessons outside of the indoor classroom setting.	\$0.00	No
3.3	Schoolwide PA and Bell System	Install a schoolwide PA and bell system to enhance campus safety by enabling effective communication with all students and staff. This system	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		will support the implementation of a wider range of emergency procedures, including lockdown drills, and ensure timely, campus-wide communication as needed.		
3.4	Greener School	Promote environmental sustainability and healthy living by utilizing the school garden as a central component of hands-on learning. Expand efforts to reduce waste through recycling initiatives and encourage the use of reusable water bottles by installing a new water filling station with a cooling feature. These efforts will increase student awareness and foster environmentally responsible habits.	\$500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$285,924	\$11,569

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
13.150%	0.000%	\$0.00	13.150%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	Action: Homeless Liaison Need: Specific data point: 2025-26 local data shows that 16.13% of students are identified as foster youth/homeless up from 12.9% in 2024-25, with these students having a higher chronic absenteeism rate and lower academic performance compared to the general student population.	Specific skills/topics: Immediate enrollment procedures; coordination of support services; trauma-informed practices; academic intervention strategies for highly mobile students. Expected improvement: By designating a specific staff member as a homeless liaison and implementing a coordinated support system, Mupu ESD aims to reduce chronic absenteeism for foster youth and homeless	24-25 CAASP ELA and Math scores; Chronic absenteeism percentages

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
	Feedback from educational partners: Parents and staff have reported challenges in providing consistent support for foster youth and homeless students, particularly in areas of attendance, academic performance, and social-emotional well-being. Improvement on current practice: Current support for foster youth and homeless students is inconsistent across the district and needs an enhanced formalized, coordinated approach. Scope: LEA-wide	students by 2% and improve their academic performance by 8% in the 2026-27 school year.	
1.5	Action: Additional Staff Need: Specific data point: Baseline 2024-25 CA Dashboard shows all student groups are not performing at grade level standards in ELA and Math, and unduplicated student groups and students with disabilities are falling behind compared to all student group average data. Feedback from educational partners: Staff has seen the improvement we have seen from having the additional teacher support in the afternoons to work in small groups and targeted instruction for our EL students as seen in our improvement on the ELPI on the CA Dashboard. Improvement on current practice: Current staffing needs support to enhance personalized support to meet the diverse	Specific skills/topics: By continuing to support the additional teacher in the PM, Mupu ESD aims to provide targeted language support, small group instruction, and individualized attention for English learners.	24-25 ELA Dashboard Performance Status; Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	needs of unduplicated pupil groups and English Learners. Scope: LEA-wide		
1.6	Action: College Readiness Need: Specific data point: Baseline 2024-25 student survey data shows 89% of 4th-5th grade students and 60% 6th-8th grade students feeling Academic Motivation (including unduplicated pupil groups). Feedback from educational partners: Parents and students have expressed a strong desire for more college and career exposure, with an emphasis on technical careers and other career pathways for students who may not see themselves as going to a four year university. Improvement on current practice: Current college readiness efforts are limited to occasional college visits for upper grades, an enhanced comprehensive K-8 approach is needed. Scope: LEA-wide	Specific skills/topics: Age-appropriate college and career awareness curriculum; study skills; goal-setting; career exploration; and high school preparation. Preparing students for college and career readiness begins in elementary school. We recognize that many students—particularly those from marginalized groups and unduplicated pupil populations—may have limited exposure to post-secondary options and the skills needed to pursue them. By starting early with intentional conversations, teaching essential study and goal-setting skills, and providing opportunities for college visits, guest speakers, and career exploration, we aim to build a strong foundation for students’ future success. This work includes broadening students’ understanding of multiple post-secondary pathways. In addition to traditional four-year universities, students will be introduced to alternative career pathways such as technical and trade programs, community college opportunities, and career-focused training programs. This ensures that all students can see viable, meaningful options that align with their interests, strengths, and goals.	25-26 Student Climate Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This action is implemented LEA-wide to cultivate a college- and career-going culture throughout the K–8 experience. By exposing all students to a range of post-secondary pathways, the district ensures equitable access to information and opportunities, particularly benefiting first-generation college-bound students and those who may not initially see themselves pursuing a four-year university path.	
1.7	Action: Supplemental Materials Need: Specific data point: According 2024–25 California School Dashboard, all students are performing 25.5 points below standard in English Language Arts and 40.9 points below standard in Mathematics. Due to the small population size of unduplicated student groups, disaggregated data is not available; however, it is likely that these students are also performing below standard. Feedback from Educational Partners: Teachers have identified the need for additional resources to better support differentiated instruction in core content areas. Improvement on Current Practice: Current instructional materials are outdated and do not provide sufficient differentiation to meet the varying needs of students, particularly English Learners at different levels of language proficiency. While the district is piloting a new mathematics curriculum aligned with the California Mathematics Framework,	This action is implemented LEA-wide to ensure all classrooms have access to high-quality supplemental materials. While specifically targeting English Learners, these resources can benefit all students needing additional support, creating a more inclusive learning environment across the district	24-25 ELPI Dashboard Results; ELA and Math CA Dashboard results

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
	other content areas have not yet been updated through recent adoptions. To address these gaps, the district will invest in updated instructional materials and technology-based supports that enhance core instruction and provide targeted intervention. These resources will support all students while specifically addressing the needs of unduplicated pupil groups by improving access to differentiated instruction and helping to reduce achievement gaps. Scope: LEA-wide		
1.8	Action: Class Size Need: Specific data point: According to the 2024–25 California School Dashboard, all students are performing 25.5 points below standard in English Language Arts and 40.9 points below standard in Mathematics. Due to the small population size of unduplicated student groups, disaggregated data is not available; however, it is likely that these students are also performing below standard. Feedback from educational partners: Teachers report difficulty providing individualized attention in current class sizes, particularly for struggling students. Improvement on current practice: Current class sizes limit opportunities for small group and individualized instruction.	Specific skills/topics: Small group instruction strategies; differentiated instruction techniques; personalized learning approaches. This action is implemented LEA-wide to ensure equitable access to smaller class sizes across all grade levels. While particularly beneficial for struggling students and unduplicated pupils, reduced class sizes improve the learning environment for all students.	24-25 ELA and Math CA Dashboard Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	Action: Field Trips Need: Specific data point: 2024-25 student climate survey shows 85% of 4th-5th grade students and 75% of 6th-8th grade students reporting connectedness in school. These increases show that our efforts are improving students' overall feeling of connectedness. Feedback from educational partners: Parents and students have requested more real-world learning experiences to connect classroom content to practical applications. Improvement on current practice: Current field trip offerings are improving and starting to become consistently aligned with curriculum across all grade levels. Scope: LEA-wide	Specific skills/topics: Curriculum-aligned experiential learning; virtual field trips; connection of real-world experiences to classroom objectives. This action is implemented LEA-wide to ensure all students have equitable access to enriching field trip experiences. While particularly beneficial for unduplicated pupils who may have limited exposure to such experiences outside of school, this approach enhances the educational experience for all students.	255-26 Student Climate Survey
2.2	Action: Art and Music Need: Specific data point: 2024-25 student survey data shows 89% of 4th-5th grade students and 60% 6th-8th grade	Specific skills/topics: Visual arts instruction; music education; arts integration in core subjects; cultural arts exploration. This action is implemented LEA-wide to provide equitable access to arts education for all students. While particularly beneficial for unduplicated pupils	Student Climate Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students feeling Academic Motivation (including unduplicated pupil groups). Research shows that music and art in the school increases academic performance for all students, but especially for our unduplicated pupil groups that may not have the opportunity to be exposed to the arts at home. Feedback from educational partners: Students and families have expressed high interest in expanded arts and music programs. Improvement on current practice: Current arts offerings are limited and not consistently available across all grade levels. Scope: LEA-wide	who may have limited access to arts education outside of school, this approach enhances creativity, engagement, and academic performance for all students. By providing all our students an art and music program we believe we can create a well rounded enriching environment that will increase student engagement and academic achievement.	
2.3	Action: Multicultural awareness Need: Specific data point: 2024-25 school climate survey shows 80% of 4th-5th grade students and 79% of 6th-8th grade students Feel Safe at School. Although there is an increased feeling of safety among students our behavior incidents continue to show an increase in Racist and Biased remarks and actions by students towards students of marginalized groups. Feedback from educational partners: Families and community members have requested a more culturally inclusive curriculum and school environment. Improvement on current practice:	Specific skills/topics: Culturally responsive teaching practices; multicultural literature integration; diverse historical perspectives; cultural competency skills. This action is implemented LEA-wide to create an inclusive environment benefiting all students, addressing behavioral issues, and educating students about anti-racist and anti-bias behaviors and communication. While particularly important for students from diverse backgrounds, multicultural awareness enhances cultural competency and global understanding for all students.	25-26 Student Climate Survey results

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
	Current multicultural education is limited to annual cultural celebrations, and needs enhanced consistent integration into daily instruction. Scope: LEA-wide		
2.4	Action: Social Emotional Supports Need: Specific Data Point: During the 2025–26 school year, the district increased counseling services to three days per week, which expanded access to both direct student support and classroom-based instruction. This allowed for the introduction of in-class social-emotional learning (SEL) lessons, while teachers also began implementing a new SEL curriculum to strengthen Tier 1, schoolwide supports. Referral data from the 2025–26 school year indicates that 18% of students were referred to the office for behavioral or disciplinary reasons as opposed to 22% last year. Additionally, there was an increased demand for counseling services to support students’ social-emotional needs, which necessitated the addition of a third day of counseling support. The need to provide intensive, individualized services to Tier 2 and Tier 3 students limited the counselor’s capacity to consistently deliver Tier 1, classroom-based SEL instruction.	Specific skills/topics: Social-emotional learning curriculum; trauma-informed practices; stress management techniques; conflict resolution skills. This action is implemented LEA-wide to support all students' social emotional health and improve overall school climate. While particularly beneficial for unduplicated pupils who may face additional stressors, this approach promotes emotional well-being for all students.	24-25 CA Dashboard suspension rates, Local data related to discipline referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Feedback from Educational Partners: Teachers and families expressed a need for more comprehensive and proactive social-emotional supports for students, including increased access to counseling services, consistent schoolwide SEL programming, and expanded classroom-based SEL instruction. Improvement on Current Practice: While the district expanded counseling services and began implementing a new SEL curriculum to support Tier 1 instruction, current practices remain largely reactive, with a significant focus on addressing Tier 2 and Tier 3 student needs. Moving forward, the district will strengthen a proactive, comprehensive approach by fully implementing a Tier 1, schoolwide SEL program while maintaining three days per week of counseling services. This balanced system will increase access to classroom-based SEL instruction while continuing to provide targeted interventions for students with greater needs. These efforts will particularly benefit unduplicated pupil groups—English Learners (EL), Foster Youth (FY), Low-Income (LI) students, and Students with Disabilities (SWD)—who may experience additional challenges impacting their social-emotional well-being and access to learning. Scope: LEA-wide		
2.5	Action: Extracurricular activities	Current extracurricular activities are in need of sports and a variety of choices to engage a broader range of student interests.	25-26 Student Climate Survey results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Specific data point: 2024-25 student climate survey shows 85% of 4th-5th grade students and 75% of 6th-8th grade students reporting connectedness in school. We believe these increase are directly related to increased extra curricular sports and clubs. Feedback from educational partners: Based on student focus groups and a parent climate survey parents shared a continued desire to have students more engaged in school through extracurricular activities. Staff and families expressed the need for students to feel connected through sports and clubs that are outside of academic instruction. Scope: LEA-wide	This action is implemented LEA-wide to increase engagement opportunities for all students. While particularly beneficial for unduplicated pupils who may have limited access to extracurricular activities outside of school, this approach enhances the overall school experience and promotes well-rounded development for all students.	
2.7	Action: Family Engagement Need: Specific data point: 2024-25 Parent Climate Survey data shows Parental Involvement at 92% for all parents including unduplicated pupil groups. This is based on parent perspective but does not coincide with number of families in attendance per sign ins. Feedback from educational partners: Families have reported scheduling conflicts and lack of relevant content as barriers to participation in current school events although this year new family nights have shown an	Specific skills/topics: Flexible scheduling for parent meetings; multilingual communication strategies; parent education workshops; family resource center services. This action is implemented LEA-wide to increase participation and support for all families. While particularly important for families of unduplicated pupils who may face additional barriers to engagement, this approach strengthens the school-family partnership for all students. Offering opportunities for parent engagement and ensuring that they are at times that work for our working families and that translation, food and daycare is offered for all families including unduplicated pupil groups will help with creating a	25-26 Parent Climate Survey results

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
	increase in parental participation. In looking at parent input through meetings and surveys we see a need to continue to offer more opportunities for family engagement. Improvement on current practice: Current family engagement efforts need enhancement from traditional evening events, to flexible and diverse engagement opportunities that offer food and daycare per parent survey. Scope: LEA-wide	safe and engaging environment for all our students.	
2.9	Action: Student Connectedness Need: Identified Needs of Unduplicated Pupils: During the 2025–26 school year, 18% of all students received behavioral or disciplinary referrals, with 82% of those referrals attributed to middle school students. This data highlights a continued need to strengthen student engagement, school connectedness, and positive behavior supports at the middle school level. These needs are particularly significant for unduplicated pupil groups, who may face additional barriers to engagement and access to enrichment opportunities. Feedback from Educational Partners: Based on parent input gathered through meetings and ongoing communication with the principal, there is strong interest in continuing and expanding overnight field trip opportunities	Overnight trips for middle school students were previously suspended due to behavioral concerns. This action supports the continuation of overnight experiences for 7th and 8th grade students, along with the implementation of a one-day leadership and team-building opportunity for 6th grade students. Without these experiences, students have limited access to opportunities that promote intensive team-building, personal growth, and connection to peers and staff. The reintroduction of overnight trips during the current year, with clearly defined expectations and structured programming, has demonstrated a positive impact on student engagement and behavior while also supporting preparation for the transition to high school. An additional overnight experience for 7th and 8th grade students was reinstated this year and was successful. This action is implemented LEA-wide for all upper-grade students to promote school connectedness,	25-26 Student Climate Survey results

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
	for middle school students. While student engagement and behavior have remained areas of concern, staff reported improvement compared to the previous year. The reinstatement of the 7th and 8th grade overnight trip was successful, and the 6th grade leadership trip was also implemented; however, low participation rates may impact its feasibility for the upcoming year. Staff shared that reintroducing the All It Takes leadership program as a one-day experience for 6th grade students would be an effective way to build leadership and team-building skills early in the middle school years. Given the observed improvements, staff expressed that continuing overnight field trips with clearly defined behavioral expectations is both appropriate and beneficial. Educational partners emphasized that these experiences are especially important for unduplicated student groups, as many students may not otherwise have access to similar enrichment opportunities outside of school. Scope: LEA-wide	build leadership skills, and support a successful transition to high school. While particularly beneficial for unduplicated pupils—who may face additional challenges during this transition—these experiences provide meaningful opportunities for engagement, collaboration, and personal development for all participating students.	

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
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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.

Not 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.

The District has hired an additional aid and has increased the FTE certificated count by .2 FTE (Goal 1 action 1.5) to support our unduplicated students which include our EL, FY, LI, and SWD.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	3.8:186
Staff-to-student ratio of certificated staff providing direct services to students	N/A	12.4:186

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,174,396	\$285,924	13.150%	0.000%	13.150%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$595,120.00	\$293,553.00	\$30,000.00	\$1,965.00	\$920,638.00	\$674,093.00	\$246,545.00

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	Professional Development	All	No			All Schools	AUGUST-JUNE	\$8,814.00	\$5,228.00	\$12,077.00	\$0.00	\$0.00	\$1,965.00	\$14,042.00	
1	1.2	Standards Based Curriculum	All	No			All Schools	AUGUST-JUNE	\$0.00	\$62,000.00	\$22,000.00	\$40,000.00	\$0.00	\$0.00	\$62,000.00	
1	1.3	Technology	All	No			All Schools	AUGUST-JUNE	\$0.00	\$38,000.00	\$38,000.00	\$0.00	\$0.00	\$0.00	\$38,000.00	
1	1.4	Homeless Liaison	Foster Youth	Yes	LEA-wide	Foster Youth		AUGUST-JUNE	\$24,968.00	\$600.00	\$25,568.00	\$0.00	\$0.00	\$0.00	\$25,568.00	
1	1.5	Additional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$135,109.00	\$0.00	\$126,566.00	\$8,543.00	\$0.00	\$0.00	\$135,109.00	
1	1.6	College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	AUGUST-JUNE	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	
1	1.7	Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
1	1.8	Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	AUGUST-JUNE	\$200,836.00	\$0.00	\$200,836.00	\$0.00	\$0.00	\$0.00	\$200,836.00	
1	1.9	Literacy	All	No			All Schools	AUGUST-JUNE	\$0.00	\$2,550.00	\$2,550.00	\$0.00	\$0.00	\$0.00	\$2,550.00	
1	1.10	Extra hourly/sub release	All	No			All Schools	AUGUST-JUNE	\$2,448.00	\$0.00	\$2,448.00	\$0.00	\$0.00	\$0.00	\$2,448.00	
1	1.11	Schoolwide Assessment	All	No			All Schools	AUGUST-JUNE	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	
2	2.1	Field Trips	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		AUGUST-JUNE	\$815.00	\$16,000.00	\$12,815.00	\$0.00	\$4,000.00	\$0.00	\$16,815.00	

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										
2	2.2	Art and Music	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$35,872.00	\$1,000.00	\$1,000.00	\$35,872.00	\$0.00	\$0.00	\$36,872.00	
2	2.3	Multicultural awareness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	
2	2.4	Social Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$92,135.00	\$14,417.00	\$39,706.00	\$66,846.00	\$0.00	\$0.00	\$106,552.00	
2	2.5	Extracurricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-JUNE	\$93,940.00	\$23,000.00	\$9,120.00	\$107,820.00	\$0.00	\$0.00	\$116,940.00	
2	2.6	Healthy Living	All	No			All Schools	AUGUST-JUNE	\$0.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	
2	2.7	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	AUGUST-JUNE	\$728.00	\$1,500.00	\$2,228.00	\$0.00	\$0.00	\$0.00	\$2,228.00	
2	2.8	PBIS	All	No			All Schools	AUGUST-JUNE	\$9,016.00	\$250.00	\$9,266.00	\$0.00	\$0.00	\$0.00	\$9,266.00	
2	2.9	Student Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		AUGUST-OCTOBER	\$1,468.00	\$26,000.00	\$1,468.00	\$0.00	\$26,000.00	\$0.00	\$27,468.00	
3	3.1	Maintain Facilities	All	No			All Schools	AUGUST-JUNE	\$67,944.00	\$44,000.00	\$77,972.00	\$33,972.00	\$0.00	\$0.00	\$111,944.00	
3	3.2	Nurturing Environment	All	No			All Schools	AUGUST-JUNE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.3	Schoolwide PA and Bell System	All	No			All Schools	AUGUST-JUNE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	Greener School	All	No			All Schools	AUGUST-JUNE	\$0.00	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,174,396	\$285,924	13.150%	0.000%	13.150%	\$427,807.00	0.000%	19.675 %	Total:	\$427,807.00
								LEA-wide Total:	\$427,807.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Homeless Liaison	Yes	LEA-wide	Foster Youth		\$25,568.00	
1	1.5	Additional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$126,566.00	
1	1.6	College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
1	1.7	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
1	1.8	Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,836.00	
2	2.1	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income		\$12,815.00	
2	2.2	Art and Music	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,000.00	

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 (%)
2	2.3	Multicultural awareness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,000.00	
2	2.4	Social Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		\$39,706.00	
2	2.5	Extracurricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$9,120.00	
2	2.7	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,228.00	
2	2.9	Student Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,468.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$934,762.00	\$1,000,342.00

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	Professional Development	No	\$23,325	\$51,549
1	1.2	Standards Based Curriculum	No	\$50,000	\$23,495
1	1.3	Technology	No	\$26,000	\$23,347
1	1.4	Homeless Liaison	Yes	\$25,548	\$25,543
1	1.5	Additional Staff	Yes	\$108,940	\$101,703
1	1.6	College Readiness	Yes	\$5,000	\$1,000
1	1.7	Supplemental Materials	Yes	\$14,000	\$23,096
1	1.8	Class Size	Yes	\$198,240	\$175,973
1	1.9	Literacy	No	\$5,000	\$1,320
1	1.10	Extra hourly/sub release	No	\$6,114	\$4,280
1	1.11	Schoolwide Assessment	No	\$8,000	\$2,439

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Field Trips	Yes	\$31,307	\$20,817
2	2.2	Art and Music	Yes	\$42,608	\$40,189
2	2.3	Multicultural awareness	Yes	\$10,000	\$1,000
2	2.4	Social Emotional Supports	Yes	\$99,232	\$73,729
2	2.5	Extracurricular activities	Yes	\$26,951	\$135,086
2	2.6	Healthy Living	No	\$2,500	\$370
2	2.7	Family Engagement	Yes	\$8,035	\$2,488
2	2.8	PBIS	No	\$28,162	\$15,924
2	2.9	Student Connectedness	Yes	\$20,000	\$24,687
3	3.1	Maintain Facilities	No	\$81,500	\$97,205
3	3.2	Nurturing Environment	No	\$100,000	\$140,152
3	3.3	Additional Security Door	No	\$12,800	\$14,450
3	3.4	Greener School	No	\$1,500	\$500

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)
\$310,904	\$471,399.00	\$410,867.00	\$60,532.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Homeless Liaison	Yes	\$25,548.00	\$25,543		
1	1.5	Additional Staff	Yes	\$108,940.00	\$101,703		
1	1.6	College Readiness	Yes	\$5,000.00	\$1,000		
1	1.7	Supplemental Materials	Yes	\$14,000.00	\$23,096		
1	1.8	Class Size	Yes	\$198,240.00	\$175,973		
2	2.1	Field Trips	Yes	\$21,307.00	\$15,817		
2	2.2	Art and Music	Yes	\$9,600.00	\$12,505		
2	2.3	Multicultural awareness	Yes	\$10,000.00	\$1,000		
2	2.4	Social Emotional Supports	Yes	\$33,778.00	\$12,756		
2	2.5	Extracurricular activities	Yes	\$26,951.00	\$36,999		
2	2.7	Family Engagement	Yes	\$8,035.00	\$2,488		
2	2.9	Student Connectedness	Yes	\$10,000.00	\$1,987		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,051,151	\$310,904	0	15.158%	\$410,867.00	0.000%	20.031%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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