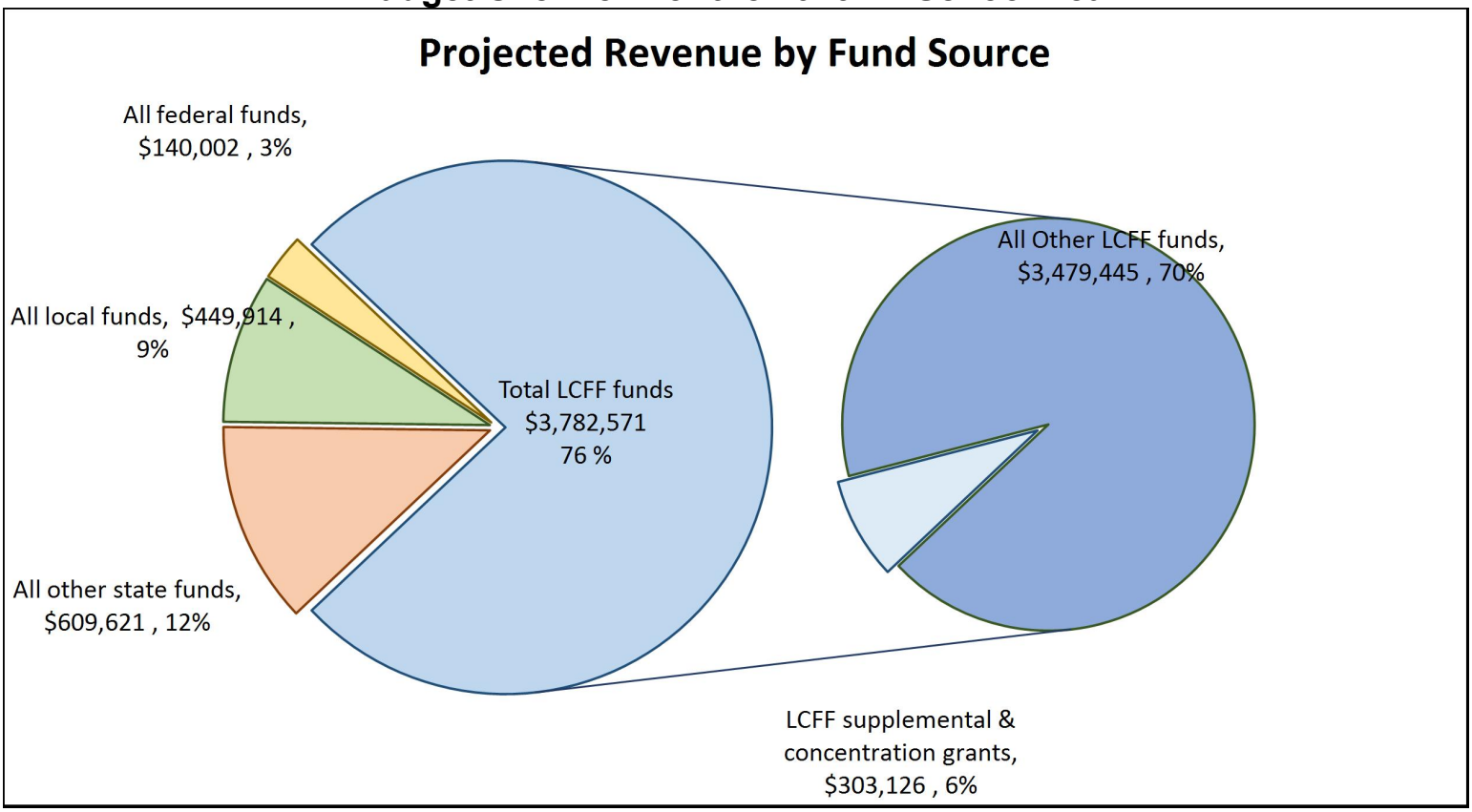


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Manzanita Elementary School District
CDS Code: 04-61499-0000000
School Year: 2026-27
LEA contact information:
Clint Johnson
Superintendent-Principal
cjohnson@mesd.net
(530)846-5594

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

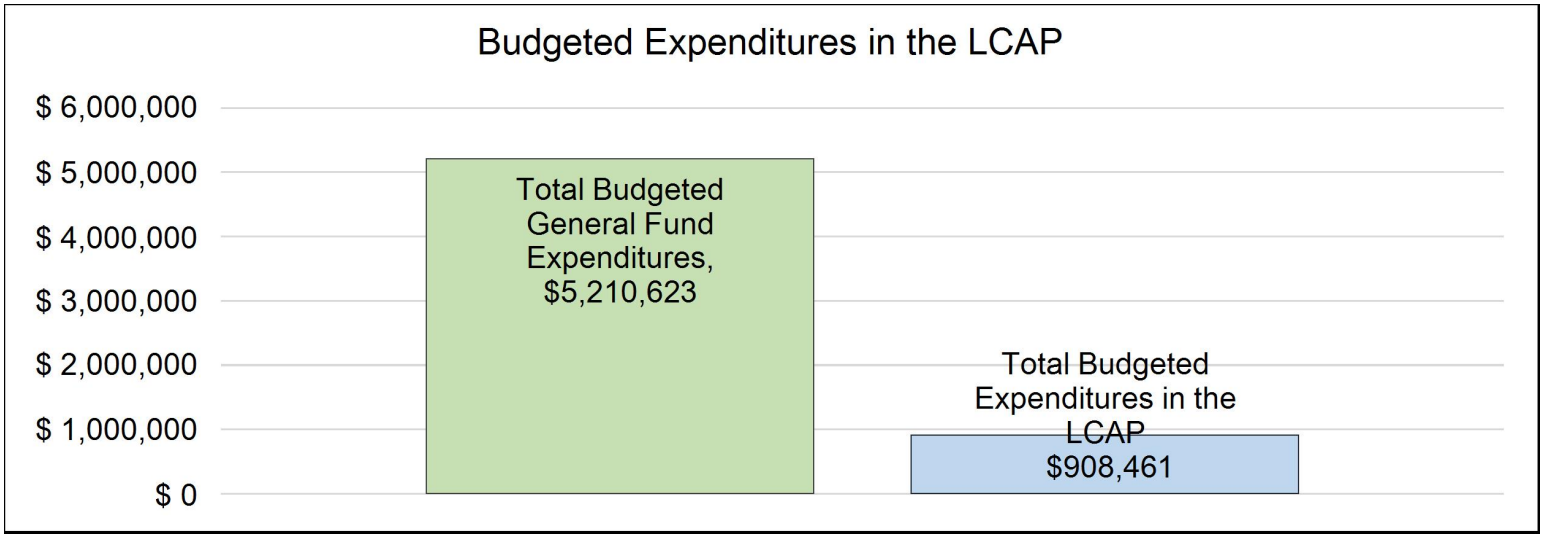


This chart shows the total general purpose revenue Manzanita Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Manzanita Elementary School District is $4,982,108, of which $3782571 is Local Control Funding Formula (LCFF), $609621 is other state funds, $449914 is local funds, and $140002 is federal funds. Of the $3782571 in LCFF Funds, $303126 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 Manzanita 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: Manzanita Elementary School District plans to spend $5210623 for the 2026-27 school year. Of that amount, $908461 is tied to actions/services in the LCAP and $4,302,162 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

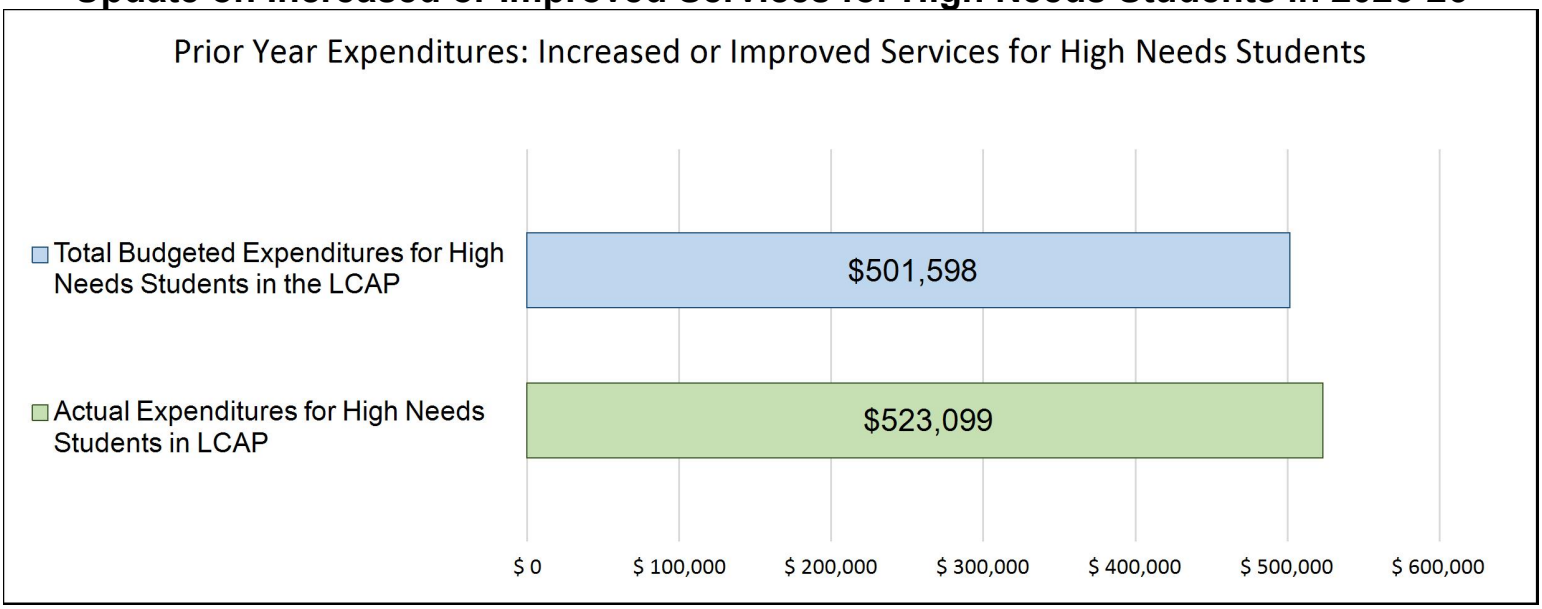
In addition to those expenditures included in the LCAP, expenditures in the General Fund also include administrative and clerical salaries and benefits, maintenance and transportation costs, utilities and facilities costs, and costs associated with providing Special Education.

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

In 2026-27, Manzanita Elementary School District is projecting it will receive $303126 based on the enrollment of Foster Youth, English learner, and low-income students. Manzanita Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Manzanita Elementary School District plans to spend $572239 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 Manzanita 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 Manzanita 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, Manzanita Elementary School District's LCAP budgeted $501598 for planned actions to increase or improve services for high needs students. Manzanita Elementary School District actually spent $523099 for actions to increase or improve services for high needs students in 2025-26.



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
Manzanita Elementary School District	Clint Johnson Superintendent-Principal	cjohnson@mesd.net (530)846-5594

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.

Manzanita Elementary School District is a single-school, transitional kindergarten through eighth grade district situated in a rural agricultural area of Butte County, California. The school serves a diverse student body and is guided by a strategic vision to graduate confident, responsible, and entrepreneurial learners equipped with strong academic and personal skills. As of the most recent year, the school's enrollment and demographic data reflect a significant population of high-needs students, including English learners, socioeconomically disadvantaged students, and students with disabilities. Student enrollment is generally around 310.

The district prides itself on a strong, positive school climate, as evidenced by high rates of student and parent satisfaction, low suspension and expulsion rates, and robust parent involvement—particularly among Hispanic/Latino families. Facilities are well-maintained, and students report feeling safe and supported by caring adults. Recent challenges focus on closing persistent achievement gaps and ensuring equitable access to engaging instruction and support for all students

A strategic plan is in place with a focus on helping all students:

- Be entrepreneurial learners. Entrepreneurial learners are: confident, problem solvers, calculated risk-takers, resilient, creative forward thinkers, resourceful, able to take initiative, collaborative, responsible, self advocates and confident public speakers.
- Meet or exceed grade level proficiency standards in reading, writing, speaking, listening, math, science, social studies, physical education, and digital literacy based upon multiple assessments or other criteria stated in a special needs plan.

We believe:

- High expectations yield greater results.
- Consistent personal accountability is essential in developing responsible citizens.
- Learning is a lifelong process.
- Hard work, perseverance, and overcoming the fear of failure develop character and are a foundation for success.
- Tolerance and respect of diversity are essential for a healthy, cohesive society.
- Learning is maximized when instruction is personalized.
- Developing the whole person enriches both the individual and society.
- Parents have primary responsibility for the education, health and welfare of their children.

The parameters forming the schools decision-making process include:
1. Nothing will take precedence over the K-8 instructional program.
2. We will never compromise the dignity or honor of any person.
3. We will maintain a positive fund balance.
4. We will not tolerate ineffective employees / staff.
5. No program or services will be accepted unless it is consistent with the Strategic Plan, benefits clearly exceed costs, and provisions are made for staff development and program evaluation.
6. There will be an annual reflective review and analysis of the Strategic Plan and, if necessary, revisions will be made to ensure that Manzanita Elementary remains a dynamic organization.

Manzanita does not receive Equity Multiplier funding.

Long-Term English Learners (LTELs) are monitored as part of the district's English Learner program. Based on current enrollment, the district does not have a numerically significant LTEL subgroup for LCAP reporting purposes. Nevertheless, the district reviews English learner progress data annually and provides designated and integrated English Language Development (ELD), progress monitoring, targeted instructional supports, and reclassification assistance to all English learners, including any students identified as long-term English learners.

Because the district operates a single school, parent engagement opportunities are provided through a unified family engagement system that serves all student groups. Participation opportunities include School Site Council, English Learner Advisory Committee (ELAC), special education parent meetings, family education events, schoolwide engagement activities, surveys, and advisory groups. These structures are designed to ensure that parents of all students, including English learners, low-income students, foster youth, and students with disabilities, have meaningful opportunities to participate in school programs and decision-making. Therefore, the district uses overall parent participation rates, supplemented by participation records from targeted engagement opportunities, to monitor progress related to Priority 3A, 3B, and 3C.

Reflections: Annual Performance

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

2025 Dashboard Summary
ELA - Green - 4 points above standard, Increased 10.8 points - 74.1% students improved their score from the prior year - all significant student groups increased scores from the prior year

Math - Orange - 1.6 points below standard, Declined 5.7 points - 61.6% students improved their score from the prior year - English learners, Socioeconomically Disadvantaged and White students increased scores from the prior year.
English Learner Progress - Red - 27.7% making progress towards english, Declined 32.3% - however, 88% students improved their score from the prior year
Science - Green - 56.2 points, Declined 2 points
Suspension - Green - 1% suspended, maintained - .1%
Chronic Absenteeism - Orange - 9.7% chronically absent, Increased 3.1%

A review of the 2025 California School Dashboard and local assessment data indicates that Manzanita Elementary School District continues to demonstrate strengths in academic achievement, school climate, student engagement, and family partnerships while also identifying areas requiring continued improvement.

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The district's strongest areas of performance include English Language Arts (ELA), Science, school climate, and student safety. On the 2025 Dashboard, ELA performance improved to 4 points above standard and increased by 10.8 points from the prior year. Additionally, 74.1% of students improved their ELA performance compared to the previous year. Science performance remained in the Green performance level, and suspension rates remained low at 1%, reflecting the district's continued focus on maintaining a safe and supportive learning environment. Local survey data also demonstrated high levels of student and parent satisfaction, with students reporting that they feel safe, supported by adults, and connected to their school community. Parent survey results indicated strong perceptions of school safety, communication, and overall student success.

The district also experienced positive outcomes for several student groups. Socioeconomically Disadvantaged students increased ELA proficiency from 26.6% at baseline to 44.5% in 2025, and English Learners increased ELA proficiency from 20% to 30% over the same period. Reclassification rates for English Learners increased from 6.6% to 9.6%, demonstrating continued progress toward the district's goal of supporting English Learners in attaining English proficiency.

Despite these successes, several challenges remain. Mathematics performance continues to be an area of need. The district's Mathematics Dashboard status remained Orange, with performance declining to 31.6 points below standard. Local MAP assessment data also showed a decrease in the percentage of students meeting annual mathematics growth targets, from 85% in 2024-25 to 66% in 2025-26. Student groups including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students continue to perform below desired levels in mathematics and require additional support. Hispanic students scored 52.9 points below standard in Mathematics on the 2025 Dashboard, indicating a persistent achievement gap that will continue to be addressed through Goal 1 actions, including classified academic support, targeted intervention services, and data-driven instructional practices.

The English Learner Progress Indicator also declined significantly, from 68.8% at baseline to 27.7% in 2025. Because the district serves a relatively small number of English Learners, the performance of a small number of students can have a substantial impact on overall percentages. Nevertheless, this decline highlights the need to strengthen designated and integrated English Language Development

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2023 Dashboard- There were no students groups identidied in the Red
Areas of Strength:

- School Climate and Safety: The district maintains a very low suspension rate (0.9%), with a complete elimination of suspensions for English Learners and Students with Disabilities, reflecting effective behavior supports and restorative practices[1]. Students report high levels of school connectedness (65–76%), caring adults (74–83%), and high expectations from staff (83–96%), indicating a supportive and positive school environment.
- Chronic Absenteeism: There has been significant improvement, with the overall rate dropping to 6.6% (Green status). English Learners and Students with Disabilities also improved attendance, reaching Green status.

- Parent Involvement: High rates of parent involvement in schooling are reported (81–87%), with especially strong involvement among Hispanic/Latino families (91%).
- Social-Emotional Supports: Students report strong social and emotional learning supports (75–83%), and an antibullying climate is evident (68–80%).
- Facilities: The majority of students (88–93%) report that the school building is neat and clean, supporting a positive physical environment.

Areas for Growth:

- Academic Achievement Gaps: Persistent disparities exist, particularly for English Learners, Foster Youth, and Socioeconomically Disadvantaged students. English Language Arts (ELA) scores are in the Orange category, 6.8 points below the state standard, with English Learners 35.4 points below. Mathematics is in the Yellow category, 25.9 points below standard, with English Learners and Hispanic students especially affected.
- English Learner Progress: The percentage of English Learners making progress dropped from 71.1% (Blue) in 2023 to 60% (Orange) in 2024, indicating a need to strengthen ELD programs.
- Chronic Absenteeism for Vulnerable Groups: Socioeconomically Disadvantaged students have a higher absenteeism rate (11.1%), Yellow status), suggesting ongoing barriers.
- Student Engagement: School boredom is a concern, increasing from 41% in grade 4 to 67% in grade 6. Meaningful participation in school activities also declines in higher grades.
- Curriculum and Instructional Gaps: Staff report a lack of curriculum with audio support, insufficient ELD teacher support, and challenges with phonics and math instruction for struggling students. There is also a need for more hands-on, manipulative-based learning in math and better tools for parent engagement.

Conclusion and Recommendations

The Manzanita Elementary School District demonstrates strengths in climate, safety, and social-emotional supports, with effective interventions reducing suspensions and absenteeism. However, persistent academic gaps—especially for English Learners and socioeconomically disadvantaged students—remain a critical challenge. Stakeholders consistently call for:

- More engaging and differentiated instruction, especially in upper grades.
- Expanded support for English Learners, including curriculum with audio and dedicated ELD staff.
- Increased parent engagement and resources for home learning.
- Adoption of hands-on, manipulative-based math instruction.

* All LREBG funds have been expended.

- Professional development and learning from high-performing schools.

Addressing these areas will require a continued focus on equity, stakeholder collaboration, and targeted resource allocation to ensure all students are supported academically and socially.

LREBG requirements:

Manzanita Elementary School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be utilized during the 2026–27 school year.

Goal 1, Action 1.4 – Intervention Coordinator/Intervention Teacher is funded in part with LREBG funds. Through this action, an Intervention Teacher will provide targeted literacy intervention services to students performing below grade-level expectations, including students with disabilities. Student identification and progress monitoring will be based on NWEA MAP ELA assessment data and other local measures. Metric 1.8 (NWEA MAP ELA Growth) will be used to monitor the effectiveness of this action, and student outcome data will be disaggregated to include students with disabilities.

The district selected this action based on both Dashboard and local assessment data demonstrating ongoing academic recovery needs. Local MAP assessment data showed that only 59% of students met their annual ELA growth projections during 2025–26, below the district target of 80%. In addition, qualitative and quantitative data indicate that many students continue to perform below grade-level expectations in reading and language arts and require additional targeted intervention services to accelerate learning and close achievement gaps.

This action aligns with the allowable uses of LREBG funds identified in EC Section 32526(c)(2), specifically by providing evidence-based academic interventions and supports designed to address learning loss and accelerate student achievement. The Intervention Teacher will deliver targeted instruction, progress monitoring, and individualized support to students identified through assessment data as needing additional academic assistance.

This action is expected to address the needs identified through the district's needs assessment, including improving literacy achievement, increasing student growth in English Language Arts, and providing additional support for students with disabilities and other students who are not meeting grade-level expectations. By providing targeted intervention and regularly monitoring student progress, the district expects to improve academic outcomes and support students in recovering unfinished learning resulting from prior disruptions to instruction.

Research supports the use of targeted intervention as an effective strategy for improving student achievement. Studies have found that students who receive timely, data-informed intervention in small-group settings demonstrate greater academic growth than students who receive only core classroom instruction. Multi-Tiered System of Supports (MTSS) frameworks emphasize the importance of using assessment data to identify learning needs, provide targeted instruction, monitor progress, and adjust interventions based on student performance. Research also indicates that frequent progress monitoring and targeted literacy instruction can accelerate reading achievement, particularly for students performing below grade level and students with disabilities.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Staff Meetings for the 2025-2026 school year were on August 25, September 3, October 2, November 12, January 7, February 11, March 4, April 15, and May 13. Features of the LCAP were discussed throughout the meetings in order to guide and reflect on student learning. Additionally Guiding Coalition (Leadership Team) meetings were held throughout the year to analyze data, guide PLCs, and provide input for instructional direction. Guiding coalition meetings were held on September 17, January 21, April 22, of the 2025-2026 school year.
Parents	LCAP survey sent home in English and Spanish in May 2026. The Booster Club met during the 2025-2026 school year on September 3, September 26, October 1, November 5, December 4, January 7, February 4, March 4, April 1, May 6, and June 3.
Students	LCAP/School Climate Survey - May 2026
Local Bargaining Units	Discussed LCAP (goals) during Staff Meetings. Staff Meetings for the 2025-2026 school year were on August 25, September 3, October 2, November 12, January 7, February 11, March 4, April 15, and May 13. Features of the LCAP were discussed throughout the meetings in order to guide and reflect on student learning. Additionally Guiding Coalition (Leadership Team) meetings were held throughout the year to analyze data, guide PLCs, and provide input for instructional direction. Guiding coalition meetings were held on September 17, January 21, April 22, of the 2025-2026 school year.

Educational Partner(s)	Process for Engagement
Classified/Other School Personnel/Admin	Classified Units to include Instructional Assistants, Secretaries, and Maintenance and Operations met throughout the school year to discuss site priorities. Meetings took place on December 17, February 4, and April 15.
SELPA	The SELPA engages with LEAs through monthly meetings of the Directors' Council and Governing Board. At these meetings, LEAs receive information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. The SELPA and LEA collaborated in an LCAP consultation session on April 15, 2026 to provide context for students with disabilities and to field questions.
ELAC	ELAC Meetings throughout the 2025-2026 school year met on October 14, December 5, January 15, March 26, and May 21.
Board	Governing Board Meetings during the 2025-2026 school year met on August 13, September 10, October 8, November 12, December 10, January 14, February 11, March 11, April 15, May 13, June 17, and June 18.

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

Educational partner feedback directly influenced the development and refinement of the 2026–27 LCAP goals and actions.

Academic Intervention and Support
Teachers, parents, and staff identified the need for additional academic support for struggling students, stronger intervention systems, improved mathematics achievement, and increased support for English learners. This feedback informed Goal 1, Action 1.4 (Intervention Coordinator/Intervention Teacher), which was expanded to include an Intervention Teacher providing targeted ELA intervention based on MAP assessment data, including support for students with disabilities. Feedback regarding support for English learners also informed Goal 1, Action 1.3 (EL Coordinator), which continues dedicated support for English Language Development, student progress monitoring, and staff professional development.

Support for Diverse Learners
Parents and staff expressed appreciation for support provided to students needing additional academic assistance and requested continued intervention services. This feedback informed Goal 1, Action 1.2 (Classified Academic Support), which funds instructional aides to provide reading, mathematics, and bilingual support for English learners, low-income students, and other students requiring additional assistance.

Academic Rigor and Enrichment

Parents and staff requested greater academic rigor, enrichment opportunities for advanced learners, stronger mathematics instruction, and improved curriculum resources. This feedback informed the continued implementation of Goal 1 and its associated actions, including Action 1.1 (Class Size Reduction), which supports differentiated instruction and individualized learning opportunities for all students.

Campus Safety and Security
Parents, students, and staff consistently identified concerns regarding campus security, including requests for perimeter fencing, improved supervision, and safer student arrival and dismissal procedures. This feedback informed Goal 2, which focuses on maintaining safe, supportive, and engaging learning environments. Specifically, the feedback supports the continued implementation of Action 2.1 (PBIS) and other school climate and safety initiatives designed to promote student well-being and a positive school environment.

Student Behavior and School Climate
Students, parents, and staff identified bullying, peer disrespect, and the need for greater behavioral accountability as areas for improvement. This feedback informed Goal 2, Action 2.1 (PBIS) and Action 2.2 (Social-Emotional Learning Support), which provide behavior expectations, character education, recognition programs, and social-emotional learning supports to improve student behavior and strengthen school climate.

Student Engagement and Belonging
Students requested additional opportunities for engagement, stronger relationships with adults, and activities that promote school connectedness. This feedback informed Goal 2, Action 2.2 (Social-Emotional Learning Support) and Action 2.1 (PBIS), which support student engagement, recognition programs, relationship building, and positive school culture initiatives.

Parent Communication and Involvement
Parents requested timely communication, additional opportunities to provide input, and continued family engagement opportunities. This feedback informed Goal 2 and specifically Action 2.3 (Bilingual Support) and parent engagement efforts throughout the district. These actions support communication with families, increase access for multilingual families, and strengthen partnerships between home and school.

Attendance and Student Engagement
Staff identified concerns regarding chronic absenteeism and the need for consistent attendance supports. This feedback informed Goal 2, Action 2.4 (Attendance Services), which focuses on monitoring attendance, improving student engagement, and reducing chronic absenteeism, particularly for student groups experiencing higher rates of absenteeism.

Students with Disabilities
Consultation with the SELPA emphasized inclusive practices, monitoring outcomes for students with disabilities, and ensuring access to targeted interventions. This feedback informed Goal 1, Action 1.4 (Intervention Teacher) and Goal 3, Action 3.1 (Professional Development), which continue support for inclusive instructional practices, intervention services, and improved outcomes for students with disabilities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student academic achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS)	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In addressing the pressing need to increase academic outcomes and foster a safe and welcoming educational environment, MESD embarked on a comprehensive analysis of data to prioritize the learning needs and well-being of each student. Staff's approach to data collection utilized a multifaceted approach from collecting feedback from student, family and staff experiences through surveys and educational partner meetings, to analyzing formative feedback from classroom walkthroughs as well as assessment data. By analyzing this data, the district identified key areas for improvement and intervention, leading to the development of the goal to increase student academic achievement by providing high-quality first instruction supported by a Multi-Tiered System of Supports (MTSS). This goal reflects a strategic response to the collected evidence, aiming to implement practices that not only improve academic achievement but also ensure the holistic development of students in a supportive and responsive educational landscape.

Goal 1 was developed based on analysis of data points including, but not limited to: CAASPP proficiency, MAP assessment data, and curriculum-embedded assessments.

The analysis of Dashboard data indicated a clear need to focus on English Language Arts (ELA) and Math instruction. In 2022-23, 44%% of all students in grades 3-8 met or exceeded standards on the Smarter Balanced Assessments for ELA. In the same year, only 39% of all students in grades 3-8 met or exceeded standards on the Math Smarter Balanced Assessments. This need is reinforced by local diagnostics (MAP) as described in the measuring and reporting results section below. Additionally, continuing to provide targeted support for English Learners remains a priority, with 69% of English Learners making progress in 2022-23.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Achievement: Increase the percentage of students meeting or exceeding standards	Spring 2023 ELA Results All Students: 43.88% English Learners: 20% Socioeconomically Disadvantaged: 26.60% Students with Disabilities: 5.26% Hispanic: 31.58% Two or More Races: 53.85% White: 52.63%	Spring 2024 All students: 53.09% English Learners:26.66% Socioeconomically Disadvantaged: 42.42% Students with Disabilities: 25.0% Hispanic: 46.81% Two or More Races: 53.84% White: 58.45%	Spring 2025 All students: 51.38% English Learners: 30% Socioeconomically Disadvantaged: 44.45% Students with Disabilities: 23.81% Hispanic: 44.31% Two or More Races: 72.72% White: 55.85%	Percentage of students meeting or exceeding standards All students: 58% English Learners: 35% Socioeconomically Disadvantaged: 41.60% Students with Disabilities: 20.26% Hispanic: 46.58% Two or More Races: 68.85% White: 67.63%	All students: +7.5% English Learners: +10% Socioeconomically Disadvantaged: +17.85% Students with Disabilities: +18.55% Hispanic: +12.73% Two or More Races: +18.87% White: +3.22%
1.2	ELA CAASPP Achievement: Decrease the distance below standard for all student groups.	All Students: -3.9pts below standard (-6pts) English Learners: -29.4pts below standard (-4.5pts) Socioeconomically Disadvantaged: -32.6pts below standard (-15pts)	2024 Dashboard All Students: 7.9 below standard English Learners: -38.3 pts below standard Socioeconomically Disadvantaged: -42.4pts below standard	2025 Dashboard All Students: +4 pts above standard English Learners: -29.7 pts below standard Socioeconomically Disadvantaged: -14.2 pts below standard	All Students: +11.1 above standard English Learners: -14.4pts below standard Socioeconomically Disadvantaged: -17.6pts below standard	All Students: +7.9pts English Learners: +.3 pts Socioeconomically Disadvantaged: +18.4pts Students with Disabilities: -28.7pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -31.1pts below standard (+32.8pts) Hispanic: -29 pts below standard (M -2.5pts) Two or More Races: +19pts Above standard (-5.3pts) White: +12 pts Above standard (M -1.4pts) Asian: +58.8pts Above standard (-30.7pts) Homeless: No Data	Students with Disabilities: -55.7pts below standard Hispanic: -24 pts below standard Two or More Races: +41.3pts Above standard White: +2.2pts Above standard Asian: No Data Homeless: No Data	Students with Disabilities: -59.8 pts below standard Hispanic: -19.6 pts below standard Two or More Races: +68.1 pts above standard White: 18.7 pts above standard Asian: No Data Homeless: No Data	Students with Disabilities: -16.1pts below standard Hispanic: -14 pts below standard Two or More Races: +34pts Above standard White: +27pts Above standard Asian: +73.8pts Above standard Homeless: No Data	Hispanic: +9.4 pts Two or More Races: +49.1 pts White: 6 pts Asian: No Data Homeless: No Data
1.3	Math CAASPP Achievement: Increase the percentage of students meeting or exceeding standards	Spring 2023 Math Results All Students: 38.78% English Learners: 14.29% Socioeconomically Disadvantaged: 26.6% Students with Disabilities: 21.05% Hispanic: 27.37%	Spring 2024 All students: 38.34% English Learners: 16.67% Socioeconomically Disadvantaged: 26.53% Students with Disabilities: 20.0% Hispanic: 29.79%	Spring 2025 All students: 37.77% English Learners: 10% Socioeconomically Disadvantaged: 30.14% Students with Disabilities: 19.04%	Percentage of students meeting or exceeding standards All students: 53% English Learners: 29.29% Socioeconomically Disadvantaged: 41.6%	All students: -1.01% English Learners: -4.29% Socioeconomically Disadvantaged:+3.54% Students with Disabilities: -2.01% Hispanic: +1.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 53.85% White: 48.68%	Two or More Races: 69.23% White: 42.11%	Hispanic: 28.41% Two or More Races: 72.72% White: 43.43%	Students with Disabilities: 36.05% Hispanic: 42.37% Two or More Races: 68.85% White: 63.68%	Two or More Races: +18.87% White: -5.25%
1.4	Math CAASPP Achievement: Decrease the distance below standard for all student groups.	Spring 2023 Results: All Students: -30.1 pts below standard (-5.1pts) English Learners: -75pts below standard (-14.7pts) Socioeconomically Disadvantaged: -60.8pts below standard (-18.4pts) Students with Disabilities: -67.5pts below standard (+13.3pts) Hispanic: -57.2 pts below standard (-4.3pts) Two or More Races: +10.7pts above standard (+1.2pts)	2024 Results All Students: -27.3 pts below standard English Learners: -75.2pts below standard Socioeconomically Disadvantaged: -66.2pts below standard Students with Disabilities: -82.6pts below standard Hispanic: -45.4 pts below standard Two or More Races: +47.pts above standard	2025 Results All Students: -31.6 pts below standard English Learners: -68.8 pts below standard Socioeconomically Disadvantaged: -47.5 pts below standard Students with Disabilities: -88.7 pts below standard Hispanic: -52.9 pts below standard Two or More Races: -40.7 pts below standard White: -18.3 pts below standard	All Students: -15.1 pts below standard English Learners: -60pts below standard Socioeconomically Disadvantaged: -45.8pts below standard Students with Disabilities: 52.5pts below standard Hispanic: -42.2 pts below standard Two or More Races: +25.7pts above standard White: +5.2pts above standard	All Students: -1.5 pts English Learners: +6.2 Socioeconomically Disadvantaged: -13.3 pts Students with Disabilities: -21.2 pts Hispanic: +4.3 pts Two or More Races: -51.4 pts White: -8.1 pts Asian: No Data Homeless: No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: -10.2pts below standard (M +2.8pts) Asian: +30.8pts Above standard (-39.3pts) Homeless: No Data	White: -18.3pts below standard Asian: No Data Homeless: No Data	Asian: No Data Homeless: No Data	Asian: +45.8pts Above standard Homeless: No Data	
1.5	English Learner Progress: Increase the percentage of English Learners who make progress as defined on the California School Dashboard	Percentage of English Learners who make progress 68.8% (Spring 2023)	Percentage of English Learners who make progress 60% (Spring 2024)	Percentage of English Learners who make progress 27.7% (Spring 2025)	Percentage of English Learners who make progress 83%	Declined 41.1%
1.6	EL Reclassification: Reclassify 10% of EL students each year.	2023-24: 6.6% of students were reclassified.	2024-25: 12.8% of students were reclassified.	2025-26: 9.6% of students were reclassified.	10% of EL students each year reclassified.	Increased 3%
1.7	Science CAASPP Achievement: Increase the percentage of students meeting or exceeding standards	2023 Dashboard All Students: 44.07% 5th Grade 41.93% 8th Grade 46.42% English Learners: 16.66% Socioeconomically Disadvantaged: 30% Students with Disabilities: NA Hispanic: 35.72% Two or More Races: NA	2024 Dashboard All students: 42.50% 5th Grade 35.13% 8th Grade 48.83% English Learners: 25.0% Socioeconomically Disadvantaged: 34.21% Students with Disabilities: No Data Hispanic: 29.73%	2025 Dashboard All students:37.74 % 5th Grade 16.67% 8th Grade 65.22% English Learners: No Data Socioeconomically Disadvantaged: 15% Students with Disabilities: No Data Hispanic: 21.88%	Percentage of students meeting or exceeding standards All students: 59% 5th Grade 56.93% 8th Grade 61.42% English Learners: 31.66% Socioeconomically Disadvantaged: 45% Students with Disabilities: NA	All students: -6.33% 5th Grade -25.26% 8th Grade +18.8% English Learners: No Data in 2025 Socioeconomically Disadvantaged: -15% Students with Disabilities: No Data Hispanic: -13.84%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 43.48%	Two or More Races: NA White: 53.33%	Two or More Races: No Data White: 55.55%	Hispanic: 50.72% Two or More Races: NA White: 58.48%	Two or More Races: NA White: +12.07%
1.8	NWEA MAP ELA-Reading Assessment: Percentage of students meeting yearly growth projection	Spring MAP ELA-Reading: Percentage of students meeting yearly growth projection Fall 2023 to Spring 2024. ALL Grades: 59% K - 63% 1st - 64% 2nd - 55% 3rd - 48% 4th - 35% 5th - 62% 6th - 53% 7th - 63% 8th - 79%	Spring MAP ELA-Reading: Percentage of students meeting yearly growth projection Fall 2024 to Spring 2025. ALL Grades: 75% K - 64% 1st - 82% 2nd - 70% 3rd - 80% 4th - 70% 5th - 84% 6th - 65% 7th - 87% 8th - 70%	Spring MAP ELA-Reading: Percentage of students meeting yearly growth projection Fall 2025 to Spring 2026. ALL Grades: 59% K - 64% 1st - 81% 2nd - 42% 3rd - 63% 4th - 89% 5th - 48% 6th - 48% 7th - 43% 8th - 61%	NWEA MAP ELA-80% or higher school wide and each grade level students meeting yearly growth projections Fall to Spring.	Spring MAP ELA-Reading: Percentage of students meeting yearly growth projection Fall 2023 to Spring 2024. ALL Grades: +0% K - +0% 1st - +17% 2nd - -13% 3rd - +15% 4th - +54% 5th - -14% 6th - -5% 7th - -20% 8th - -18%
1.9	NWEA MAP Math Assessment: Percentage of students meeting yearly growth projection.	Spring MAP Math: Percentage of students meeting yearly growth projection Fall 2023 to Spring 2024. ALL Grades: 79% K - 69% 1st - 93% 2nd - 74% 3rd - 63% 4th - 68%	Spring MAP Math: Percentage of students meeting yearly growth projection Fall 2024 to Spring 2025. ALL Grades: 85% K - 89% 1st - 96% 2nd - 86%	Spring MAP Math: Percentage of students meeting yearly growth projection Fall 2025 to Spring 2026. ALL Grades: 66% K - 61% 1st - 97% 2nd - 65%	NWEA MAP Math: 80% or higher school wide and each grade level students meeting yearly growth projections Fall to Spring.	Spring MAP Math: Percentage of students meeting yearly growth projection Fall 2024 to Spring 2025. ALL Grades: -13% K - -8% 1st - +4% 2nd --9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th - 81% 6th - 80% 7th - 77% 8th - 95%	3rd - 75% 4th - 90% 5th - 84% 6th - 86% 7th - 68% 8th - 87%	3rd - 54% 4th - 69% 5th - 67% 6th - 58% 7th - 55% 8th - 73%		3rd - -9% 4th - +1% 5th - -14% 6th - -22% 7th - -22% 8th - -22%

Goal Analysis [2025-26]

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

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

All actions associated with Goal 1 were implemented as planned during the reporting period. All certificated and classified positions were successfully filled, ensuring that planned services and supports were available to students throughout the year.

While academic achievement data did not reflect the level of growth anticipated, performance across student groups demonstrated relatively stable outcomes, with modest increases and decreases across measures. These results suggest that the supports and interventions provided through Goal 1 contributed to maintaining student performance and addressing learning needs.

It should be noted that a change in district leadership resulted in questions regarding the accuracy and validity of the original baseline and Year 1 data. Upon review, some of the results reported in prior years do not appear to accurately reflect student performance, making year-to-year comparisons and conclusions more difficult. As a result, caution should be exercised when interpreting long-term trends based on those earlier data points.

Action 1.1: Class Size Reduction

This action was fully implemented through the maintenance of small class sizes, including the strategic use of combination classes to address enrollment fluctuations and staffing needs. Funding additional teachers allowed the district to maintain lower student-to-teacher ratios in grades K–3 and provide increased opportunities for individualized instruction and targeted academic support.

A significant strength of implementation was the ability of teachers to provide differentiated instruction, flexible grouping, and more frequent progress monitoring due to the smaller class sizes. Teachers reported increased opportunities to address individual student learning needs and provide timely intervention when students demonstrated academic difficulties.

A challenge associated with implementation was balancing enrollment changes across grade levels while maintaining optimal class sizes. The district addressed this challenge through strategic scheduling and the use of combination classrooms, ensuring students continued to

receive access to high-quality instruction while maximizing available staffing resources. Despite these challenges, the action was implemented as planned and contributed to maintaining a strong instructional program for all students.

Action 1.2: Classified Academic Support

This action was fully implemented through the deployment of instructional aides and Learning Center staff who provided targeted academic support in reading, mathematics, intervention programs, and bilingual assistance for English learners. Classified staff worked closely with classroom teachers to provide supplemental instruction, small-group support, and individualized assistance for students requiring additional academic intervention.

A major strength of implementation was the flexibility instructional aides provided in meeting diverse student needs. Classified staff supported differentiated instruction, increased opportunities for small-group learning, and provided additional assistance for English learners and students requiring intervention. Their support helped maintain student access to academic services throughout the school year and strengthened the district's Multi-Tiered System of Supports (MTSS).

A challenge encountered during implementation was the increasing demand for specialized support services, particularly for students with disabilities and students requiring intensive intervention. As student needs increased, additional aide time was allocated to support special education services, resulting in expenditures exceeding the original budget. The district adjusted staffing assignments and schedules throughout the year to ensure that both general education and specialized support services remained available to students. Despite these challenges, the action was successfully implemented and continued to provide valuable academic support to students across grade levels.

Action 1.3: English Learner Coordinator

This action was fully implemented through the continued assignment of two certificated staff members who shared the English Learner Coordinator responsibilities. Although the percentage of English Learners making progress toward English proficiency and the reclassification rate declined, the overall number of English Learners enrolled in the district also decreased. Given the small student population, changes involving only a few students can significantly impact percentages. The district will review and consider additional or alternative metrics in future years to better capture the effectiveness of English Learner services and supports.

Action 1.4: Intervention Coordinator

This action was fully implemented, including monthly data review and intervention meetings. The Intervention Coordinator facilitated data-driven decision-making, coordinated academic interventions, and supported professional learning for staff. These efforts contributed to maintaining student achievement and reducing the distance from standard for several student groups in both English Language Arts and Mathematics, while helping ensure that interventions were responsive to identified student needs.

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

Action 1.2 - due to additional time be allocated in special eduaction, costs were more than anticipated.

Action 1.3 - due to additional time needed for EL testing, costs were more than anticipated.
Action 1.4 - due to the shifting of funds from LREBG, costs were less than anticipated.

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

For Goal 1, “Increase student academic achievement by providing high-quality first instruction supported by a Multi-Tiered System of Supports (MTSS),” the district implemented four key actions: Class Size Reduction (Action 1.1), Classified Academic Support (Action 1.2), English Learner Coordinator (Action 1.3), and Intervention Coordinator (Action 1.4).

Overall, these actions were effective in supporting progress toward the goal. Student achievement data reflected modest gains in English Language Arts and Mathematics, with several student groups demonstrating improved outcomes. While growth was not consistent across all metrics, the coordinated implementation of these actions strengthened the district’s MTSS framework and ensured that students received targeted academic and social-emotional supports.

Action 1.1: Class Size Reduction

This action was effective in supporting student learning by maintaining small class sizes and increasing opportunities for individualized instruction. Smaller class sizes allowed teachers to provide more targeted support, utilize flexible grouping strategies, and respond more effectively to student needs. Evidence of effectiveness can be seen in English Language Arts achievement, where the percentage of students meeting or exceeding standards increased from 43.9% at baseline to 51.4% in 2025. Additionally, overall ELA performance improved from 3.9 points below standard at baseline to 4 points above standard on the California School Dashboard. While mathematics performance remained relatively stable, with 38.8% of students meeting or exceeding standards at baseline compared to 37.8% in 2025, maintaining achievement levels during a period of changing student needs suggests that small class sizes continued to provide important instructional support. The district will continue to utilize small class sizes in conjunction with intervention and instructional support services to accelerate mathematics achievement.

Action 1.2: Classified Academic Support

This action was effective and provided critical instructional support through classroom aides and Learning Center services. Classified staff assisted with differentiated instruction, intervention support, and skill development in reading and mathematics. These services were particularly beneficial for English Learners, Students with Disabilities, and students requiring additional academic support. Data indicates positive outcomes for several student groups. Socioeconomically Disadvantaged students increased ELA proficiency from 26.6% at baseline to 44.5% in 2025, while their distance from standard improved from 32.6 points below standard to 14.2 points below standard. English Learners increased ELA proficiency from 20% to 30% over the same period. In mathematics, Socioeconomically Disadvantaged students improved from 26.6% meeting or exceeding standards at baseline to 30.1% in 2025. Although staffing challenges occasionally limited service capacity and achievement gains were not consistent across all student groups, classified support increased access to targeted interventions and will continue to be an important component of the district’s MTSS framework.

Action 1.3: English Learner Coordinator

This action contributed to maintaining English Learner services, compliance monitoring, staff support, and student progress monitoring; however, the effectiveness of the action was mixed based on student outcome data. The English Learner reclassification rate increased from the baseline of 6.6% in 2023–24 to 9.6% in 2025–26, demonstrating progress toward the district target of reclassifying 10% of English Learners annually. In addition, the percentage of English Learners meeting or exceeding ELA standards increased from 20% at baseline to 30% in 2025, a gain of 10 percentage points. English Learners also improved their ELA distance from standard from 29.4 points below standard at baseline to 29.7 points below standard in 2025, after experiencing a larger decline in 2024.

At the same time, the percentage of English Learners making progress toward English proficiency on the California School Dashboard declined from 68.8% at baseline to 27.7% in 2025. Given the district's small English Learner population, the performance of a few students can significantly affect percentage-based outcomes from year to year. Additionally, fluctuations in enrollment and cohort composition contributed to variability in results. While academic achievement and reclassification data indicate positive outcomes for some English Learners, the decline in the English Learner Progress Indicator demonstrates the need for continued focus on language acquisition. To address this need, the district will continue Action 1.3 by providing designated and integrated ELD support, progress monitoring, staff professional development, and targeted instructional grouping based on student data.

Action 1.4: Intervention Coordinator

This action was highly effective in strengthening the district’s data-driven intervention system. The Intervention Coordinator facilitated monthly student data review meetings, coordinated targeted interventions, and supported implementation of the WIN (What I Need) model. Through regular progress monitoring and individualized support, students received interventions aligned to their specific academic needs. Evidence of effectiveness can be seen in overall ELA achievement, which increased from 43.9% of students meeting or exceeding standards at baseline to 51.4% in 2025. Additionally, ELA performance improved from 3.9 points below standard at baseline to 4 points above standard on the California School Dashboard. Student growth data also showed that 75% of students met their annual MAP ELA growth projections in 2024–25. While 2025–26 MAP ELA growth results declined to 59%, analysis of assessment data identified continued needs in literacy intervention, particularly for students performing below grade level. As a result, Action 1.4 has been expanded for 2026–27 to include an Intervention Teacher funded through LREBG resources who will provide targeted ELA intervention services based on MAP data, including support for students with disabilities.

While budgetary and staffing challenges continued to present obstacles, each action contributed meaningfully to the district’s progress toward Goal 1. The integrated approach of reducing class sizes, providing instructional support, strengthening English Learner services, and implementing data-driven interventions helped address multiple barriers to student success and supported continued improvement in academic achievement.

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

There are no changes to any metrics or actions for the 2026-27 school year with the exception of Action 1.4 which was updated to include the LREBG action. An Intervention Teacher will provide targeted intervention services to students, including students with disabilities based on MAP data in ELA.

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	Class Size Reduction	Fund the salary and benefits of additional teachers in order to facilitate class size reduction K-3	$243,027.00	Yes
1.2	Classified Academic Support	Fund salaries of instructional aides to provide reading, math, and other academic support, including bilingual support for English Learners and Low Income students utilizing research-based strategies and resources geared toward the learning needs of these student subgroups.	$368,615.00	Yes
1.3	EL Coordinator	Utilize our EL coordinators to support teachers with English Language Development. The EL coordinator assists by directly analyzing student data to form instructional support groups, as well as determining the appropriate leveled instructional materials for each group. Also, to train and utilize additional certificated staff to administer local measures(ELPAC) to monitor the academic progress and provide additional research-based support. The EL coordinator assists in the planning and implementation of designated and integrated instruction with classroom teachers. The EL coordinator plans and implements PD for the site including instructional strategies and supports for whole class instruction, and enrichment opportunities based upon the needs indicated by the data for the following subgroups of students:	$2,533.00	Yes
1.4	Intervention Coordinator	Utilize an intervention specialist to provide instructional support and professional learning to staff, to implement and oversee the use of new and existing intervention resources, and analyze and use assessment data to create an intervention schedule to support student growth and proficiency in attaining necessary skills and dispositions for success with CCSS expectations. This coordinator will also support interventions for students with disabilities. LREBG - Partially funded $19,210	$30,821.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Intervention Teacher will provide targeted intervention services to students, including low-income, foster youth and students with disabilities based on MAP data in ELA. Metric 1.8 has been identified to track student progress and growth. Qualitative and quantitative data shows that students are performing below grade level expectations and targeted intervention will help to identify specific areas of need. In addition, data will be disaggregated to include special education students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continue to build a positive school climate by creating and/or maintaining environments that are safe, engaging, and responsive to students' social, emotional and behavioral needs an by also engaging and inviting parents to become active members of the school community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Manzanita will continue to build a positive school climate by creating and/or maintaining environments that are safe, engaging, and responsive to students' social, emotional and behavioral needs an by also engaging and inviting parents to become active members of the school community.

Manzanita exhibits several strengths, as reflected in various data points. The overall attendance rate is 95%, indicating strong student engagement and a positive school environment. Additionally, the overall suspension rate is low at 0.9%, suggesting effective behavioral management practices. The student climate survey results are also highly positive: 90% of students feel safe at school, 96% feel they do well, 87% have an adult to help them, and 85% believe the school is kept clean. These figures reflect a generally positive student experience. Parent perceptions further reinforce this positive outlook, with 86% of parents feeling their student is safe and successful, 93% feeling welcome at school, and 91% believing that staff communicate well, indicating strong parent-school relationships and communication. Moreover, the Suite 360 SEL assessment scores show that students in Kindergarten, 1st, 2nd, and 8th grades are "Mastering" their social-emotional learning (SEL) skills, highlighting effective SEL support in these grades.

However, there are areas that require attention and improvement. Chronic absenteeism rates are notably higher among certain subgroups: English Learners (12.1%), socioeconomically disadvantaged students (15.3%), students with disabilities (14.3%), and White students (13.3%). Targeted interventions are needed to address these disparities. Additionally, English Learners (1.7%) and Hispanic students (1.4%) have higher suspension rates, indicating a need for more equitable disciplinary practices. The Suite 360 SEL assessment scores reveal that students in 3rd through 7th grades are "Developing" in their SEL skills, suggesting the need for strengthened SEL support in these grades. Furthermore, while 77% of parents feel provided with opportunities to give input, there is room for improvement in this area. Increasing opportunities for parent involvement in decision-making can enhance engagement and support. Finally, ensuring consistent support and positive experiences for all student subgroups, particularly those with higher absenteeism and suspension rates, is essential for promoting equity and inclusion.

By building on these strengths and addressing the identified areas for improvement, the school can continue to create a positive, safe, and engaging environment that supports the social, emotional, and behavioral needs of all students. Additionally, fostering strong parental and community involvement will further enhance the overall school climate and contribute to the success and well-being of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Overall Attendance Rates: Maintain and average daily attendance rate of at least 95%(Per P2%).	23/24 TK-8 95.53%	24/25 TK-8 95.39%	25/26 TK-8 95.79%	Maintain and average daily attendance rate of at least 95%.	Maintained
2.2	Chronic Absenteeism Rates: Decrease the Chronic Absenteeism rate in all student groups by 2% each year.	End of year data for 2022/2023 (Dashboard) All Students 10.8% English Learners: 12.1% Socioecon. Disadvantaged: 15.3% Students with Disabilities: 14.3% Hispanic: 8.3% White: 13.3%	End of year data for 2023/2024 (Dashboard) All Students 6.6 % English Learners: 7.9% Socioecon. Disadvantaged: 11.1% Students with Disabilities: 8.7% Hispanic:5.5 % White:8.8 %	End of year data for 2025 (Dashboard) All Students 9.7% English Learners: 11.5% Socioecon. Disadvantaged: 14.2% Students with Disabilities: 8.3% Hispanic:8.5% White:10.2%	All Students 4% English Learners: 6% Socioecon. Disadvantaged: 9% Students with Disabilities: 8% Hispanic: 2% White: 7%	Goal Met All Students Declined 1.1% English Learners:Declined .6% Socioecon. Disadvantaged: Declined 1.1% Students with Disabilities: Declined 6% Hispanic: Increased .2% White: Declined 3.1%
2.3	Suspension Rates: Decrease the Suspension Rate in all student groups by 1% or more each year.	End of year data for 2022/2023 (Dashboard) All Students: 0.9% English Learners:1.7% Socioeconomically Disadvantaged: 0.6%	End of year data for 2023/2024 (Dashboard) All Students: .9% English Learners:0%	End of year data for 2025 (Dashboard) All Students 1% English Learners: 1.6%	All Students: 0% English Learners:0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 0%	All Students: Increased .1% English Learners:Declined .1% Socioeconomically Disadvantaged: Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 0% Hispanic: 1.4% White: 0.7%	Socioeconomically Disadvantaged:1.5 % Students with Disabilities: 0% Hispanic:0 % White: .7%	Socioecon. Disadvantaged: 1.6% Students with Disabilities: 2.1% Hispanic:1.4% White:0.8%	Hispanic: 0% White: 0%	Students with Disabilities: Increased 2.1% Hispanic: Maintained White: Increased .1%
2.4	Expulsion Rates: Maintain an 0% expulsion rate.	2022-2023 Dataquest: 0%	0%	0%	Expulsion rate 0%	Maintained
2.5	Student School Climate Survey: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for any prompts that are less than 85%.	Spring 2024 Student Climate Survey I feel safe at school. 90% I feel like I do well. 96% Adult to help me. 87% My school is kept clean. 85%	Spring 2025 Student Climate Survey *CHKS I feel safe at school. 100%(Some/most/ all) I feel like I do well. 92.5% (Best/most/same) Adult to help me. 88.3% (High Expectations) My school is kept clean. 91%	Spring 2026 Student Climate Survey I feel safe at school. 90% I feel like I do well. 87% Adult to help me. 94% My school is kept clean. 96%	I feel safe at school. Maintain 90% I feel like I do well. Maintain 96% Adult to help me. Maintain 87% My school is kept clean. Maintain 85%	Spring 2025 Student Climate Survey I feel safe at school. Maintained I feel like I do well. -9% Adult to help me. +7% My school is kept clean. +11%
2.6	Parent School Climate Survey: At least 85% will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for any prompts that are less than 85%.	Spring 2024 Parent Climate Survey My student feels safe. 86% My student feels successful. 86%	Spring 2025 Parent Climate Survey My student feels safe. 76.9% My student feels successful. 88.5%	Spring 2026 Parent Climate Survey My student feels safe. 95% My student feels successful. 100%	My student feels safe. maintain or increase 86% Student feels successful. maintain or increase 86%	Spring 2025 Parent Climate Survey My student feels safe. +9% My student feels successful. +14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Parental Participation Survey: For the selected prompts, at least 85% of will be Agree and/or Strongly Agree. Increase the percentage of Agree and/or Strongly Agree for an prompts that are less than 85%.	Spring 2024 Parental Participation Survey I feel welcome at school. 93% Staff communicates well. 91% Provided opportunities to give input. 77%	Spring 2025 Parental Participation Survey I feel welcome at school. 84.6% Staff communicates well. 80.7% (Understand how st. is doing) Provided opportunities to give input. 84.7%	Spring 2026 Parental Participation Survey I feel welcome at school. 89% Staff communicates well. 100% Provided opportunities to give input. 72%	I feel welcome at school. Maintain 93% Staff communicates well. Maintain 91% Provided opportunities to give input. 85%	Spring 2025 Parental Participation Survey I feel welcome at school. -4% Staff communicates well. +9% Provided opportunities to give input. -5%
2.8	Navigate 360 Social Emotional Learning Total Score Average from Beginning of Year, Mid Year, and End of Year Assessment. K-2 0 - 30 Struggling 31 - 45 Developing 46 - 60 Mastering 3-5 0 - 34 Struggling 35 - 51 Developing 52 - 68 Mastering 6-8 0 - 64 Struggling 65 - 96 Developing 97 - 128 Mastering	2023-2024 Beginning of the Year Baseline Assessment Score Average from Beginning of Year, Mid Year, and End of Year Assessment. K - 50pts (Mastering) 1 - 48pts (Mastering) 2 - 50pts (Mastering) 3 - 46pts (Developing) 4 - 46pts (Developing) 5 - 46pts (Developing) 6 - 93pts (Developing) 7 - 85pts (Developing) 8 - 97pts (Mastering)	This program was not meeting the needs of our district. With significant collaboration in professional development, our staff implemented a system of monthly character trait lessons, and monthly celebrations of exemplary students. The goal will be to recognize students publicly each month for exemplary positive behavior as exhibited by	Metric Removed in 2025-26	Metric Removed in 2025-26	Metric Removed in 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			demonstrations of specific character trait based behaviors. The metric will be measured by the number of months the school holds recognition ceremonies each year that recognize individuals in this way.			
2.9	Middle school drop out rate. Maintain 0%	0% middle school drop out rate.	0% middle school drop out rate.	0% middle school drop out rate.	0% middle school drop out rate.	Maintained
2.10	Monthly SEL Character based lessons and recognition ceremonies. Goal: 9 lessons, and 9 celebrations each school year. Ex. 9/9.	9 School months each school year. 9/9.	9/9	9/9	9/9	Maintained 9/9

Goal Analysis [2025-26]

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

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

For Goal 2, the district implemented four key actions designed to support student engagement, school climate, and student well-being: Positive Behavioral Interventions and Supports (PBIS) (Action 2.1), Social-Emotional Learning (SEL) Support (Action 2.2), Bilingual Support (Action 2.3), and Attendance Services (Action 2.4).

Overall, these actions were effective in supporting student engagement, family participation, and a positive school climate. Implementation data indicate strong participation rates, ongoing monitoring of student needs, and continued access to support services. While Dashboard and local achievement data showed only modest improvement in academic outcomes for some student groups, these actions helped establish conditions that support student success, including positive relationships, family engagement, and regular school attendance. The district recognizes the need to continue strengthening instructional practices and targeted interventions to accelerate academic growth and close persistent achievement gaps.

Action 2.1: Positive Behavioral Interventions and Supports (PBIS)

This action was fully implemented as planned during the 2025–26 school year. The district continued to implement schoolwide PBIS practices, including the teaching and reinforcement of behavioral expectations, student recognition activities, monthly character trait lessons, and student recognition ceremonies. Staff consistently incorporated PBIS strategies into daily school operations and classroom management practices.

A strength of implementation was the consistency of schoolwide behavior expectations and student recognition systems across grade levels. Monthly character education lessons and recognition activities were successfully carried out throughout the school year and provided opportunities to reinforce positive student behaviors. A challenge encountered during implementation was the need to strengthen systems for collecting and analyzing behavioral data to better inform decision-making and identify trends. Despite this challenge, all major components of the PBIS framework were implemented as planned.

Action 2.2: Social-Emotional Learning (SEL) Support

Implementation of this action differed from the original plan. The district was unable to fill the budgeted part-time counselor position, resulting in counseling services being provided on an as-needed basis rather than through a regularly scheduled, proactive counseling model. Students continued to have access to social-emotional support services when needs were identified, and staff provided additional support to address student social-emotional needs throughout the year.

A strength of implementation was the district's ability to maintain access to support services despite staffing limitations. School staff collaborated to identify students needing assistance and connected them with available resources. A significant challenge was the inability to recruit and retain qualified counseling personnel, which limited the district's ability to fully implement the planned scope of services. The district will continue efforts to identify staffing solutions that support full implementation of this action.

Action 2.3: Bilingual Support

This action was fully implemented as planned during the 2025–26 school year. Bilingual support staff provided translation and interpretation services, assisted with communication between home and school, supported parent-teacher conferences and school meetings, and helped ensure that important school information was available to families in their primary language. Bilingual staff also supported ELAC meetings and educational partner engagement activities throughout the year.

A strength of implementation was the district's ability to provide ongoing language access and communication support for English Learner families. Bilingual staff successfully facilitated communication between families and school personnel and supported family participation in school activities and meetings. A challenge encountered during implementation was balancing translation and interpretation needs across multiple events and communication platforms while working within available staffing resources. Despite this challenge, bilingual support services were maintained throughout the school year as planned.

Action 2.4: Attendance Services

This action was fully implemented through the continued support of the Attendance Clerk position. The Attendance Clerk remained fully integrated into school operations and was responsible for monitoring student attendance, communicating with families regarding absences, maintaining attendance records, and supporting attendance improvement efforts. Attendance procedures and communication systems were implemented consistently throughout the school year.

A strength of implementation was the establishment of consistent attendance monitoring and communication practices, which ensured that attendance concerns were identified and addressed in a timely manner. A challenge encountered during implementation was responding to ongoing attendance concerns among a small number of students while balancing other operational responsibilities. Despite this challenge, attendance services were implemented as planned and remained an important component of the district's student support system.

While staffing and resource challenges impacted the full implementation of some actions, the district successfully implemented the core components of its behavior, social-emotional, family engagement, and attendance supports. The district will continue refining these systems and addressing staffing challenges to strengthen implementation in future years.

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

Action 2.2: Expenditures for this action were lower than budgeted. The district did not purchase a social-emotional learning (SEL) curriculum during the year as originally planned. Additionally, the district was unable to fill the budgeted part-time counselor position. To ensure student needs continued to be addressed, counseling services were provided on an as-needed basis through contracted support. As a result, actual expenditures were lower than the amount budgeted for this action.

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

The actions under Goal 2 demonstrated varying levels of effectiveness in supporting student engagement, school climate, and student well-being. Overall, the district maintained a positive and supportive learning environment, as evidenced by low suspension rates, zero expulsions, strong family engagement, and positive attendance outcomes.

Action 2.1: Positive Behavioral Interventions and Supports (PBIS) was effective in promoting positive student behavior and maintaining a safe school climate. Suspension rates remained extremely low and expulsion rates remained at 0%, indicating that students generally demonstrated appropriate behavior and that behavioral supports were successful in preventing more serious disciplinary issues. While the PBIS framework has established a positive culture, greater consistency in implementation across staff and more robust data collection and analysis practices would strengthen the district's ability to identify trends, monitor effectiveness, and make data-informed adjustments to improve outcomes further.

Action 2.2: Social-Emotional Learning (SEL) Support was somewhat effective. Although the district was unable to fill the budgeted part-time counselor position, counseling services were available on an as-needed basis to address immediate student needs. These services provided support for students experiencing social-emotional challenges and helped ensure access to interventions when concerns arose. However, the district recognizes that a more proactive and preventative model of social-emotional support would likely have a greater impact on

student well-being, engagement, and readiness to learn. Staffing shortages continue to limit the district's ability to fully implement this action as intended.

Action 2.3: Bilingual Support was highly effective in strengthening communication and engagement with English Learners and their families. Bilingual support staff facilitated meaningful participation in school activities, increased access to information and resources, and helped build stronger relationships between families and the school. High participation rates at English Learner Advisory Committee (ELAC) meetings and positive feedback from parents demonstrate the value of this support and its contribution to fostering an inclusive and welcoming school environment.

Action 2.4: Attendance Services continued to be effective in promoting positive attendance habits and strengthening communication with families regarding the importance of regular school attendance. Although the chronic absenteeism rate increased slightly from the prior year, overall attendance remained strong. The Attendance Clerk played an integral role in monitoring attendance, conducting outreach to families, and reinforcing attendance expectations. In addition, monthly recognition programs such as the Walk of Fame assemblies and Student of the Month awards provided opportunities to celebrate students who demonstrated positive attendance habits and strong character traits. These recognition programs helped reinforce school expectations, promote student engagement, and encourage regular attendance through positive acknowledgment of student success.

Collectively, these actions contributed to a positive school climate, strong family engagement, and consistent messaging regarding attendance, behavior, and student well-being. While opportunities exist to strengthen implementation in certain areas, particularly social-emotional supports and PBIS data systems, the actions overall were effective in creating conditions that support student success and engagement.

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

There are no changes to any metrics or actions for the 2026-27 school year.

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	Positive Behavior Interventions and Supports (PBIS)	Implement a school-wide PBIS program complete with training, leadership team, data monitoring, and monthly/bi-monthly meetings.	$6,776.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Social Emotional Learning (SEL)	Fund a part-time counselor as needed to provide SEL services to students and support staff.	$9,035.00	No
2.3	Bilingual Support	Fund salaries of bilingual parent liaison provide translation services including translation of documents in order to Increase participation and connectedness of the EL community to the school.	$35,009.00	No
2.4	Attendance Clerk	Fund a portion of the salary of attendance clerk to monitor and improve attendance. A focus on improving will focus on: Tier 1: Providing student recognition and incentives for maintaining good attendance. Increasing parent education in the importance of attendance and supporting parents. Utilizing forms and protocols identified as effective through Attendance Works. Tier 2: Establishing protocols for communicating with families and students with excused and unexcused absences. Tier 3: Creating Attendance Improvement Plans through the SST process that supports students and families in addressing barriers they are experiencing with attendance. Working in cooperation with the county SARB board to proactively support families.	$39,145.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district will continue to maintain and provide equitable access to optimal conditions for learning and teaching by providing: well maintained facilities, access to technology and other educational resources, a broad course of study, educational enrichment opportunities, as well as other services to reduce barriers to accessing instructional opportunities and effective, high quality instructional staff.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The following factors have been found to improve the quality of schools in low-SES neighborhoods: a focus on improving teaching and learning, creation of an information-rich environment, building of a learning community, continuous professional development, involvement of parents, and increased funding and resources (Muijs, Harris, Chapman, Stoll, & Russ, 2009)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credential and Appropriately Assigned Teachers as determined by credentialing report.	2021 - 2022 DataQuest/SARC:: Fully Credentialed for Subject and Student Placement: 83.9% Intern Credential Holders Properly Assigned: 6.3%	Fully Credentialed for Subject and Student Placement: 77.59% Intern Credential Holders Properly Assigned: 0% Teachers Without Credentials and	Fully Credentialed for Subject and Student Placement: 82% Intern Credential Holders Properly Assigned: 0% Teachers Without Credentials and	100% of teachers are appropriately credentialed and assigned	2022-2023 DataQuest/SARC:: Fully Credentialed for Subject and Student Placement: - -1.9% Intern Credential Holders Properly Assigned: -6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Teachers Without Credentials and Misassignments: 3.6% Credentialed Teachers Assigned Out-of-Field: 6.3% Unknown 0% Total Teaching Positions: 16 FTE	Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 4.7% Unknown 17.65% Total Teaching Positions: 17 FTE	Misassignments: 0% Credentialed Teachers Assigned Out-of-Field:5% Unknown 8% Total Teaching Positions: 18FTE		Teachers Without Credentials and Misassignments: -3.6% Credentialed Teachers Assigned Out-of-Field: -1.3% Unknown +8% Total Teaching Positions: +2
3.2	Standards-aligned Instructional Materials for every student as measured by the Williams Act Reports. This curriculum includes instructional materials and strategies for English Learners and SWDs.	100% of students have access to standards aligned curriculum and materials.	100% of students have access to standards aligned curriculum and materials.	100% of students have access to standards aligned curriculum and materials.	100% of students have access to standards aligned curriculum and materials.	Maintained
3.3	School Facilities in Good/Excellent Repair as measured by the annual Facilities Inspection Tool.	Fall 2023 FIT Report: All facilities are currently in good or excellent condition.	Fall 2024 FIT Report: All facilities are currently in good or excellent condition.	Fall 2025 FIT Report: All facilities are currently in good or excellent condition.	All facilities in good or excellent condition.	Maintained
3.4	Broad Course of Study - TK-8 access to music instruction	100% of TK-5 students will have access to music instruction.	100% of TK-5 students will have access to music instruction.	0% of TK-5 students will have access to music instruction. Metric Removed in 25-26. Inaccurate	Metric Removed in 25-26.	Metric Removed in 25-26. Inaccurate data reported in 24-25 metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				data reported in 24-25 metric		
3.5	Technology access and support	MESD will gather baseline line data during the 24-25 school year on the percentage of students who feel that access to computers supports their academic success	2025 Baseline Middle School Survey : 98% of students feel technology access supports student success.	2026 Baseline Middle School Survey : 90% of students feel technology access support student success	80% of students will indicate that access to computers supports their academic success.	-8%
3.6	Implementation of State Standards Based on the Self-Reflection Tool will be Fully Implemented or Fully Implemented and Sustainable	2023-2024 ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented Social Studies: Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Exploration/Research Visual and Performing Arts: Fully Implemented	2024-2025 ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented Social Studies: Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Exploration/Research Visual and Performing Arts: Fully Implemented	2025-2026 ELA: Full Implementation ELD: Full Implementation Math: Full Implementation Science: Full Implementation Social Studies: Full Implementation Physical Education: Fully Implemented and Sustainable Health: Exploration/Research Visual and Performing Arts: Fully Implemented	ELA: Fully Implemented/Sustainable ELD: Fully Implemented Math: Fully Implemented and Sustainable Science: Fully Implemented and Sustainable Social Studies :Fully Implemented and Sustainable Physical Education: Fully Implemented and Sustainable Health: Fully Implemented and Sustainable Visual and Performing Arts: Fully Implemented	Maintained in all areas
3.7	Broad Course of Study - TK-8 access to art instruction	100% of TK-5 students will have access to art instruction.	N/A	100% of TK-5 students will have	100% of TK-5 students will have	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				access to art instruction.	access to art instruction.	

Goal Analysis [2025-26]

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

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

Overall, the actions associated with Goal 3 were effectively implemented and contributed to maintaining positive learning conditions, equitable access to resources, and a broad educational program for all students. Most metrics were met or remain on track for attainment. While the district continues to work toward achieving 100% appropriately credentialed teachers, the actions under this goal have been successfully implemented and are supporting student access to high-quality learning opportunities.

Action 3.1: Professional Development
This action was fully implemented and provided staff with meaningful opportunities for professional growth. Professional development offerings included training on school safety, Artificial Intelligence (AI), Building Thinking Classrooms in mathematics, the review and exploration of mathematics instructional materials pending adoption, and Transitional Kindergarten (TK)-focused professional learning. These opportunities supported staff capacity-building and strengthened instructional practices across grade levels.

Action 3.2: Standards-Aligned Instructional Materials
This action was fully implemented and sustained. Students and staff had access to standards-aligned instructional materials that supported high-quality instruction and curriculum implementation. No significant implementation challenges were reported, and instructional resources remained available to meet student learning needs.

Action 3.3: Facilities Maintenance
This action was fully implemented and continued to support safe, clean, and well-maintained learning environments. Ongoing maintenance and facility improvements ensured that students and staff had access to facilities that support teaching, learning, and student well-being. No significant challenges were identified in the implementation of this action

Action 3.4: Broad Course of Study
This action was substantially implemented across all program areas. Students continued to have access to a broad course of study that included academic, enrichment, and extracurricular opportunities. While staffing shortages continued to impact the district's ability to provide a comprehensive music program, additional enrichment opportunities were expanded through the addition of a weekly art instructor. Furthermore, Nor-Cal School of the Arts partnered with the district to provide a 12-week theater program, with each grade level participating one day per week. These opportunities enhanced student access to visual and performing arts experiences and supported a well-rounded educational program.

Action 3.5: Technology Access
This action achieved full implementation and sustainability. Students and staff maintained access to technology resources and infrastructure necessary to support instruction and learning. Continued support from the Butte County Office of Education (BCOE) Information Technology team ensured reliable technology services and system functionality. Student survey results indicated high levels of engagement with and access to technology resources, demonstrating the effectiveness of this action.

Collectively, the actions under Goal 3 have strengthened learning conditions, expanded student access to educational opportunities, and supported equitable access to the resources necessary for student success. The district will continue to address staffing challenges and credentialing needs while sustaining the systems and supports that have contributed to the successful implementation of this goal.

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.

3.1 - Actual expenditures for this action were lower than budgeted. Professional development costs were overestimated during the planning process, resulting in expenditures that were less than originally projected while still providing the planned professional learning opportunities for staff.
3.2 - Actual expenditures for this action were lower than budgeted. Costs associated with curriculum and instructional materials were less than originally anticipated, resulting in a budget savings while still ensuring that students and staff had access to the necessary instructional resources and materials.
3.4 - Actual expenditures for this action exceeded the amount originally budgeted. Additional costs were incurred to support athletic programs, including expenses associated with participation, equipment, and other program needs.

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

Action 3.1: Professional Development
This action was effective in supporting staff capacity and strengthening instructional practices. Ongoing professional development focused on instructional strategies, technology integration, mathematics instruction, school safety, and emerging educational practices such as Artificial Intelligence (AI). These learning opportunities supported teacher effectiveness and contributed to maintaining a high percentage of appropriately assigned and credentialed teachers. While 82% of teachers were fully credentialed, continued recruitment and retention efforts will be necessary to achieve the district's goal of 100% fully credentialed teachers.

Action 3.2: Standards-Aligned Instructional Materials
This action was highly effective in ensuring equitable access to high-quality instructional resources. Through annual monitoring, review, and adoption processes, 100% of students had access to standards-aligned curriculum and instructional materials, as confirmed through Williams Act reporting and local review processes. Additionally, professional development related to Building Thinking Classrooms and the exploration of new mathematics instructional materials strengthened staff readiness for future curriculum implementation and positioned the district for a successful mathematics adoption process in the coming year.

Action 3.3: Facilities Inspection and Maintenance

This action was effective in maintaining safe and supportive learning environments for students and staff. The consistent use of the Facilities Inspection Tool (FIT), combined with ongoing maintenance and timely repairs, resulted in all school facilities being rated in good or excellent condition on the Fall 2025 FIT report. Maintaining high-quality facilities supports student learning, staff effectiveness, and overall school climate.

Action 3.4: Broad Course of Study
This action was effective in providing students with access to a well-rounded educational experience beyond the core academic program. Students participated in a variety of enrichment opportunities, including student leadership activities, clubs, field trips, athletics, visual arts, and theater experiences. Access to weekly art instruction ensured that 100% of TK-5 students received arts education, while partnerships such as the Nor-Cal School of the Arts theater program expanded opportunities for student engagement and creativity. These experiences support student development, increase engagement, and contribute to a comprehensive educational program. The district will continue working to expand arts and enrichment opportunities for all TK-8 students.

Action 3.5: Access to Technology
This action was highly effective in expanding student access to digital learning tools and resources. Investments in devices, infrastructure, educational technology platforms, and technical support ensured that students had reliable access to technology both for instruction and learning. Student survey results exceeded the established target, with more than 80% of students reporting that technology supports their academic success. Continued support from technology staff and ongoing access to digital resources have strengthened student engagement and preparedness for learning in a technology-rich environment.

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.

Removed metric 3.4 (Access to Music Instruction) and replaced with Metric 3.7 to include a Broad Course of Study for art instruction

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	To enhance the quality of education and ensure that all students receive effective instruction, we will implement a robust and ongoing professional development program for our staff to ensure that they are fully credentialed and assigned. This program will focus on improving instructional practices, integrating technology, and supporting social-emotional learning. Aligning best practices for SPED and EL students will be a priority as we seek to enhance the language acquisition of our EL students	$24,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Standards-aligned Instructional Materials	Utilizing the available Williams Act tools, the district will annually monitor the selection, adoption, and utilization of all required standards based materials. Teachers will receive focused supports for implementing this curriculum.	$40,000.00	No
3.3	Facilities Inspection and Maintenance and Federal compliance support	The annual Facilities Inspection Tool will be given each year. Areas of identified needs will be addressed through the annual maintenance plan. Provide administrative services to ensure compliance for federal funding and support indirect costs.	$4,105.00	No
3.4	Broad Course of Study	Manzanita will provide a broad course of study that includes reading, English language arts, math, social science, and science. In addition, Manzanita will fund additional staff to offer art to grades TK-8, GATE, student government, CJSF, yearbook club, after-school sports for 6-8, sports coaching stipends, middle school field trip coordinators to Shady Creek, Lava Beds, and Manchester as well as other elective offerings to develop well-rounded, engaged students.	$46,615.00	Yes
3.5	Access to Technology	Provide student access to educational technology tools and online resources.	$58,200.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$303126	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.760%	0.000%	$0.00	8.760%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Class Size Reduction **Need:** Our English Learner student group is underachieving on the CAASPP in ELA and Math with only 20% proficient in ELA and only 14% proficient in Math. Our low income student group is underachieving in ELA and Math with only 26% proficient in ELA and only 26% proficient in Math. Research shows that	By implementing this action, it will directly support our EL, low-income, and students with disabilities by providubf smaller class sizes will provide opportunities for improved academic performance/reading levels for SED, Foster and EL students. As the research points out all students will benefit from classroom environments that provide for increased student engagement, time on task, and student effort, therefore, this action is being provided to all students.	1.1,1.2,1.3,1.4, 1.5, 1.7,1.8,1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students from low income homes and English learners have the identified need and benefit from smaller class sizes. Parent feedback indicates that they place a high value on the benefits of smaller class size in the primary grades. Based on the needs of our low income and EL students, as well as the research, we will be implementing class education in grades K-3. **Scope:** Schoolwide	Glass and Smith (1978), concluded that small class sizes were associated with improved academic performance. Effects were strongest in the early primary grades and among low-income students. A review by Zyngier (2014) of the research literature showed that smaller classes had a strong positive impact on student achievement and narrowing the achievement gap in the vast majority of studies. Achilles (2012) concluded that poor, minority, and male students received especially large benefits from reduced class size in terms of improved test scores, school engagement, and lower grade retention and dropout rates. Reduced class size is also linked to increased academic engagement, student effort, initiative-taking in the classroom and time on task (Finn et al 2003) All students will benefit from this action but we expect our low income and El students to benefit the most. We expect our low income and EL students to increase on the CAASPP in both ELA and Math by 5% pts each year.	
1.2	**Action:** Classified Academic Support **Need:** CAASPP scores indicate that our SED, EL and Foster Youth student groups are scoring below standard in the area of ELA and reading. They require additional instructional support	Research indicates that teacher's aides are often used in disadvantaged schools or classrooms. Aides can be particularly beneficial in reducing student-teacher ratios and providing targeted support to disadvantaged students. The study suggests that the presence of aides helps in dividing pedagogical tasks within the classroom, which can be especially impactful for students with	1.1,1.2,1.3,1.4, 1.5, 1.6, 1.7,1.8,1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	embedded in the core instructional setting to receive 1:1 and or small group instruction. **Scope:** Schoolwide	higher needs(Andersen, Beuchert, Nielsen, Thomsen 2020) Therefore additional instructional support to SED, EL, and Foster Youth will be offered in the core instructional setting and during interventions, however, all students will benefit from this additional support so it will be provided on a district-wide basis and we expect to see an increase in academic achievement.	
1.4	**Action:** Intervention Coordinator **Need:** CAASPP scores indicate that our SED, EL and Foster Youth student groups are scoring below standard in the area of ELA and reading. They require additional instructional support embedded in the core instructional setting to receive 1:1 and or small group instruction. **Scope:** Schoolwide	Research indicates that interventions specifically designed for low-income groups can be effective in improving various outcomes, including health behaviors and educational attainment. (VanTassel-Baska 2018) Intervention coordinators help in collecting and analyzing student data to tailor interventions that meet individual student needs. This data-driven approach is crucial for identifying at-risk students and providing timely support. Coordinators oversee the implementation of targeted interventions, which have been shown to be effective in improving educational outcomes for low-income and at-risk students. These interventions can include additional tutoring, small group instruction, and personalized learning plans (Tracey & Young 2004) Therefore an intervention coordinator will facilitate grade-level meetings and analyze data with teams to place students in small groups for intervention during the school day. The coordinator will also provide evidence-based instructional materials to staff to increase achievement for all students including SED, and EL.	1.1,1.2,1.3,1.4, 1.5, 1.6, 1.7,1.8,1.9
3.1	**Action:** Professional Development	The research identified that teachers with prior experience teaching ELs and those who received both in-service and pre-service training focused on	SARC Report, CALPADS 4.1 Staffing, 4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Significant achievement gaps exist between the District's overall performance and that of our Low-Income, English Learners, and students with disabilities. Our Low-Income students are performing 17% points lower than their peers in ELA, and 12% points lower than their peers in math. Our English Learner students are performing 23% points lower than their peers in ELA, and 24% points lower than their peers in math. Our Students with Disabilities are performing 38% points lower than their peers in ELA, and 17% points lower than their peers in math. **Scope:** Schoolwide	EL-specific instructional strategies showed higher differential gains for ELs. The findings suggest that ongoing professional development focused on EL-specific instructional strategies is crucial. Teachers who continuously engage in professional learning opportunities related to EL education are better equipped to support EL students' academic growth. (REL 2021) Research and educational best practices indicate that well-prepared and effective teachers and paraprofessionals have a very significant impact on student learning outcomes. In order to meet this need, the District will provide professional development to all teachers and paraprofessionals focused on the core elements of in the area of Math, English Language Arts, and English Language Development for English Learners. Using the MTSS model of tiered support, this professional development will focus on providing Universal Design for Learning strategies and well designed lessons that meet the needs of our Low Income students, English Learners, and Students with Disabilities. There will also be a focus on the vertical alignment of instruction based on essential standards, as well as follow-up and in-class coaching provided by the COE/LEA and instructional feedback provided throughout the year to support teachers with the implementation of instructional strategies and content. Included in this action are instructional stipends/incentives to support professional development activities.	Assignments, CAASPP Data, ELPI, 3.1
3.4	**Action:** Broad Course of Study	Given the research SED, EL students benefit from increased access to the arts, CTE, athletic, and	3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: A study showed that individuals from a lower social class generally had less career-related self-efficacy when it came to vocational aspirations (Ali, McWhirter, & Chronister, 2005). Specifically, out of school, children from lower SES families are less likely to participate in the arts (especially performing arts) or engage with culture (e.g. visiting an archive, museum or heritage site) outside of school. Given the well-documented evidence on the link between arts engagement and multiple social determinants of health (including child development and educational attainment) and wide-ranging mental and physical health outcomes, ensuring equality of access is an important topic in trying to help reduce social and health inequalities. (Mak, Fancourt, 2021) Children from socioeconomically (SES) disadvantaged backgrounds are often less likely to participate in physical activity (PA) relative to their SES advantaged peers (Frederick et al., 2014, Singh et al., 2008). Multiple studies have observed that school-based PA interventions and other strategies such as PE, mandatory classroom breaks, and active transport, were associated with increased minutes of MVPA (Bassett et al., 2013), improved health and educational outcomes (Centers for Disease Control and Prevention, 2013, Dobbins et al., 2013, Institute of Medicine, 2013, Kriemler et al.,	exploratory opportunities, therefore staff will be hired to teach music, GATE, student council, CJSF, and yearbook, and provide educational field trips. all students will benefit from this instruction so it will be provided on a school-wide and/or district-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2011, Lai et al., 2014, Physical Activity Guidelines Advisory Committee, 2018, Salmon et al., 2007, van Sluijs et al., 2007). **Scope:** Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** EL Coordinator **Need:** CAASPP scores indicate that our EL student groups are scoring below standard in the area of ELA and Math. They require additional instructional support, monitoring, resources to improve academic support. **Scope:** Limited to Unduplicated Student Group(s)	Research indicates that interventions specifically designed for low-income groups can be effective in improving various outcomes, including health behaviors and educational attainment. (VanTassel-Baska 2018) Intervention coordinators help in collecting and analyzing student data to tailor interventions that meet individual student needs. This data-driven approach is crucial for identifying at-risk students and providing timely support. Coordinators oversee the implementation of targeted interventions, which have been shown to be effective in improving educational outcomes for low-income and at-risk students. These interventions can include additional tutoring, small group instruction, and personalized learning plans (Tracey & Young 2004) Therefore EL coordinators will administer and monitor progress on CAASPP, ELPAC and	1.1,1.2,1.3,1.4, 1.5, 1.6, 1.7,1.8,1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		provide additional resources to teachers to increase in EL student academic achievement.	

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

Additional Concentration Grant Funding

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

The school does not receive the additional concentration grant 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: Single School District	N/A: Single School District
Staff-to-student ratio of certificated staff providing direct services to students	N/A: Single School District	N/A: Single School District

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3460479	303126	8.760%	0.000%	8.760%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$715,030.00	$102,238.00	$0.00	$91,193.00	$908,461.00	$786,145.00	$122,316.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Class Size Reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$243,027.00	$0.00	$243,027.00	$0.00	$0.00	$0.00	$243,027.00	
1	1.2	Classified Academic Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$368,615.00	$0.00	$243,873.00	$43,028.00	$0.00	$81,714.00	$368,615.00	
1	1.3	EL Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,533.00	$0.00	$2,533.00	$0.00	$0.00	$0.00	$2,533.00	
1	1.4	Intervention Coordinator	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,821.00	$0.00	$11,611.00	$19,210.00	$0.00	$0.00	$30,821.00	
2	2.1	Positive Behavior Interventions and Supports (PBIS)	All	No			All Schools	Ongoing	$0.00	$6,776.00	$6,776.00	$0.00	$0.00	$0.00	$6,776.00	
2	2.2	Social Emotional Learning (SEL)	All	No			All Schools	Ongoing	$0.00	$9,035.00	$3,661.00	$0.00	$0.00	$5,374.00	$9,035.00	
2	2.3	Bilingual Support	All	No			All Schools	Ongoing	$35,009.00	$0.00	$35,009.00	$0.00	$0.00	$0.00	$35,009.00	
2	2.4	Attendance Clerk	All	No			All Schools	Ongoing	$39,145.00	$0.00	$39,145.00	$0.00	$0.00	$0.00	$39,145.00	
3	3.1	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$24,580.00	$0.00	$24,580.00	$0.00	$0.00	$0.00	$24,580.00	
3	3.2	Standards-aligned Instructional Materials	All	No			All Schools	Ongoing	$0.00	$40,000.00	$0.00	$40,000.00	$0.00	$0.00	$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Facilities Inspection and Maintenance and Federal compliance support	All	No			All Schools	Ongoing	$0.00	$4,105.00	$0.00	$0.00	$0.00	$4,105.00	$4,105.00	
3	3.4	Broad Course of Study	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$42,415.00	$4,200.00	$46,615.00	$0.00	$0.00	$0.00	$46,615.00	
3	3.5	Access to Technology	All	No			All Schools	Ongoing	$0.00	$58,200.00	$58,200.00	$0.00	$0.00	$0.00	$58,200.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3460479	303126	8.760%	0.000%	8.760%	$572,239.00	0.000%	16.536 %	**Total:**	$572,239.00
								LEA-wide Total:	$0.00
								Limited Total:	$2,533.00
								Schoolwide Total:	$569,706.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Class Size Reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$243,027.00	
1	**1.2**	Classified Academic Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$243,873.00	
1	**1.3**	EL Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,533.00	
1	**1.4**	Intervention Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$11,611.00	
3	**3.1**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$24,580.00	
3	**3.4**	Broad Course of Study	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$46,615.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$811,049.00	$844,100.00

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**	Class Size Reduction	Yes	$262,290.00	$240,094
1	**1.2**	Classified Academic Support	Yes	$280,273.00	$322,059
1	**1.3**	EL Coordinator	Yes	$2,422.00	$3,663
1	**1.4**	Intervention Coordinator	Yes	$11,662.00	$25,653
2	**2.1**	Positive Behavior Interventions and Supports (PBIS)	No	$6,500.00	$6,022
2	**2.2**	Social Emotional Learning (SEL)	No	$36,468.00	$5,799
2	**2.3**	Bilingual Support	No	$30,966.00	$33,736
2	**2.4**	Attendance Clerk	No	$34,091.00	$37,555
3	**3.1**	Professional Development	Yes	$24,580.00	$18,186
3	**3.2**	Standards-aligned Instructional Materials	No	$30,000.00	$40,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Facilities Inspection and Maintenance and Federal compliance support	No	$3,977.00	$4,241
3	**3.4**	Broad Course of Study	Yes	$34,620.00	$49,591
3	**3.5**	Access to Technology	No	$53,200.00	$57,501

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
295716	$501,598.00	$523,099.00	($21,501.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Class Size Reduction	Yes	$255,725.00	$233,405		
1	1.2	Classified Academic Support	Yes	172589	206588		
1	1.3	EL Coordinator	Yes	$2,422.00	$3,663		
1	1.4	Intervention Coordinator	Yes	$11,662.00	$11,666		
3	3.1	Professional Development	Yes	$24,580.00	$18,186		
3	3.4	Broad Course of Study	Yes	$34,620.00	$49,591		

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)
3360774	295716	0	8.799%	$523,099.00	0.000%	15.565%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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