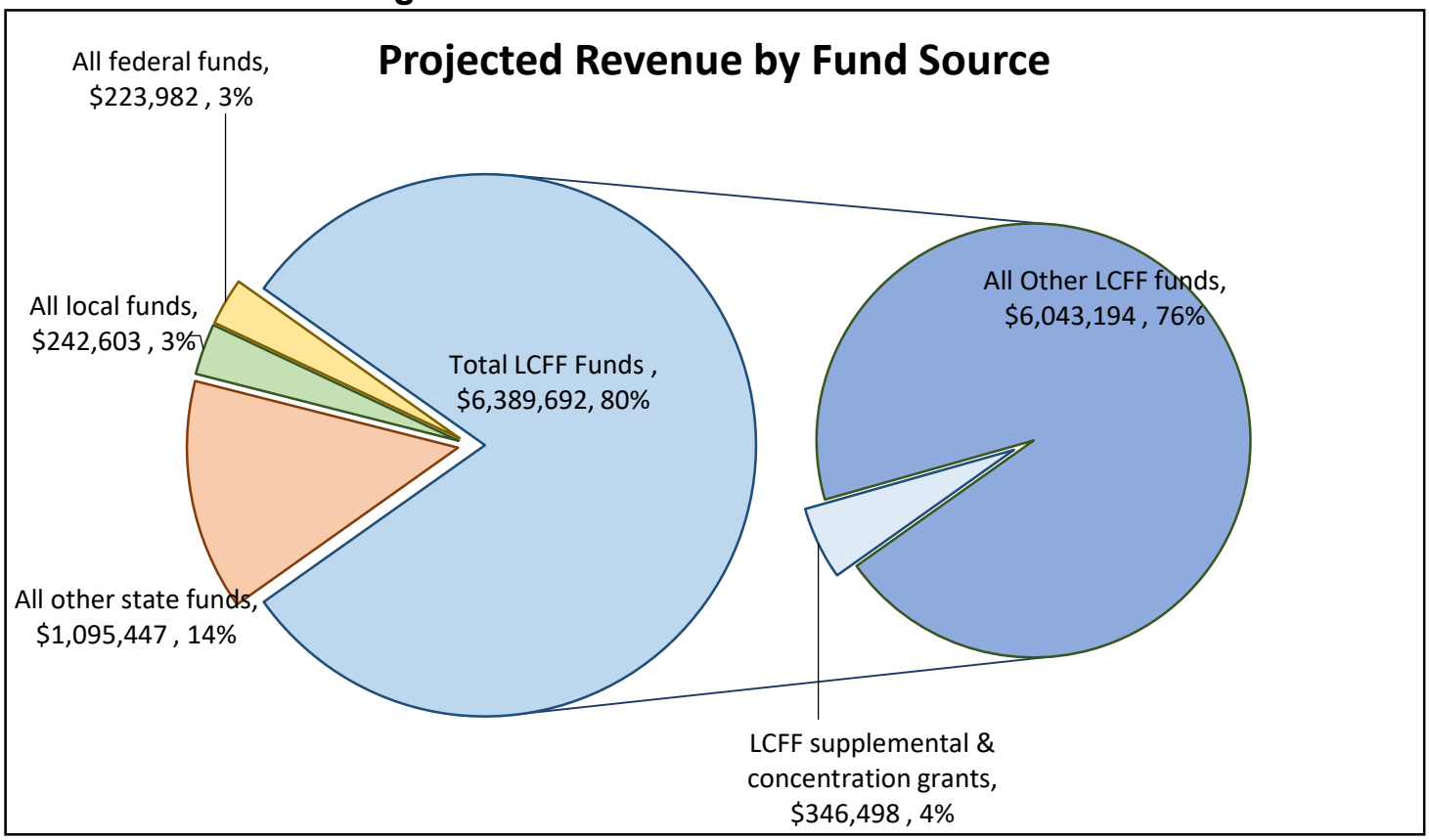
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Franklin Elementary School District	SCSOS Approved 09-21-2026
CDS Code: 51713810000000	
School Year: 2026/27	
LEA contact information: James Lohman jlohman@franklin.k12.ca.us (530) 822-5151	

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026/27 School Year

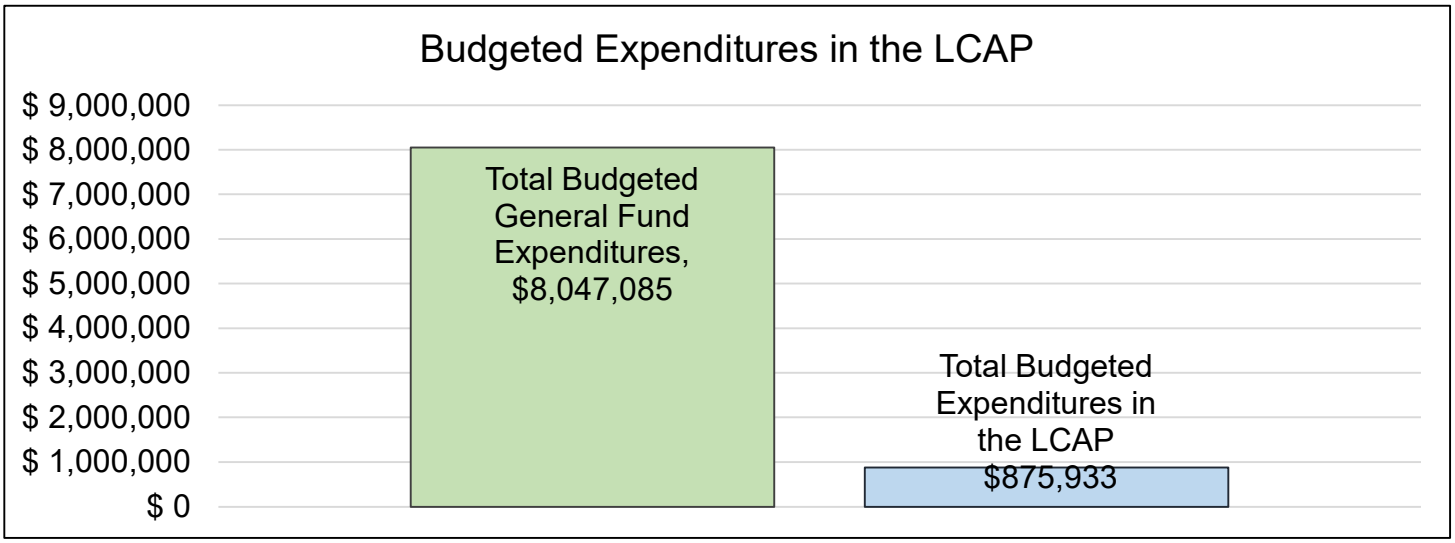


This chart shows the total general purpose revenue Franklin Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Franklin Elementary School District is $7,951,724.00, of which $6,389,692.00 is Local Control Funding Formula (LCFF), $1,095,447.00 is other state funds, $242,603.00 is local funds, and $223,982.00 is federal funds. Of the $6,389,692.00 in LCFF Funds, $346,498.00 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 Franklin 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: Franklin Elementary School District plans to spend $8,047,085.00 for the 2026/27 school year. Of that amount, $875,933.00 is tied to actions/services in the LCAP and $7,171,152.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

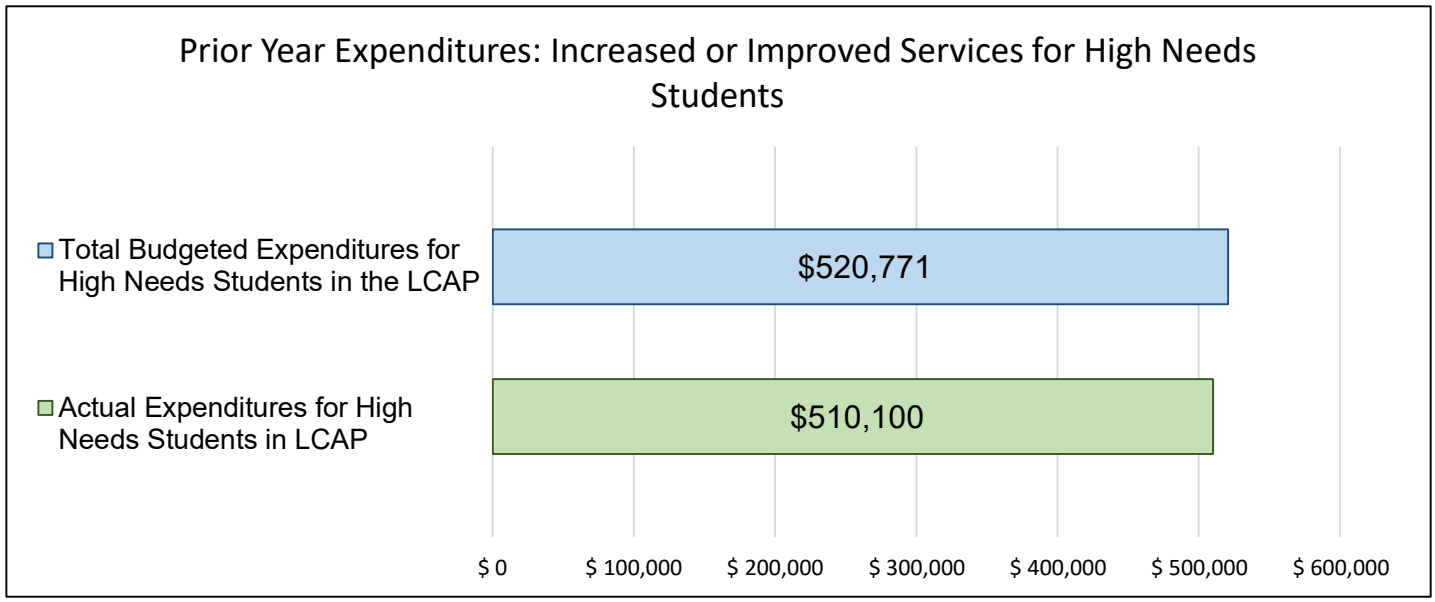
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, maintenance and operations, instructional supplies, administration, technology, and cafeteria.

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

In 2026/27, Franklin Elementary School District is projecting it will receive $346,498.00 based on the enrollment of foster youth, English learner, and low-income students. Franklin Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Franklin Elementary School District plans to spend $627,270.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Franklin 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 Franklin 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, Franklin Elementary School District's LCAP budgeted $520,771.00 for planned actions to increase or improve services for high needs students. Franklin Elementary School District actually spent $510,100.00 for actions to increase or improve services for high needs students in 2025/26. The difference between the budgeted and actual expenditures of $10,671.00 had the following impact on Franklin Elementary School District's ability to increase or improve services for high needs students:

Services and programs planned to increase or improve services for high-needs students in 2025/26 were carried out as planned. Actual expenditures were approximately $10,500 lower than budgeted due to minor cost savings associated with new hires costing less than anticipated; however, there was no substantive impact on the level of services or supports provided to high-needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Franklin Elementary School District	James Lohman - Superintendent/Principal	jlohman@franklin.k12.ca.us (530) 822-5151

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.

Franklin Elementary School is a rural, single school district located in Yuba City, California. The Franklin Elementary School District serves approximately 525 students in grades Transitional Kindergarten – Grade 8. A small percentage (8%) of students speak languages other than English in their homes and are limited in their English proficiency. The district supports an English language development (ELD) program or English learners to acquire English language proficiency and academic skills needed to succeed in school.

Franklin School District has a long tradition of academic excellence, and we welcome the opportunity to share our program with the community. The staff believes that each student is unique and deserving of a rich educational program. To this end, each student is provided with a rigorous core curriculum in language arts, mathematics, science, social science, fine arts, and physical education. Exposure to this curriculum helps students gain the skills they need to be successful in school and in life. We are fortunate to have an experienced and knowledgeable staff that is eager to make a difference in the lives of children. Parents and community members play an important role in our district. Having a better understanding of the school's educational program, student achievement, and curriculum development can only assist both the school and community in ongoing program improvement.

Our student body is composed of approximately 47% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all kinds of students for enrollment: students with special education needs or those who receive Title 1 services. The number of students who qualify for free and reduced breakfast and lunch is approximately 23%.

Reflections: Annual Performance

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

The 2025 Dashboard reflects a decline in overall performance in both ELA and Mathematics compared to 2024. Although the All student group remains in the Green performance level in both content areas, achievement gaps widened for English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). A review of 2025 Dashboard and local data confirms overall declines and highlights areas requiring intensified focus in the 2026–27 LCAP.

STUDENT ACHIEVEMENT

2025 California School Dashboard (Dashboard) (Metric 5)

ELA
All: 16.7 points above standard, declined 12.6 points.
EL: 25.4 points below standard, maintained -0.9 points
SED: 27 points below standard, declined 20.6 points
SWD: 60.3 points below standard, increased 8.2

Math
All: 5.1 points above standard, declined 12.7 points
EL: 53.9 points below standard, declined 13.9 points
SED: 52.3 points below standard, declined 33.4 points
SWD: 67.8 points below standard, increased 10.8 points

The 2025 results reflect declines in performance for most student groups and widening achievement gaps, especially in math. The decline for SED students in math indicates a clear need to prioritize math instruction, targeted interventions, and differentiated support in the 2026/27 LCAP. While a majority of students showed individual scale score growth in ELA (62.4%) and Math (59.3%), the rate of growth was not sufficient to offset overall declines or meaningfully reduce disparities between student groups.

English Learner Progress (Metric 7)

The percentage of English Learners making progress toward English proficiency declined from 78.1% on the 2024 Dashboard to 65.7% in 2025, although it remains 10.5% higher than baseline (55.2%). Because fewer EL students advanced one ELPAC proficiency level, strengthening both designated and integrated ELD instruction remains a priority.

2025 CAASPP (Metric 6)

From 2024 to 2025, most student groups declined in the percentage meeting or exceeding standards in ELA and Math and most declined from baseline. EL students remain significantly below peers in both content areas, and SED students experienced notable declines in Math.

ELA
All: declined from 63.38% in 2024 to 58.25% in 2025; EL: increased from 15% to 21.05%; SED: declined from 53.19% to 40.48%

Math
All: declined from 60.61% in 2024 to 57.23% in 2025; EL: declined from 20% to 10.53%; SED: declined from 47.87% to 34.52%.

2025/26 Local Assessment (i-Ready)

Winter 2025 to Winter 2026 i-Ready results (Metric 11) showed mixed performance trends. In ELA, All students declined from 56% to 52%, while EL students increased from 22.58% to 24% and SED students increased from 39.6% to 41%. In Math, All students increased from 46% to 48%, EL students increased from 9.68% to 12%, and SED students increased from 29% to 36%. Although English learners and SED students demonstrated improved proficiency rates, both student groups remain below overall student performance and continue to reflect trends seen in Dashboard and CAASPP results (Metric 11). However, fall-to-winter growth and reductions in the percentage of students scoring in Tier III demonstrate measurable improvement for All, EL, and SED student groups.

-ELA (Percentage of Students Scoring in Tier I Fall 2025 to Winter 2026)

-All: increased from 36% to 52%; EL: increased from 9% to 24%; SED: increased from 25% to 41%

-Math (Percentage of Students Scoring in Tier I Fall 2025 to Winter 2026)

-All: increased from 30% to 48%; EL: increased from 6% to 12%; SED: increased from 18% to 36%

-ELA (Percentage of Students Scoring in Tier III Fall 2025 to Winter 2026)

-All: declined from 23% to 15%; EL: declined from 64% to 37%; SED: declined from 33% to 22%

-Math (Percentage of Students Scoring in Tier III Fall 2025 to Winter 2026)

-All: declined from 18% to 10%; EL: declined from 56% to 33%; SED: declined from 28% to 17%

Student Achievement Summary

A comparison of Year 1 and Year 2 outcomes for Goal 1 shows that while professional development, assessment refinement, intervention systems, and ELD support strengthened our instructional structures and improved how we identify and monitor students needing support, these efforts have not yet resulted in sustained increases in overall proficiency (Actions 1.1-1.4). Fall-to-winter local assessment gains and reductions in Tier III percentages reflect short-term progress; however, year-over-year comparisons and state assessment results continue to show declines in proficiency and widening gaps for EL and SED students. This indicates that although key systems are in place, we must increase the intensity and alignment of our instructional practices to produce consistent improvement and close achievement gaps for our unduplicated students.

For the 2026/27 school year, we will refine professional development, strengthen data-to-instruction cycles, expand targeted intervention, and enhance English learner support to address declining performance and persistent achievement gaps. Professional development will focus on explicit math instruction, academic language, writing aligned to CAASPP expectations, and refining Tier III procedures (Action 1.1 PD). Action 1.2 (Assessment and Data Management) will strengthen the assessment system through structured six-week data review cycles, clearer Tier II and Tier III placement criteria, and implementation of Aeries Intervention to support consistent progress monitoring and regrouping. Action 1.3 (Intervention) will expand targeted Tier II and Tier III intervention during WIN and Learning Lab, prioritizing English learners, socioeconomically disadvantaged students, and students with disabilities, with progress monitoring every 4–6 weeks within a structured MTSS framework. English learner services will be expanded through designated and integrated ELD instruction, with an emphasis on academic vocabulary, student discourse, and additional support for students performing below standard in math (Action 1.4 ELD Support). These refinements are intended to improve instructional alignment, increase targeted support, and accelerate progress for unduplicated students.

School Climate and Engagement

2025 California School Dashboard (Dashboard)

Chronic Absenteeism (Metric 5)

Chronic absenteeism improved significantly from the 2023 Dashboard to the 2024 Dashboard, but increased again in the 2025 Dashboard, indicating that progress was not sustained.

All: decreased from 9.3% (2023) to 5.2% (2024), then increased to 6.4% (2025)
Hispanic: decreased from 9.8% to 6.6%, then increased to 7.9%

SED: decreased from 13.3% to 9.8%, then increased to 13.2%
SWD: decreased from 15.4% to 7.8%, then increased to 9.4% (Red performance level for 2025)

While the outcomes remain below the 2023 baseline for most student groups, the 2025 increase indicates that chronic absenteeism remains an ongoing concern, particularly for SED and SWD students, whose rates remain substantially higher than the All student group. These results indicate that we must strengthen attendance systems and implement more targeted interventions to improve consistency and reduce chronic absenteeism for unduplicated students.

Suspension Rate

Suspension outcomes improved from the 2023 Dashboard to the 2024 Dashboard, but increased in the 2025 Dashboard, indicating that improvement was not sustained and that behavioral outcomes worsened in Year 2, particularly for unduplicated students.

All: decreased from 0.8% (2023) to 0.6% (2024), then increased to 1.1% (2025)
SED: decreased from 1.8% to 1.3%, then increased to 3.1%
SWD: decreased from 2.9% to 0%, then increased to 4.7%
EL: remained at 0% in 2023 and 2024, then increased to 4.2% in 2025

These results indicate that while suspension rates remained low overall, the 2025 increase reflects a need to strengthen prevention and intervention practices, particularly for EL, SED, and SWD students. The increase also suggests that behavioral supports must be implemented more consistently to ensure students remain engaged in learning and disciplinary outcomes improve across all student groups.

2026 Surveys

Parents
This school promotes parent involvement through Parents Club, Site Council, etc.: 90.63% in 2026; 90.61% in 2025; 89.06% in 2024
Parents feel welcome to participate at this school: 98.44% in 2026; 99.32% in 2025; 97.10% in 2024
I am encouraged to provide input on policies and programs at this school: 72.37% in 2026; 85.62% in 2025; 81.89% in 2024
Our family feels a sense of belonging and connectedness to the school: 98.7% in 2026; 98.66% in 2025 ; 96.35% in 2024

Students
I feel safe while I am at school: 90.48% in 2026; 87.07% in 2025; 85.29% in 2024
I feel connected to Franklin School: 84.45% in 2026; 88.24% in 2025; 88.29% in 2024
I like coming to our school: 82.27% in 2026; 82.27% in 2025; 84.54% in 2024

Staff
The school is a safe place to work: 90% in 2026; 89.5% in 2025; 88.9% in 2024
I feel connected to Franklin School: 91% in 2026; 89.5% in 2025; 92.6% in 2024

School Climate and Engagement Summary

Parents report very high levels of belonging and feeling welcome, with consistently strong ratings across the last three years. Over 98% of parents continue to see the school as a friendly, welcoming environment for all educational partners and survey results indicate parents continue to report there is good home-school communication. Our 2025/26 LCAP Action 2.1 included numerous ways to engage with parents

and families and offer fun school events. A Monday Message was available weekly on our website along with an up-to-date school calendar of activities. Parent engagement is crucial for student success, and we saw progress during the 2025/26 school year so we will maintain this action in the 2026/27 LCAP. (Action 2.1)

Goal 2, Actions 2.2 Social-Emotional Health and 2.3 Student Support, were effective in supporting student well-being and a safe school environment. Local survey results show a continuous increase in perceptions of school safety across students and staff (Metric 10). Additionally, the continuation of the full-time counselor position, SEL committee, PAWS initiative, and the ProSolve/CARE team supported structured early intervention and coordinated student supports. However, they were not as effective in improving attendance and suspension rates. Chronic absenteeism increased for all student groups from 2024 to 2025 moving student groups from the Low (Green) and Very Low (Blue) performance levels to mostly High (Orange) and Very High (Red) for our SED student group (Metric 5). The 2025 Dashboard shows an increase in the overall suspension rate as compared to baseline for all students. Suspension rates for EL, SED, and SWD student groups remain disproportionately higher than the All student rate on the 2025 Dashboard (Metric 8). While support systems remain in place, these results indicate the need to strengthen prevention and intervention practices in attendance and behavior support to ensure attendance and behavioral outcomes improve consistently across student groups. In Action 2.2 we will continue to fund a full-time school-based mental health professional and maintain the SEL committee and support the PAWS (Practice respect, Act responsibly, Work together, Show kindness) initiative that focuses on character education and character traits. We will also continue Action 2.3 that includes a Problem Solving Committee (ProSolve) comprised of administration, 3 teachers, the resource teacher, the school psychologist, and the RSP teacher. This team is committed to supporting struggling students, staff, and families, focusing on academic, social emotional support and attendance interventions. The purpose of this team is to provide additional strategies and resources to help all students be successful in the school setting. Action 2.4 will continue to provide transportation to in-district students at no cost to families.

Learning Recovery Emergency Block Grant (LREBG) and Student Support and Professional Development Discretionary Block Grant

Franklin Elementary School District will use LREBG funds to support Goal 1, Action 1.3 Intervention by funding an intervention teacher to provide targeted Tier II and Tier III academic support in ELA and math.

State and local data demonstrate a continued need for intensified intervention services. On the 2025 Dashboard, English learners scored 25.4 points below standard in ELA and 53.9 points below standard in math, and SED students scored 27 points below standard in ELA and 52.3 points below standard in math, compared to All students performing above standard in both areas. CAASPP results show 58.25% of All students meeting/exceeding standards in ELA compared to 40.48% for SED students and 21.05% for English learners, and 57.23% of All students meeting/exceeding standards in math compared to 34.52% for SED students and 10.53% for English learners. Local i-Ready results further indicate reduced Tier I performance, with only 24% of English learners in ELA and 12% in math performing at Tier I compared to 52% ELA and 48% math for All students. These data confirm persistent learning gaps and the need for additional targeted intervention.

LREBG funds will support an intervention teacher who will provide small-group and individualized instruction during WIN time, Learning Lab, and scheduled intervention blocks. The intervention teacher will deliver targeted instruction aligned to identified skill deficits, progress monitor students every 4–6 weeks, and collaborate with classroom teachers to adjust supports. This increases instructional time and provides evidence-based small-group academic intervention designed to accelerate learning recovery for students performing below grade level.

Goal 1 Metrics to Monitor Impact

Metric 5 — Dashboard ELA and Math performance
Metric 6 — CAASPP percent meeting/exceeding standards

Metric 10 — Students receiving intervention
Metric 11 — i-Ready Tier I performance

LREBG Funds Supporting This Action: $29,321

SSPDDBG Funds Supporting This Action: $48,340

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.

Franklin Elementary School District believes strongly that the input received from all Educational Partners directly impacts the programs and services developed for students. Input from a variety of Educational Partners for LCAP goals/actions was obtained throughout the school year, and the 2026/27 LCAP reflects that input.	
Educational Partner(s)	Process for Engagement
Teachers & Bargaining Unit	Meetings February 2026, April 2026, and May 2026; survey February 2026
Principals/Administrators	N/A
Other School Personnel (Classified Staff)	Meetings February 2026, April 2026, and May 2026; survey February 2026
Parents	Survey – Spring 2026
Students	Survey – Spring 2026; Our Student Council leaders served as our Student Advisory Committee and were consulted on the draft LCAP in May 2026.
SELPA	Meeting – February 2026
Parent Advisory Committee (PAC)/ School Site Council	Throughout the year, we discussed the progress toward metrics and actions from the 2025/26 LCAP. In February 2026, we discussed potential changes to actions in the 2026/27 LCAP. We held a meeting for consultation on the draft LCAP on April 22, 2026.
ELAC/DELAC	We held a meeting for consultation on the draft LCAP on April 13, 2026.

Insert or delete rows, as necessary.

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

Educational partner input related to the need for PD in how to teach writing and the new Math framework, and the importance of continuing our work on establishing a clear procedure and protocol for students needing Tier III intervention; the value of maintaining an ELD teacher; the need for a dedicated Intervention teacher; and the need to maintain PLC time for analysis of student performance and progress resulted in the following actions:

-Goal 1, Action 1.1 Ensure staff are provided targeted professional development to support positive student outcomes.
-Goal 1, Action 1.2 Continue to refine our universal assessment and progress monitoring system to monitor student achievement and identify students in need of additional support to close the achievement gap. An added component is to explore data management systems to house assessment data so teachers and administration can easily create reports to use when assessing the needs and planning programs.
-Goal 1, Action 1.3 Provide intervention and support to address the academic needs of SED students, English learners, and foster youth. Continue to refine Tier III intervention (academic and social emotional). Work with SCSOS staff on Continuous Improvement to establish a clear procedure and protocol for students needing Tier III intervention.

-Goal 1, Action 1.4 Continue to fund a full time ELD teacher to oversee the EL program, provide classroom teachers with EL data, support classroom teachers with EL instruction, deliver designated ELD instruction to English learners.

Educational partner groups expressed the continued need for supporting the social-emotional health and well-being of our students so we will maintain the following actions:

-Goal 2, Action 2.2 Support student social and emotional health by funding a full-time school-based mental health professional and implementing curriculum.

-Goal 2, Action 2.3 Maintain the Problem Solving Committee (ProSolve) comprised of administration, 3 teachers, the resource teacher, the school psychologist, and the RSP teacher designed to support struggling students, staff, and families.

Specific educational partner input regarding the need for continued transportation for students resulted in Action 2.4 Transportation being carried over into the 2026/27 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	FESD will provide high-quality educational programs, academic support, and enrichment to ensure all students are college and career ready.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

This goal supports Franklin School's mission statement, *Making A Difference For All Students*. Franklin School maintains high expectations for students, and the entire staff is committed to providing opportunities that address the learning needs of all children. Analysis of the 2025 Dashboard, CAASPP, and local assessment data indicates that overall performance in ELA and Math declined, and achievement gaps persist for unduplicated students, particularly English learners (EL) and our SED student group.

On the 2025 Dashboard, English learners and our SED student group remain significantly below standard in both ELA and Math, with widening gaps in mathematics. Fewer English learners are making progress toward English Language Proficiency (65.7% in 2025 compared to 78.1% in 2024). CAASPP results show declines in the percentage of students meeting or exceeding standards, indicating that while 62.4% of students demonstrated individual scale score growth in ELA and 59.3% in Math, growth has not yet resulted in sustained increases in overall proficiency. Local i-Ready results show fall-to-winter growth in Tier I performance and reductions in the need for intensive intervention; however, winter-to-winter comparisons indicate continued declines in proficiency. A performance gap remains among student groups in ELA (All 52%; SED 41%; EL 24%) and Math (All 48%; SED 36%; EL 12%). Although the percentage of students requiring Tier III intervention decreased from fall to winter, EL students continue to require intensive intervention at disproportionately higher rates.

This goal prioritizes strengthening professional development, refining data-to-instruction cycles, intensifying intervention supports and enhancing designated and integrated ELD instruction. These refinements are necessary to accelerate achievement for our unduplicated student group and reduce persistent performance gaps while improving overall academic outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A: Percentage of teachers Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	October 2023 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2024 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2025 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	No Difference
2	Priority 1B: Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	No Difference
3	Priority 2A: Progress (1-5) in implementing policies or program to support staff in identifying areas where they can improve in delivering instruction aligned to standards and/or frameworks Source: Local Indicator Tool Priority 2	January 2024 ELA 4 ELD 4 Mathematics 4 NGSS 4 HSS 4	January 2025 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 4	January 2026 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 4	January 2027 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS 5	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Priority 2B: Percentage of English learners scoring Tier I (At Grade Level or Above) on ELA local assessment (i-Ready) Source: Winter Local Assessment (i-Ready)	Winter 2024 39.13%	Winter 2025 22.58%	Winter 2026 24%	Winter 2027 45%	-15.13%
5	Priority 4A: Points above/below Standard Met on CAASPP Source: CA School Dashboard	2023 Dashboard <u>ELA</u> All: 27.2 above Asian: 34 above Hispanic: 3.4 below White: 32.4 above EL: 19.3 below SED: 11.6 below SWD: 56.9 below <u>Math</u> All: 8.3 above Asian: 14.8 above Hispanic: 26.1 below White: 15.1 above EL: 32.9 below SED: 25.1 below SWD: 52.8 below	2024 Dashboard <u>ELA</u> All: 29.3 above Asian: 35.5 above Hispanic: 3.2 above White: 27.9 above EL: 24.6 below SED: 6.3 below SWD: 68.5 below <u>Math</u> All: 17.8 above Asian: 24.5 above Hispanic: 22.7 below White: 21 above EL: 40 below SED: 18.8 below SWD: 78.6 below <u>Science</u> All: 6.2 below White: 6.3 below	2025 Dashboard <u>ELA</u> All: 16.7 above Asian: 35.4 above Hispanic: 14.5 below White: 20.9 above EL: 25.4 below SED: 27 below SWD: 60.3 below <u>Math</u> All: 5.1 above Asian: 8 above Hispanic: 32.8 below White: 14.2 above EL: 53.9 below SED: 52.3 below SWD: 67.8 below <u>Science</u> All: 53.1 science points White: 54.8 science points	2026 Dashboard <u>ELA</u> All: 35 above Asian: 40 above Hispanic: 5 above White: 38 above EL: 10 below SED: 5 below SWD: 45 below <u>Math</u> All: ~~15~~ 22 above Asian: ~~20~~ 27 above Hispanic: 15 below White: 23 above EL: 25 below SED: 15 below SWD: 42 below <u>Science</u> All: 4 above White: 4 above *Updated 2025*	All: -10.5 Asian: +1.4 Hispanic: -11.1 White: -11.5 EL: -6.1 SED: -15.4 SWD: -3.4 <u>Math</u> All: -3.2 Asian: -6.8 Hispanic: -6.7 White: -0.9 EL: -21 SED: -27.2 SWD: -15 <u>Science</u> N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	Priority 4A: Percentage of students meeting and exceeding on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP <u>ELA</u> All: 61.91% Asian: 63.41% Hispanic: 52.86% White: 64.21% EL: 29.16% SED: 42.86% SWD: 31.03% <u>Math</u> All: 55.52% Asian: 58.54% Hispanic: 40.84% White: 58.42% EL: 20.84% SED: 42.86% SWD: 38.71% <u>Science</u> All: 44.15% Asian: 30.77% Hispanic: 29.17% White: 55% SED: 30.3%	2024 CAASPP <u>ELA</u> All: 63.38% Asian: 67.44% Hispanic: 53.62% White: 64.45% EL: 15% SED: 53.19% SWD: 21.42% <u>Math</u> All: 60.61% Asian: 58.54% Hispanic: 44.93% White: 62.22% EL: 20% SED: 47.87% SWD: 25% <u>Science</u> All: 40.37% Asian: 33.33% Hispanic: 35% White: 40% SED: 19.35%	2025 CAASPP <u>ELA</u> All: 58.25% Asian: 64.11% Hispanic: 48.00% White: 60.33% EL: 21.05% SED: 40.48% SWD: 20.00% <u>Math</u> All: 57.23% Asian: 58.98% Hispanic: 38.67% White: 62.84% EL: 10.53% SED: 34.52% SWD: 27.50% <u>Science</u> All: 31.62% Asian: 37.50% Hispanic: 19.35% White: 33.87% SED: 23.81%	2026 CAASPP <u>ELA</u> All: 68% Asian: 70% Hispanic: 55% White: 70% EL: 33% SED: ~~47.5%~~ 58% SWD: 35% <u>Math</u> All: 62.5% Asian: 62% Hispanic: 47% White: ~~62%~~ 68% EL: 24.8% SED: ~~47.5%~~ 50% SWD: 42% <u>Science</u> All: 48.5% Asian: 35% Hispanic: ~~32%~~ 38% White: 58% SED: 37.3% *Updated 2025*	<u>ELA</u> All: -3.66% Asian: 0.7% Hispanic: -4.86% White: -3.88% EL: -8.11% SED: -2.38% SWD: -11.03% <u>Math</u> All: +1.71% Asian: +0.41% Hispanic: -2.17 White: +4.42% EL: -10.31% SED: -8.34% SWD: -11.21% <u>Science</u> All: -12.53% Asian: +6.73% Hispanic: -9.82% White: -21.13% SED: -6.49%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7	Priority 4E: Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: CA School Dashboard	2023 Dashboard 55.2%	2024 Dashboard 78.1%	2025 Dashboard 65.7%	2026 Dashboard ~~60%~~ *≥75%* *Updated 2025*	+10.5%
8	Priority 4F: Percentage of English learners who are reclassified during the school year Source: Local Data	2023/24 School Year 10.64% (5/47)	2024/25 School Year 17.5% (7/40)	2025/26 School Year 18.42% (7/38)	2026/27 School Year 13%	+7.78%
9	Priority 7A: Progress (1-5) implementing academic standards for all students Source: Local Indicator Survey	January 2024 Health Education: 3 Physical Education: 5 VAPA: 4	January 2025 Health Education: 3 Physical Education: 5 VAPA: 4	January 2026 Health Education: 4 Physical Education: 5 VAPA: 4	January 2027 Health Education: 4 Physical Education: 5 VAPA: 5	Health Education: +1 Physical Education: 0 VAPA: 0
10	Priority 7B/C: Percentage of unduplicated students and students with exceptional needs in grades 1-8 scoring *Two or Three Grade Levels Below* on the fall i-Ready ELA and/or Math assessment, receiving tutoring or tiered intervention. Source: Attendance in programs	Fall 2023 ELA 100% Math 89%	Fall 2024 ELA 80% Math 82%	Fall 2025 ELA 80% Math 82%	Fall 2026 ELA 100% Math 100%	ELA -20% Math -7%

11	Priority 8: Percentage of 1st-8th grade students scoring in Tier I (At Grade Level or Above) on the local assessment (i-Ready) in ELA and Math. Source: Local Assessment i-Ready)	Winter 2024 ELA All: 59.91% SED: 48.00% EL: 39.13% Math All: 50.24% SED: 35.00% EL: 17.39%	Winter 2025 ELA All: 56% SED: 39.60% EL: 22.58% Math All: 46% SED: 29% EL: 9.68%	Winter 2026 ELA All: 52% SED: 41% EL: 24% Math All: 48% SED: 36% EL: 12%	Winter 2027 ELA All: 65% SED: 55% EL: 45% Math All: 60% SED: 45% EL: 30%	ELA All: -7.91% SED: -7% EL: -15.13% Math All: -2.24% SED: +1% EL: -5.39%

Insert or delete rows, as necessary.

Goal Analysis for 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.

We offered these planned PD activities: Science of Reading using Renaissance Phonics and Read Naturally, Math Matters with emphasis on the Math Framework and preparation for adoption, and i-Ready reporting. Planned PLC Process training was not included, as staff had previously been trained. Continuous Improvement work was conducted internally while awaiting SCSOS support. Instructional aides participated in the Paraeducator Series through SCSOS. (Action 1.1)

We consistently implemented i-Ready as our universal assessment and progress monitoring system. Students in grades 1–8 completed i-Ready assessments three times throughout the year; kindergarten students completed their first i-Ready assessment in January. Teachers used i-Ready My Path for progress monitoring and assigned lessons based on assessment results. During PLC time, teachers analyzed universal assessment data, classroom data, and state assessment results to form WIN groups and discuss Tier II and Tier III interventions. Vertical collaboration time was provided to discuss essential standards, particularly in mathematics. (Action 1.2)

We continued to provide structured intervention and academic support for students, particularly Socioeconomically Disadvantaged students, English learners, foster youth, and students with disabilities. Intervention services included 9 instructional aides and 3 intervention teachers (long-term substitutes), Reading Lab, and WIN time. Tier III interventions were established, and staff continued discussions regarding areas of need and refinement. Continuous Improvement work related to Tier III procedures is ongoing. (Action 1.3)

We continued to fund a full-time ELD teacher to oversee the EL program. The ELD teacher administered Initial and Summative ELPAC assessments, delivered designated ELD instruction to 38 English learners, and collaborated with classroom teachers to support integrated ELD instruction. (Action 1.4)

Overall, there were no substantive differences between planned actions and actual implementation. Adjustments primarily reflected refinement of professional development content and internal implementation of Continuous Improvement processes while awaiting external support (Action 1.1). The core structures of professional development, universal assessment, intervention systems, and ELD support were maintained as intended.

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.

Overall, there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 1. The only notable variance was in Action 1.2, where the i-Ready program cost less than originally budgeted. This did not impact implementation, as all services were provided as planned.

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

A review of Year 2 outcome data indicates that the actions in Goal 1 are contributing to areas of student growth; however, they are not yet supporting consistent improvement or closing achievement gaps for unduplicated students.

Action 1.1 – Professional Development, Action 1.2 – Assessment and Data Management, and Action 1.3 – Intervention

Professional development strengthened staff capacity to implement consistent, standards-aligned instructional practices. Refinement of our universal assessment system, combined with structured Tier II and Tier III intervention, improved our ability to systematically identify students in need of additional support, particularly EL and SED students, and to monitor their academic progress. Evidence of partial effectiveness includes:

2025 CAASPP:
- 62.4% of students demonstrated individual scale score growth in ELA.
- 59.3% of students demonstrated individual scale score growth in Math.

2025/26 Local Assessment – i-Ready

- ELA (Percentage of Students Scoring in Tier I Fall 2025 to Winter 2026)
  -All: 36% to 52%; EL: 9% to 24%; SED: 25% to 41%
- Math (Percentage of Students Scoring in Tier I Fall 2025 to Winter 2026)
  -All: 30% to 48%; EL: 6% to 12%; SED: 18% to 36%
- ELA (Percentage of Students Scoring in Tier III Fall 2025 to Winter 2026)
  -All: 23% to 15%; EL: 64% to 37%; SED: 33% to 22%
- Math (Percentage of Students Scoring in Tier III Fall 2025 to Winter 2026)
  -All: 18% to 10%; EL: 56% to 33%; SED: 28% to 17%

These fall-to-winter improvements indicate that structured intervention and data-driven grouping increased targeted instructional time for students performing below grade level, particularly EL and SED students, resulting in short-term gains in local assessment performance.

However, when compared to baseline performance levels, Dashboard and CAASPP results declined in both ELA and Math (Metrics 5 and 6). Proficiency rates decreased for most student groups, and achievement gaps widened for our EL and SED student groups, particularly in math. Winter-to-winter i-Ready results (Metric 11) indicate that proficiency rates remain below baseline levels for several student groups, particularly English learners and SED students, reflecting trends similar to statewide Dashboard and CAASPP outcomes. These results indicate that while identification and monitoring systems are functioning, they are not sufficient to produce overall achievement gains or close performance gaps.

Action 1.4 – English Learner Development (ELD) Support

Action 1.4 was partially effective in improving outcomes for English learners. Funding a full-time ELD teacher ensured designated ELD instruction, ELPAC administration, and oversight of the English Learner program. The reclassification rate increased from 10.64% at baseline to 18.42% in Year 2, indicating more students met English proficiency criteria after receiving targeted language instruction and progress monitoring. However, the percentage of English learners making annual progress toward English proficiency declined from 78.1% in 2024 to 65.7% in 2025, although performance remains above the baseline of 55.2%. These mixed results indicate that while the action supported students reaching reclassification, fewer English learners advanced one proficiency level, suggesting a need to strengthen integrated ELD, academic vocabulary development, and language support across content areas to accelerate progress toward English proficiency.

Overall, the actions in Goal 1 were partially effective in strengthening instructional systems and supporting short-term growth, but they were not yet effective in producing sustained increases in overall proficiency or closing achievement gaps for unduplicated students. Changes to actions are described in Prompt 4.

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

Based on 2025 Dashboard, CAASPP, and local assessment results showing declines in mathematics and persistent achievement gaps for English Learners and socioeconomically disadvantaged students, the following adjustments to actions were made:

Action 1.1 Professional Development was revised to strengthen explicit math instruction, academic language development, and writing aligned to CAASPP expectations. Tier III procedures will be refined, and instructional aides will receive additional training to support intervention. Professional development topics such as Science of Reading implementation, i-Ready training, and initial PLC training were reduced or eliminated, except as needed for new staff. These revisions strengthen core instruction and address declining math performance.

Action 1.2 Assessment and Data Management was revised to include six-week data review cycles and clearer criteria for Tier II and Tier III placement. Procedures for using i-Ready and local assessment data to regroup students will be strengthened, and Aeries Intervention will be implemented to house assessment data and support reporting. Exploration of data systems was eliminated as the assessment structure has been established. These revisions strengthen progress monitoring and data-driven instruction.

Action 1.3 Intervention and Support was revised to strengthen targeted math and ELA intervention and implement a more structured MTSS framework. Students receiving intervention will be monitored every 4–6 weeks. Intervention services will prioritize English Learners and socioeconomically disadvantaged students, and attendance will be incorporated into the MTSS process. Additional staffing will be added to provide intervention for students with disabilities during noncore instructional time. These revisions strengthen targeted intervention and improve alignment between data, intervention, and student needs. Learning Recovery Emergency Block Grant (LREBG) funds will be evenly distributed across allowable expenditure years to support the intervention teacher position which is staffed to begin in the 2026-27 school year.

Action 1.4 English Language Development was revised to expand ELD instruction across content areas, with an emphasis on math, academic vocabulary, and student discourse. Additional support will be provided for English Learners performing below standard in math. These revisions strengthen targeted support for English Learners.

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	Ensure staff are provided with targeted professional development to support positive student outcomes. We will provide PD in: Certificated: - Explicit math instruction aligned to the California Math Framework - Math discourse, academic language, and differentiation to support English Learners and students performing below grade level - Vertical alignment of math standards across grade levels - Math curriculum adoption - Writing, including Step up to Writing & LaNesha Tabb-Reimagine Writing! - Alignment of local writing rubrics to CAASPP expectations - Continue continuous improvement work with a focus on refining our local assessment system with clear procedures and protocol for students needing Tier III intervention Instructional Aides: - Administration of local assessments - UFLI and Read Naturally to support foundational literacy intervention - Math and writing professional development to increase consistency between core instruction and intervention	$3,000	No

1.2	Assessment and Data Management	Refine our universal assessment and progress monitoring system to monitor student achievement and identify students in need of additional support to close the achievement gap. Components include: - i-Ready for universal assessments for grades 1-8 - Progress monitoring through i-Ready (My Path) with lessons assigned based on assessment results - Establish six-week data review cycles to analyze i-Ready and local assessment results - Refine criteria for Tier II and Tier III placement - Use assessment data to regroup students during WIN and Learning Lab - Implement Aeries Intervention to house assessment data and generate reports for instructional planning - Provide PLC time for staff to analyze student performance and progress and adjust instruction accordingly	$25,000	No
1.3	Intervention	Provide intervention and support to address the academic needs of socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. Components include: - Instructional aides and intervention teachers providing targeted support - Targeted math and ELA intervention during WIN, Learning Lab and other pre-arranged times. - Implement a structured MTSS framework including Tier II and Tier III supports - Prioritize English learners and SED students for intervention services - Progress monitor students receiving intervention every 4–6 weeks and adjust support as needed - Continue refining Tier III intervention procedures (academic, social-emotional and attendance) through continuous improvement work - Incorporate attendance data into the MTSS process to identify and support students needing additional intervention - Provide additional staffing to support intervention for students with disabilities during noncore instructional time	$480,122	Yes

1.4	ELD Support	Continue to fund a full-time ELD teacher to oversee the English Learner program and provide targeted language development support. Components include: - Administer ELPAC assessments and provide results to teachers and parents - Deliver designated ELD instruction for English Learners - Provide integrated ELD strategies across content areas, including Mathematics - Emphasize academic vocabulary development and structured student discourse - Monitor English Learner progress toward ELPAC proficiency levels - Provide additional support for English Learners performing below standard, particularly in math PD will include: - Attend EL cohort meetings with small school districts to collaborate on curriculum, program requirements, and instructional resources	$153,811	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to promote student success and well-being.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 3, 5, 6

An explanation of why the LEA has developed this goal.

FESD is maintaining Goal 2 to ensure our school remains a safe, well-maintained, and welcoming environment that actively engages students and families. Our Facilities Inspection Tool (FIT) rating improved from Good (2024) to Exemplary (2025 and 2026), demonstrating strong facility conditions that support student safety and belonging (Metric 1). However, recent parent survey data show declines in perceptions of encouragement to provide input (81.89% baseline to 85.65 2025, then declined to 72.37% 2026) and agreement that the school advertises and seeks participation (98.55% baseline to 99.32% 2025, then declined to 80% 2026) (Metrics 2 and 3). These trends indicate a need to strengthen two-way communication and family engagement. Attendance improved slightly from 95.71% to 96.15 but remains below the ≥97% target (Metric 4). Although chronic absenteeism remains below baseline for several student groups, rates increased in 2025 as compared to 2024, and SED students remain in the Red performance level, indicating a continued need for targeted attendance interventions and stronger engagement supports (Metric 5). Suspension rates remain low overall (1.1%); however, the 2025 Dashboard reflects increases from baseline for all student groups and subgroup disparities continue, particularly for English learners and our SED student group (Metric 8).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C: Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	January 2024 Good	January 2025 Exemplary	January 2026 Exemplary	January 2027 ~~Good~~ Exemplary *Updated 2026*	No Difference
2	Priority 3A: Percentage of parents who say they are encouraged to provide input on policies and programs. Source: Parent Survey	January 2024 81.89%	January 2025 85.62%	January 2026 72.37%	January 2027 ≥ 90%	-9.52%
3	Priority 3B/C: Percentage of parents who agree that the school advertises and seeks parent participation in school events and programs. Source: Parent Survey	January 2024 All: 98.55% Our survey system does not support disaggregating data based on student groups. We will work on this for next year.	January 2025 All: 99.32 EL: 100% We still cannot disaggregate data based on student group. We manually calculated for our EL group. This is an on-going project.	January 2026 All: 80% EL: 85.72%	January 2027 All: ≥ 98% SED: ≥85% EL: ≥80% SWD: ≥90%	All: -18.55% EL: -14.28%
4	Priority 5A: Attendance Rate Source: P2 Attendance Report	April 2024 95.71%	April 2025 95.69%	April 2026 96.15%	April 2027 ≥97%	+0.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days Source: Dashboard	2023 Dashboard All: 9.3% Asian: 7.1% Hispanic: 9.8% TMR: 6.4% White: 9.9% EL: 5.0% SED: 13.3% SWD: 15.4%	2024 Dashboard All: 5.2% Asian: 0% Hispanic: 6.6% TMR: 4.5% White: 5.3% EL: 3.9% SED: 9.8% SWD: 7.8%	2025 Dashboard All: 6.4% Asian: 4.9% Hispanic: 7.9% TMR: 6.7% White: 6% EL: 4.2% SED: 13.2% SWD: 9.4%	2026 Dashboard All: <6% Asian: <4% Hispanic: <6.8% TMR: <4.5% White: <6% EL: <3.5% SED: <10% SWD: <10%	All: -2.9% Asian: -2.2% Hispanic: -1.9% TMR: +0.3% White: -3.9% EL: -0.8% SED: -0.1% SWD: -6%
6	Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days Source: SIS	April 2024 All: 5% Asian: 0% Hispanic: 7% TMR: 2.3% White: 6.2% EL: 2.3% SED: 6.7% SWD: 0%	April 2025 All: 5.9% Asian: 4.9% Hispanic: 8.1% TMR: 6.8% White: 5.1% EL: 5.1% SED: 11% SWD: 7.3%	April 2026 All: 8.2% Asian: 11.7% Hispanic: 9.3% TMR: 12.2% White: 6.6% EL: 12.8% SED: 16.4% SWD: 8.5%	April 2027 All: ≤2% Asian: 0% Hispanic: ≤4% TMR: ≤1.5% White: ≤4% EL: ≤1.5% SED: ≤4% SWD: 0%	All: +3.2% Asian: +11.7% Hispanic: +2.3% TMR: +9.9% White: +0.4% EL: +10.5% SED: +9.7% SWD: +8.5%
7	Priority 5C: Percentage of students in grades 7/8 who dropped out of school prior to completing 8th grade Source: Local SIS	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
8	Priority 6A: Student Suspension Rate Source: Dashboard	2023 Dashboard All: 0.8% Asian: 0% Hispanic: 0% TMR: 0% White: 1.4% EL: 0% SED: 1.8% SWD: 2.9%	2024 Dashboard All: 0.6% Asian: 0% Hispanic: 1.6% TMR: 0% White: 0.4% EL: 0% SED: 1.3% SWD: 0%	2025 Dashboard All: 1.1% Asian: 0% Hispanic: 1.6% TMR: 0% White: 1.4% EL: 4.2% SED: 3.1% SWD: 4.7%	2026 Dashboard All: <1% Asian: 0% Hispanic: <1% TMR: 0% White: <1% EL: 0% SED: <1% SWD: 1%	All: +0.3% Asian: 0% Hispanic: +1.6% TMR: 0% White: 0% EL: +4.2 % SED: +1.3% SWD: +1.8%

9	Priority 6B: Student Expulsion Rate Source: Local Data	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
10	Priority 6C: Percentage of parents, students, and staff who feel the school is safe. Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	January 2024 Safety Students: 85.29% Parents: 98.55% Staff: 88.9% Connectedness Students: 88.29% Parents: 96.35% Staff: 92.6%	January 2025 Safety Students: 87.07% Parents: 98.66% Staff: 89.5% Connectedness Students: 88.24% Parents: 98.66% Staff: 89.5%	January 2026 Safety Students: 90.48% Parents: 97.4% Staff: 90% Connectedness Students: 84.45% Parents: 98.7% Staff: 91%	January 2027 Safety Students: ≥90% Parents: ≥98% Staff: ≥95% Connectedness Students: ≥95% Parents: ≥98% Staff: ≥95%	Safety Students: +5.19% Parents: -1.15% Staff: +1.1% Connectedness Students: -3.84% Parents: +2.35% Staff: -1.6%

Insert or delete rows, as necessary.

Goal Analysis for 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.

Action 2.1 – Parent Engagement has been implemented as described. We hosted multiple school events and continued regular communication through the Monday Message and website updates. Participation remains strong, and survey feedback reflects high levels of parent satisfaction and connectedness.

Action 2.2 – Social-Emotional Health was implemented through direct student services and schoolwide SEL instruction. Students receive individual and small group counseling, and SEL lessons are delivered regularly across grade levels.

Action 2.3 – Student Support (ProSolve/CARE Team) has been implemented consistently. The team meets every three weeks to review academic, attendance, and behavioral data and to coordinate Tier III supports.

Action 2.4 – Transportation continues to provide no-cost transportation to approximately 20% of students daily, ensuring equitable access to instruction and programs.

Challenges: We planned to fund a full-time school counselor (Action 2.2); however, services are currently provided by a Student Support Specialist (2.5 days per week) and a Social Work Intern (2 days per week). While the staffing structure differs from the original plan, student services have continued without interruption. No other substantive differences occurred between planned and actual implementation.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 2.

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

A review of Year 2 outcome data indicates that the actions in Goal 2 are contributing to maintaining safe, supportive school conditions and key student supports; however, they are not yet sufficient to produce consistent improvement in family engagement outcomes or sustained improvement in attendance and chronic absenteeism for all student groups.

Action 2.1 Support Parent Engagement

This action was partially effective in supporting family participation and communication; however, Year 2 outcomes indicate that implementation was not consistent enough to maintain strong engagement measures. Parent survey results declined in both the percentage of parents who report being encouraged to provide input on policies and programs (Metric 2) and the percentage of parents who agree the school advertises and seeks parent participation in school events and programs (Metric 3). These results indicate a need to strengthen two-way communication systems and rebuild consistent outreach to families.

Action 2.2 – Social-Emotional Health and Action 2.3 – Student Support

These actions were effective in supporting student well-being and maintaining a safe school environment. Local survey results show a continuous increase in perceptions of school safety across students and staff (Metric 10). Additionally, the continuation of the full-time counselor position, SEL committee, PAWS initiative, and the ProSolve/CARE team supported structured early intervention and coordinated student supports.

However, these actions were less effective in improving attendance and reducing suspension rates. Chronic absenteeism improved from the 2023 to 2024 Dashboard but increased in 2025 across most student groups, with SED students at the highest levels (Metric 5). Local attendance data shows chronic absenteeism increasing across all student groups (Metric 6), and overall attendance remaining below the Year 3 target (Metric 4). Dashboard and local SIS attendance metrics are calculated using different reporting windows and methodologies; however, both data sources indicate persistent attendance concerns for unduplicated student groups. In addition, suspension rates increased overall, with EL, SED, and SWD student groups disproportionately higher than All students (Metric 8). While support systems remain in place, these results indicate a need to strengthen prevention and intervention practices related to attendance and behavior.

Action 2.4 – Transportation

This action was effective in maintaining student access to school by reducing transportation barriers for families. However, attendance rates remained relatively flat and below the Year 3 target (Metric 4). While chronic absenteeism decreased from 2023 to 2024, it increased again in 2025 (Metric 5), and local data shows increases across all student groups (Metric 6). This suggests that transportation alone is not sufficient to improve attendance, and additional targeted supports are needed, particularly for SED and SWD student groups.

Overall, the actions in Goal 2 were effective in maintaining safe, supportive conditions and key student support systems, but were only partially effective in improving family engagement outcomes and attendance and suspension related metrics. Changes to actions are described in Prompt 4.

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

Based on the Year 2 Outcome, the Target for Year 3 Outcome was updated for Metric 1.

Action 2.1 Parent Engagement was revised to include more consistent and structured communication and engagement opportunities with targeted outreach to underrepresented families. These changes are being made because inconsistent engagement contributed to declines in parent survey results (Metrics 2 and 3), and more structured and targeted outreach is expected to increase participation and improve parent perceptions of involvement.

Action 2.2 Social-Emotional Health was revised to replace the term “full-time counselor” with “full-time school-based mental health professional” in order to better reflect the actual position title and broader range of mental health services being provided. No substantive change was made to the level of services.

Action 2.3 Problem Solving Team (ProSolve) was revised to expand the team’s role to include attendance within the MTSS process. The updated action adds a focus on reviewing attendance data, implementing positive attendance incentives through the SEL team, and developing SART procedures. These revisions strengthen early identification and coordinated supports for students with academic, behavioral, and attendance needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	Promote parent involvement through parent information opportunities, regular communication cycles, targeted outreach, and engaging school events.	$11,000	No
2.2	Social-Emotional Health	Support student social and emotional health by funding a full-time school-based mental health professional and implementing curriculum. Maintain the SEL committee and support the PAWS (**P**ractice respect, **A**ct responsibly, **W**ork together, **S**how kindness) initiative that focuses on character education and character traits.	$98,000	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Student Support	Maintain the ProSolve team, consisting of administration, teachers, the resource teacher, school psychologist, and RSP teacher, meeting every three weeks to support struggling students, staff, and families. Components include: - Review academic, behavior, and attendance data to identify students needing additional support - Recommend interventions prior to SST referral - Teachers submit students for review and support planning - Collaborate with SCSOS staff through monthly CARE team meetings to access additional resources - Incorporate attendance into the MTSS process, including SART procedures and positive attendance incentives - Coordinate SEL and intervention supports to improve student success	$0.00	No
2.4	Transportation	Continue to provide transportation services to in-district students at no cost to families.	$105,000	Yes

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$346,498	$0.00

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
5.779%	0%	$0.00	5.779%

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 #(s)	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
Goal 1, Action 1.3	Dashboard and CAASPP data show declining performance and widening achievement gaps for English learners and SED students, particularly in math. English learners scored 25.4 points below standard in ELA and 53.9 points below standard in math and, while SED students scored 27 points below in ELA and 52.3 points below in math on the 2025 Dashboard compared to All students (16.7 points above in ELA and 5.1 points above in math). (Metric 5) 2025 CAASPP results also show gaps in the percentage of students meeting or exceeding standards. In ELA, All students scored 58.25%, compared to 40.48% for SED students and 21.05% for English learners. In math, All students scored 57.23%, compared to 34.52% for SED students and 10.53% for English learners (Metric 6). Local i-Ready results also show lower Tier I performance for EL (24% ELA; 12% math) and SED students (41% ELA; 36% math) compared to All students (52% ELA; 48% math), indicating a continued need for targeted intervention. (Metric 11)	Our assessment of this action shows progress; however, due to ongoing performance gaps on state and local assessments, Action 1.3 will be maintained with refinements. Targeted Tier II and Tier III intervention in math and ELA will continue during WIN and Learning Lab, prioritizing English Learners and socioeconomically disadvantaged students. Intervention staff will provide flexible, short-term support based on i-Ready and local assessment data. Refinements include a more structured MTSS framework, clearer Tier II and Tier III placement criteria, progress monitoring every 4–6 weeks, incorporating attendance into MTSS, and providing additional intervention support for students with disabilities. These changes are being made because stronger alignment between data, intervention, and student needs is needed to improve outcomes. This action is provided on an LEA-wide basis; however, due to persistent performance gaps, it is principally directed toward unduplicated students.	Metric 5 — Dashboard ELA and Math performance Metric 6 — CAASPP percent meeting/exceeding standards Metric 10 — Students receiving intervention Metric 11 — i-Ready Tier I performance

Goal and Action #(s)	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
Goal 2, Action 2.2 Social – Emotional Health	Chronic absenteeism increased from 5.2% to 6.4%, with higher rates for socioeconomically disadvantaged students (13.2%) and students with disabilities (9.4%). Suspension rates also increased to 1.1% for All students, 3.1% for SED, 4.2% for EL, and 4.7% for SWD, indicating that unduplicated students experience greater behavioral and engagement challenges. Educational partners, including staff, parents (including parents of low-income students), Site Council, LCAP Advisory, and ELAC all expressed the need for social emotional support for students. These outcomes indicate a need for continued social-emotional and behavioral supports to improve student engagement, reduce behavioral incidents, and support consistent attendance for unduplicated students.	A student's social-emotional well-being affects behavior, including interactions, conflict resolution, and response to challenges. Providing access to counseling services and SEL supports during the school day increases access for unduplicated students because low-income families often face barriers to outside services, and in-school supports reduce missed instructional time. Action 2.2 will continue funding counseling services, SEL instruction, and schoolwide behavior supports, including the SEL committee and the PAWS initiative. These services increase and improve support for unduplicated students because they provide early intervention, teach self-regulation skills, and connect students to additional supports, which leads to improved behavior and increased attendance. This action is provided on an LEA-wide basis to ensure unduplicated students receive support within the general education setting. However, it is principally directed toward unduplicated students because these student groups have higher rates of chronic absenteeism and suspension and fewer resources for outside services.	Metric 4 – Attendance Rate Metric 5 – Chronic absenteeism Metric 8 – Suspension rate Metric 10 – School safety and connectedness survey

Goal 2, Action 2.4	Attendance and chronic absenteeism data indicate that barriers to consistent school access remain for unduplicated students. Chronic absenteeism declined from 9.3% at baseline to 6.4% in 2025; however, rates remain higher for SED students (13.3% to 13.2%) and SWD (15.4% to 9.4%). Attendance rates for all students improved slightly from 95.71% at baseline to 96.15% in Year 2 but remain below the ≥97% target (Metric 4). Through the educational partner engagement process, including input from parents and the ELAC committee, families identified transportation as a continued need to support consistent school attendance.	This data indicates that lack of reliable transportation continues to be a barrier for unduplicated students, particularly for SED students and English learners. To address this need, we will continue to provide transportation to in-district students at no cost to families. This action increases access to daily instruction because it reduces transportation barriers that can prevent students from attending school regularly, which supports improved attendance and reduced chronic absenteeism. This action is being provided on an LEA-wide basis because transportation routes serve all students. However, it is principally directed toward unduplicated students because low-income families are more likely to experience transportation barriers. As a result, this action is expected to increase attendance and reduce chronic absenteeism for SED students and other unduplicated groups to a greater degree than for all students.	Metric 4 – Attendance Rate Metric 5 – Chronic absenteeism Metric 6 – Local attendance data

Insert or delete rows, as necessary.

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
Goal 1, Action 1.4	English Learners continue to perform below standard in ELA and mathematics. On the 2025 Dashboard, English Learners scored 25.4 points below standard in ELA and 53.9 points below standard in math. English Learner progress toward proficiency declined from 78.1% to 65.7%, and 2025 CAASPP results show English Learners at 21.05% meeting/exceeding in ELA and 10.53% in math. This data indicate a continued need for designated and integrated ELD instruction, targeted language support within core instruction, and additional academic intervention in mathematics.	Action 1.4 continues funding a full-time ELD teacher to provide designated ELD instruction aligned to students' English proficiency levels, collaborate with classroom teachers to strengthen integrated ELD practices across content areas, and monitor student progress toward English proficiency using local and state assessment data. Additional support is provided for English Learners performing below standard, particularly in math. The action also includes targeted instructional support for English Learners performing below standard in mathematics through scaffolded academic language instruction, small-group intervention, and progress monitoring. This action is being provided on an LEA-wide basis because English Learners are enrolled across grade levels and require consistent access to language development support within both core instruction and intervention settings. The action is principally directed toward English Learners because the additional ELD instruction, language scaffolds, and progress monitoring are designed to address barriers related to academic language proficiency that limit access to grade-level content and contribute to lower performance in ELA and mathematics.	Metric 5 — Dashboard ELA and Math (EL subgroup) Metric 6 — CAASPP percent meeting/exceeding (EL subgroup) Metric 7 — English Learner progress toward proficiency Metric 11 — i-Ready Tier I (EL subgroup)

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

FESD does not receive additional concentration grant add-on funding.

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

2026/27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026/27	$ 5,995,853	$ 346,498	5.779%	0.000%	5.779%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 661,270	$ 152,661	$ -	$ 62,002	$ 875,933.00	$ 738,933	$ 137,000

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	LEA-wide		LEA-wide	Ongoing	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
1	1.2	Assessment and Data Management	All	No	LEA-wide		LEA-wide	Ongoing	$ -	$ 25,000	$ 20,000	$ 5,000	$ -	$ -	$ 25,000	0.000%
1	1.3	Intervention	All	Yes	LEA-wide	Low-income, Engish learners, Homeless, Foster Youth	LEA-wide	Ongoing	$ 480,122	$ -	$ 270,459	$ 147,661	$ -	$ 62,002	$ 480,122	0.000%
1	1.4	ELD Support	English learners	Yes	LEA-wide	English learners	LEA-wide	Ongoing	$ 153,811	$ -	$ 153,811	$ -	$ -	$ -	$ 153,811	0.000%
2	2.1	Parent Engagement	All	No	LEA-wide		LEA-wide	Ongoing	$ -	$ 11,000	$ 11,000	$ -	$ -	$ -	$ 11,000	0.000%
2	2.2	Social-emotional Health	All	Yes	LEA-wide	Low-income, Engish learners, Homeless, Foster Youth	LEA-wide	Ongoing	$ -	$ 98,000	$ 98,000	$ -	$ -	$ -	$ 98,000	0.000%
2	2.3	Student Support	All	No	LEA-wide		LEA-wide	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.4	Transportation	All	Yes	LEA-wide	Low-income, Engish learners, Homeless, Foster Youth	LEA-wide	Ongoing	$ 105,000	$ -	$ 105,000	$ -	$ -	$ -	$ 105,000	0.000%

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
$ 5,995,853	$ 346,498	5.779%	0.000%	5.779%	$ 627,270	0.000%	10.462%	**Total:**	$ 627,270
								LEA-wide Total:	$ 627,270
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Intervention	Yes	LEA-wide	Low-income, Engish learners, Homeless, Foster Youth	LEA-wide	$ 270,459	0.000%
1	1.4	ELD Support	Yes	LEA-wide	English learners	LEA-wide	$ 153,811	0.000%
2	2.2	Social-emotional Health	Yes	LEA-wide	Low-income, Engish learners, Homeless, Foster Youth	LEA-wide	$ 98,000	0.000%
2	2.4	Transportation	Yes	LEA-wide	Low-income, Engish learners, Homeless, Foster Youth	LEA-wide	$ 105,000	0.000%

2025/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 727,214.00	$ 713,371.00

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	$ 8,000	$ 8,063
1	1.2	Assessment and Data Management	No	$ 38,858	$ 25,747
1	1.3	Intervention	Yes	$ 319,916	$ 318,992
1	1.4	ELD Support	Yes	$ 147,181	$ 146,123
2	2.1	Parent Engagement	No	$ 10,000	$ 11,187
2	2.2	Social-emotional Health	Yes	$ 98,259	$ 98,259
2	2.3	Student Support	No	$ -	$ -
2	2.4	Transportation	Yes	$ 105,000	$ 105,000

2025/26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 330,097	$ 520,771	$ 510,100	$ 10,671	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.3	Intervention	Yes	$ 170,331	$ 160,718.00	0.000%	0.000%
1	1.4	ELD Support	Yes	$ 147,181	$ 146,123.00	0.000%	0.000%
2	2.2	Social-emotional Health	Yes	$ 98,259	$ 98,259.00	0.000%	0.000%
2	2.4	Transportation	Yes	$ 105,000	$ 105,000.00	0.000%	0.000%

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)
$ 5,822,454	$ 330,097	0.000%	5.669%	$ 510,100	0.000%	8.761%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

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:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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