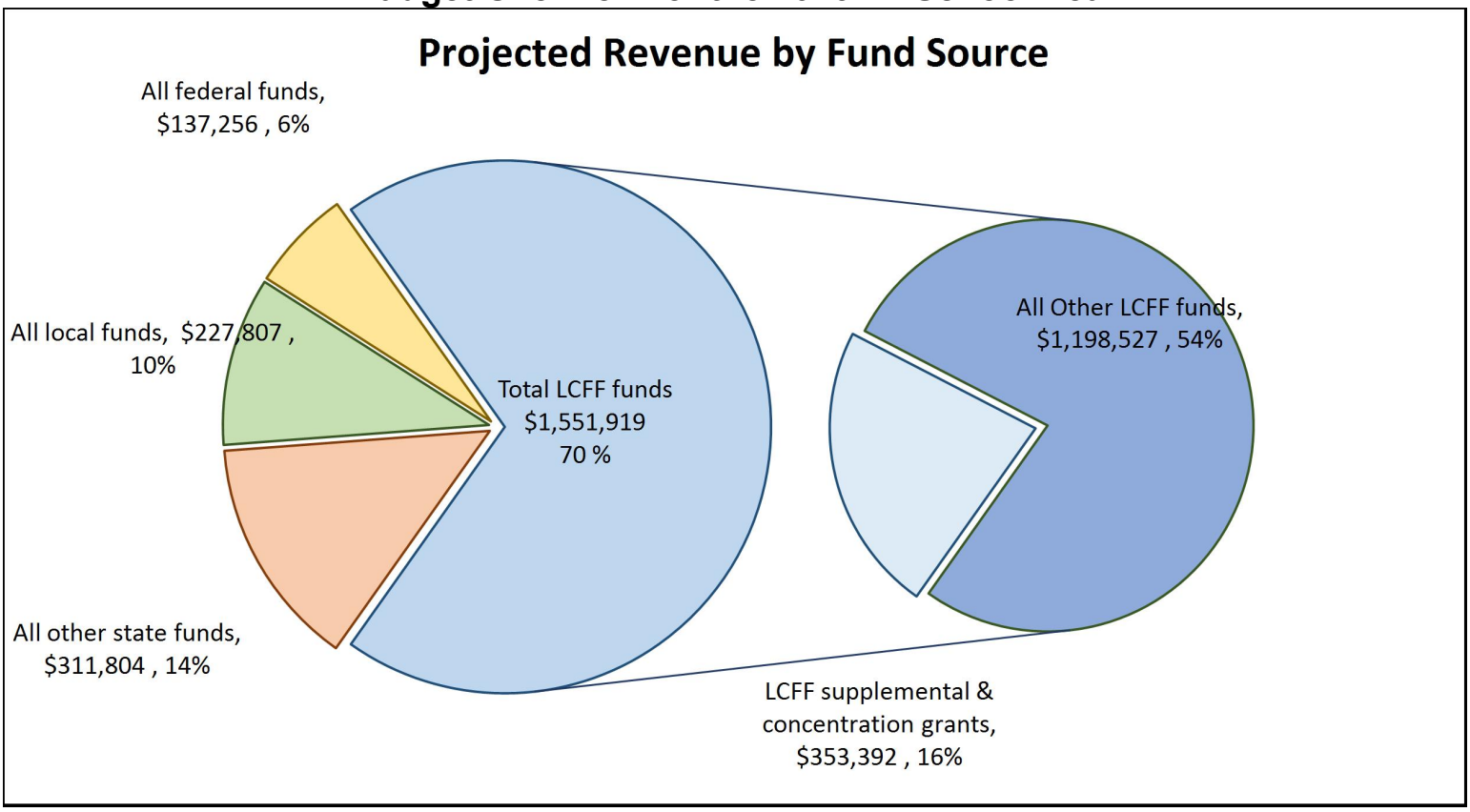
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Ardo Union Elementary School District
CDS Code: 27661756026637
School Year: 2026-27
LEA contact information:
Catherine Reimer, Ed.D.
Superintendent/Principal
creimer@sanardousd.org
8316272520

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

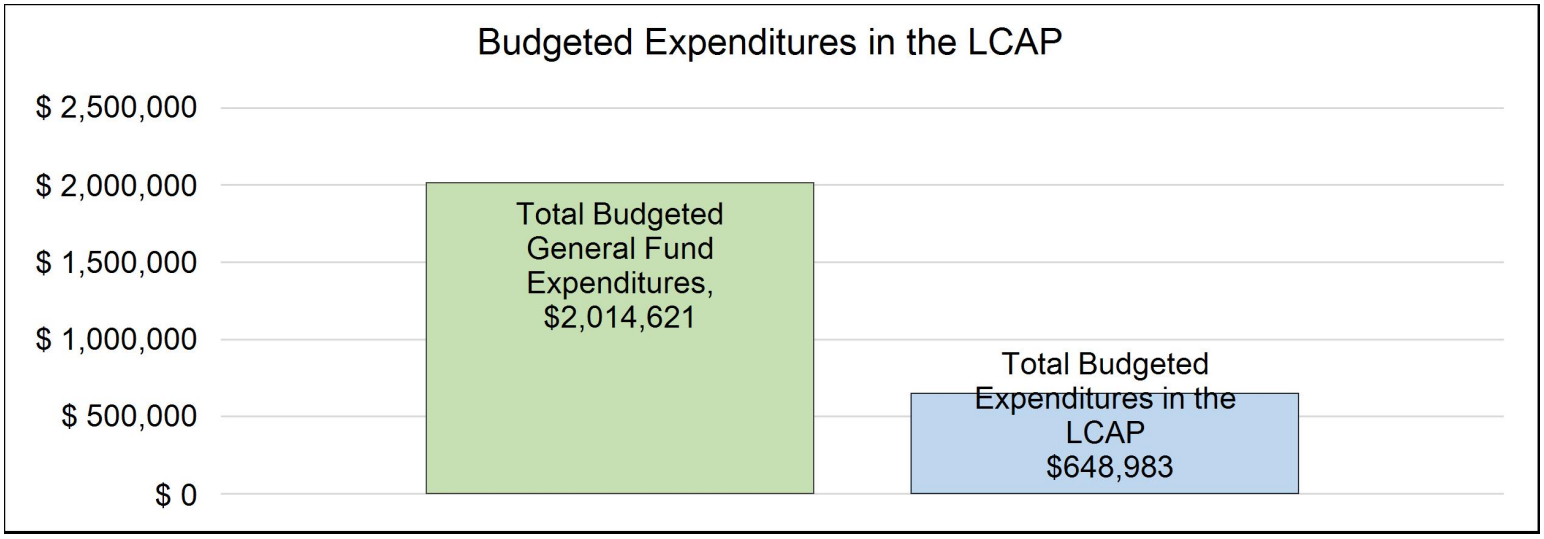


This chart shows the total general purpose revenue San Ardo Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Ardo Union Elementary School District is $2,228,786, of which $1,551,919 is Local Control Funding Formula (LCFF), $311,804 is other state funds, $227,807 is local funds, and $137,256 is federal funds. Of the $1,551,919 in LCFF Funds, $353,392 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 San Ardo Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Ardo Union Elementary School District plans to spend $2,014,621 for the 2026-27 school year. Of that amount, $$648,983 is tied to actions/services in the LCAP and $1,365,638 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund budget expenditures for the school year not included in the LCAP are all items to support our base program and the additional priorities set to advance and assist English language learners and students who live in poverty funded through the supplemental and concentration grants. Our base program includes the Eight State Priorities including the instructional program, a safe learning environment, our food program, transportation, and general services. The instructional program includes certificated and classified salaries and benefits, professional development, enrichment and interventions, and materials and supplies for
the program. Monitoring of the instructional program includes the salaries and benefits of administrators, support staff, and district office staff. A safe learning environment consists of the upkeep of facilities, salaries and benefits for maintenance personnel, Positive Behavioral Interventions and Supports, health supervision, training, and materials and supplies. The food program budget expenses include classified staff members' salaries and benefits, cost of food, and the cost of operating the program. The transportation program costs included classified personnel salaries and benefits, training, and the cost of materials and supplies for operating transportation. General services in the base program include costs for staff, professional consultants such as attorneys and/or technology consultants, equipment and supplies for the office and the budget.

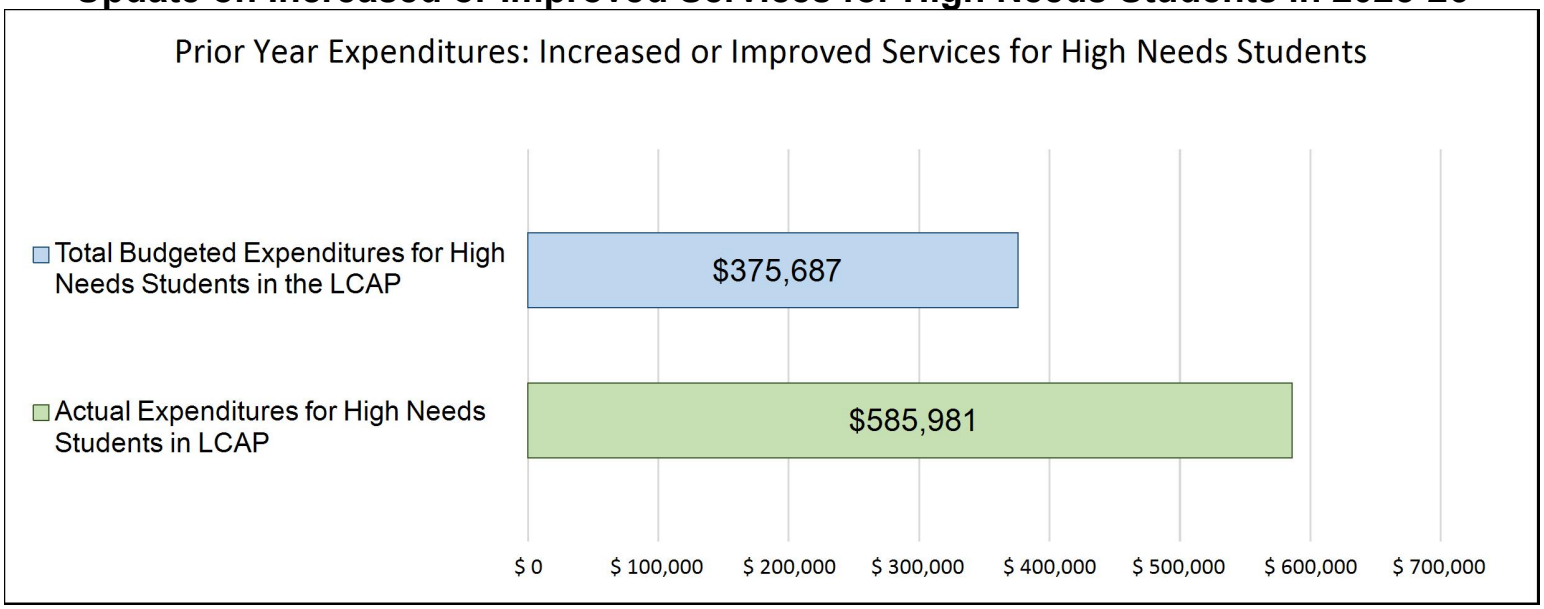
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, San Ardo Union Elementary School District is projecting it will receive $353,392 based on the enrollment of Foster Youth, English learner, and low-income students. San Ardo Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Ardo Union Elementary School District plans to spend $$386,392 towards meeting this requirement, as described in the LCAP.

N/A

LCFF Budget Overview for Parents

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



This chart compares what San Ardo Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Ardo Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, San Ardo Union Elementary School District's LCAP budgeted $375,687 for planned actions to increase or improve services for high needs students. San Ardo Union Elementary School District actually spent $585,981 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
San Ardo Union Elementary School District	Catherine Reimer, Ed.D. Superintendent/Principal	creimer@sanardousd.org 8316272520

Plan Summary [2026-27]

General Information

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

The single-school district of San Ardo Union Elementary, established in the 1930s, is located within the rural confines of southern Monterey County, Salinas Valley, nestled amongst three smaller districts. This district, approximately 19 miles south of King City and 35 miles north of Paso Robles, operates on a uniquely modified traditional schedule. The most up-to-date data indicates that the enrollment count for the academic year 2025/26 stands at 71 students. While historical trends present some considerable variation in this figure, the ongoing downturn is most likely attributable to the 2020-2021 pandemic situation. The District consistently offers a thorough education for students ranging from transitional kindergarten through eighth grade, often highlighted for its innovative educational strategies and continuous modernization of teaching methods. Instruction at this district is significantly shaped by standards-aligned curricula, frequent assessment of student progress relating to the Common Core State Standards, habitual professional development for instructors, and decidedly committed to student support and interventions. Particularly noteworthy among these interventions are the Literacy Coaches and Reading Specialist literacy intervention and a targeted math intervention teacher. Parental involvement contributes positively to the district, as parents routinely collaborate with the Board of Trustees, the School Site Council, District English Learner Advisory Committee, and other staff to define and pursue educational transitions and objectives. Of the involved parents, about half of our families use Spanish for all aspects of their life and are not fluent in English. Considerable improvement at the district level was made achievable through voters granting a $6.8 million General Obligation bond in 2016. To date, $3.8 million of these funds have been utilized, with projection plans to expend the remaining $3.0 million for future district enhancements. Modernizing ventures thus far have included rolling out the new iReady English/Language Arts and mathematics program and diagnostic tests commencing in the 2023/24 academic year. In their steadfast pursuit of top-tier education, the San Ardo Union Elementary School District employs an array of support structures. These mechanisms comprise of a full-time special education teacher, a reading specialist for first through eighth grade students, and additional paraprofessional aid across all class levels.

Additional learning support is extended through the After School Education and Safety and the Expanded Learning Opportunities Program. A Physical and Health Education teacher is also accessible two days per week, which was funded by the Education Protection Act resources. In addition to its academic concerns, the district also seeks to nurture student overall welfare and growth by providing a Multi-Tiered System of Supports (MTSS) interventions and Positive Behavior Interventions and Supports (PBIS). A bilingual liaison position also continues, reflecting the district's emphasis on bilingual engagement. The district sustains robust communication with all educational stakeholders across diverse mediums including ParentSquare, paper notices, and an interactive website. With the guidance of the Local Control Accountability Plan, the District's overarching goal is to provide a high-quality education to all students. The Plan serves as a progressive monitoring tool, identifying sectors requiring enhancement to meet students' needs effectively. Within the predominantly agricultural local economy, the district, containing 45.94% English Language Learners, collaborates with various institutional bodies such as School Site Council, District English Learner Advisory Committee, staff, and parents to establish and accomplish long-term educational goals.

Learning Recovery Emergency Block Grant funds were not originally included in the 2024-25 LCAP because they had been spent and it was uncertain whether additional funding would be granted in 2025-26. The district did receive $9,381.00 in LREBG funds in 2025-26 and did not spend any of the funds. The funds have been set aside and budgeted to use for student mental health counseling in Goal 1, Action 3.

Reflections: Annual Performance

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

The annual performance of the district has been critically evaluated using the 2023 and 2025 California School Dashboards and local data. Priority areas for improvement remain evident, particularly in performance levels marked Red, which signal the greatest need for targeted intervention.

2023 Dashboard – Areas Rated Red:
Chronic Absenteeism: All Students, English Learner, Hispanic, and Socioeconomically Disadvantaged (SED) student groups were rated Red.
English/Language Arts (E/LA): All Students, English Learner, Hispanic, and SED groups were rated Red.

2025 Dashboard – Areas Rated Red:
English Language Arts (E/LA): All Students were rated Red.
Mathematics: All Students were rated Red.
English Learners, Hispanic students, and Socioeconomically Disadvantaged students in both ELA and Math are also red.

Additional highlights: The Suspension Rate decreased 1.8% and was Blue for English Learners. Overall the Suspension Rate was rated Yellow, an improvement from Orange in 2024. Chronic Absenteeism increased by 2.7 points, however, is still down to 19% compared to 27.2% in 2023. Appropriately assigned credentialed teachers were 85.5%, above the State average. Recently Reclassified English Learners had "Moderate" growth status in E/LA. Socioeconomically Disadvantaged students had "Moderate" growth status in Mathematics.

Reflections: Technical Assistance

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

Not in Technical Assistance.

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.

The District has no sites 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.

The District has no sites identified for CSI.

Monitoring and Evaluating Effectiveness

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

The District had no sites identified for CSI.

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 and the San Ardo Teachers' Association	- Engaged in meetings with the teaching staff and the San Ardo Teachers' Association to foster collaborative dialogue aimed at realizing mutual educational objectives. These meetings focused on the evaluation of current approaches, data review and analysis, exploration of potential enhancements, and solicitation of professional insights to inform the Local Control and Accountability Plan (LCAP) development [August, October, November, February, March, April, and May] • Teacher training with Behavior Analyst on routines and management 8/4/2025. Parsec training on data analysis 8/4/2025. - Collected essential data during the meeting conducted on 8/5/2025. The data was scrutinized to detect the existence of underrepresented groups. - Orchestrated a crucial meeting on 8/20/2025 with the goal of establishing a cohesive literacy component based on the Science of Reading training attended over the summer - Empathy interviews conducted and classroom walkthroughs 10/13/2025. Teachers trained on using Parsec Reals for empathy interviews • Strengthening our equity leadership, continuous improvement journey, elevate empathy interview data, and planning for improvements 11/12/2025

Educational Partner(s)	Process for Engagement
	• Review Reading Difficulties Reading Screener: Response to Data 2/24/2026 • Coaching and site visit, classroom walk throughs to ensure LCAP alignment 3/17/2026 • Teachers attended All in for Equity conference 3/21/2026 • Coaching and site visit, classroom walkthroughs 4/28/2026 - Conducted a staff survey on 5/18/2026, seeking their perspectives on student needs, potential actions, and possible amendments to the LCAP, ensuring inclusivity in decision-making processes
Classified Staff/CSEA and other School Personnel	- Maintained consistent communication and collaboration with the Classified Staff/CSEA through a series of meetings conducted on the following dates: 8/5/2025, 9/19/2025, 2/13/2026, 3/27/2026 and 5/21/2026. [August-May] - Undertook meticulous data analysis to pinpoint potential representation gaps. Proactive communication methods, such as direct phone calls and local meetings, were employed to connect with these identified groups. [February] - Arranged consultation meetings with local bargaining units to gather constructive feedback, which was intended to guide the progression and development of the LCAP. [May 2026] - Administered surveys amongst staff members to gather their insights on various areas including student needs, potential measures to address these needs, and necessary updates to the LCAP. [May] - Sustained engagement with Classified Staff/CSEA was prioritized to ensure transparent communication and effective incorporation of their inputs into the teaching-learning paradigm. [August-May]
Parents	- Engaged in numerous consultations with parents to gather their insights and discuss academic plans. These meetings were held on the following dates: 8/28/2025, 9/23/2025, 3/3/2026, 5/21/2026, and 5/26/2026. - Arranged a back-to-school evening and an open house event to foster a dynamic environment for parents to engage with the school district and staff. This initiative aimed to enhance parents' comprehension of the academic milieu. The events were conducted on 8/28/2025 and 5/21/2026. - Coordinated SSC & DELAC meetings on 9/23/2025, 3/3/2026, and 5/26/2026 to invite parents' input on various school-related matters

Educational Partner(s)	Process for Engagement
	and incorporate their suggestions into decision-making processes. **The SSC serves as the Parent Advisory Committee.** No written comments were received by the SSC. - Developed Parent Surveys to acquire a deeper understanding of parents' views on the education system, pinpoint areas that require enhancement, and better comprehend their needs and expectations. This survey was conducted between May 2026. - Advocated for the participation of all parents in these events, particularly those from underrepresented groups. This approach was adopted to boost inclusivity and ensure a holistic discussion about the educational objectives and strategies of the school district. This endeavor was pursued throughout the year.
Students	- Engaged student body representatives in monthly Associated Student Body (ASB) meetings to solicit feedback and identify potential obstacles in achieving educational objectives. These meetings were conducted on a regular monthly basis. • Conducted Parsec Real survey on students thoughts on learning and tests March 3-9, 2026. - Developed and administered student surveys with the purpose of obtaining individual student views on areas for enhancement and satisfaction concerning the district's services. The timeline for distribution and collection of these surveys was April-May 2026. - Solicited ideas and suggestions from student representatives for the Local Control and Accountability Plan (LCAP) development in May. This step was taken to ensure that student needs are adequately addressed. - Reviewed the feedback data collected to identify any underrepresented groups. Outreach initiatives were then launched to these groups via individual meetings. This strategy was implemented to ensure comprehensive input from all stakeholders. - In January, additional feedback was collected from staff regarding student needs, potential actions to address these needs, and updates to the LCAP. This exercise was designed to augment student support and development initiatives.

Educational Partner(s)	Process for Engagement
Administrator/Principal	- Ongoing daily interactions were established with the sole on-site administrator, who fulfilled multiple roles including those of superintendent, principal, and CBO. - Comprehensive data reviews were conducted to identify any underrepresented groups. Following this, targeted outreach was initiated in-person to ensure an all-inclusive input process. This was executed in February. - Meetings were organized with local bargaining units to collect feedback, which proved crucial in guiding the development of the LCAP. These meetings took place continuous throughout the year, as previously noted. A public hearing was held on 6/10/26 to solicit recommendations and comments from the public. The LCAP, local indicators, and district budget were adopted at a public meeting of the Governing Board on 6/17/26.
SSC/DELAC	- On September 23, 2025, a meeting was conducted with SSC/DELAC to discuss the implications of the data derived from various educational groups. - A new series of visits was organized on March 3, 2026, to gather accurate feedback from all underrepresented groups within the school district. - Comprehensive surveys were developed and initiated in an interactive session with SSC/DELAC on May 28, 2026. These surveys were aimed at identifying student needs and potential changes to the LCAP. - Follow-up meetings with SSC/DELAC were scheduled to discuss the feedback received and the subsequent actions taken to address the identified issues. - A comprehensive report encapsulating our partnership activities with SSC/DELAC was compiled. This report highlighted the feedback-centered approach used for the overall development of the school district.
Special Education Local Plan Area Administrator	Consulted as needed throughout the school year. Met on 5/26/2026 to discuss the current LCAP.

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

In response to the feedback received from parents and teachers advocating for the continuation of counseling to ensure a healthy and safe learning environment, the San Ardo Union Elementary School District has developed a progress-oriented goal to address this feedback through appropriate actions.

- The Quarterly Report on Williams Compliance is to be completed diligently by the District, as directed by the Monterey County Office of Education. (Action 1.1)
- A meticulous list of certificated staff and their corresponding credentials is ostensibly maintained by the District. (Action 1.1)
- To adhere to Common Core educational standards, the District persistently evaluates and procures necessary instructional materials. (Action 1.3)
- Ensuring a safe and healthy learning environment, the district, executing action 1, methodically continues its minor repairs of school facilities using available funds and procures maintenance supplies - an effort to ensure the upkeep of said facilities. This commitment extends to remunerating 50% of the Maintenance and Operation Team Lead's salary to manage custodial staff and attend to facility maintenance. (Action 1.1)
- Efforts to improve school climate are ongoing, with the district persisting with Positive Behavioral Interventions and Supports and the Character Counts program and training directed towards staff monitoring all students is assured. The collaboration of the district with the Monterey County Office of Education focusing on PBIS and MTSS tiers I, II, and III. (Action 1.3)
- Additionally, a Multi-Tiered System of Supports has continued to be supported, backed by a grant received from the State. (Action 1.3)

In response to the feedback received from students, advocating for an expansion of school activities and enhanced training for teacher aides to foster a more engaging learning environment and a broader course of study, the San Ardo Union Elementary School District has developed a broad goal to address these concerns with the following action.

- High-quality professional development, oriented towards the state-adopted academic content and performance standards along with ELD standards, will be made accessible to teachers by the district in their endeavors to support English learners and low-income students (Action 2.1)
- The school district, with the assistance of an additional teacher (1.00 FTE), will ensure the continuation of maintaining an average class size of 20 students per class, limiting the grade levels taught to a minimum of two per class - with seventy-five percent (75%) of the salary being funded by concentration funds (Action 2.1)
- Twice a year, the administration of Interim Comprehensive Assessments in E/LA and math by the district will persist (Action 2.2).
- The district will continue to administer iReady diagnostic assessments in reading and mathematics throughout the academic year to monitor and track proficiency levels (Action 2.2)
- To prevent potential failure among seventh and eighth grade students, an intervention plan is being instituted, administrated by a reading specialist and math intervention specialist (Action 2.2)
- To enhance literacy skills, the District continues to utilize a literacy coach/reading specialist, funded through the Literacy Coaches and Reading Specialists grant program. (Action 2.2)
    - To provide mathematic interventions, the District will provide a 0.50 FTE credentialed teacher for math intervention for grades K-8 (Action 2.2)
- Enhanced coordination with auxiliary staff and extended learning programs is undertaken by the district to provide comprehensive educational services and assistance, ensuring alignment with the school's instructional objectives and fostering multi-grade classroom support in the After School Education and Safety program and an extended summer learning program (Action 2.3)
- Continuation of AERIES Analytics use for the standards-based Common Core-aligned gradebook has been ensured by the district, facilitating parent access and monitoring of student attendance and tardies - a mechanism through which truancy notices are disseminated

following the third unexcused absence or tardy. (Action 2.4)
- Fiscal resources are being allocated by the district to cover other relevant educational software as deemed suitable. (Action 2.4)
- A comprehensive education inclusive of visual and performing arts standards is provided to the students by the district, encompassing disciplines like dance, music, theatre, and visual arts - a program currently delivered through Sol Treasures on a weekly basis and funded by the Arts and Music in Schools Proposition 28 funding. (Action 2.4)
- Regular monitoring and appropriate classification of English Language Learners as Redesignated Fluent English Proficient (RFEP) is maintained by the district once the required criteria have been fulfilled, with recognition ceremonies being organized for reclassification. (Action 2.4)
- Extended educational excursions aligned with existing educational programs, such as the Science Camp for 5th-6th grade students, are provided by the district. (Action 2.4)
- The district ensures the perpetuation of a library program and compensates a teacher for its management. (Action 2.4)

In response to the feedback received from parents, who requested more family events and improved communication to enhance parental engagement and participation in school activities, the San Ardo Union Elementary School District has developed a broad goal to address these concerns with the following actions…
- The school district administration is persistently involving parents in key decision-making processes and school-wide events, such as School Site Council (SSC) and District English Language Advisory Committee (DELAC) – to foster a sense of community and inclusivity within the educational environment. (Action 3.1)
- As part of the school district's active engagement strategy – the organization promotes various school-community events, including but not limited to: back-to-school nights, annual performances, open house events, sporting competitions, and other special festivities, ensuring that staff actively engage parents and community involvement in these celebrations. (Action 3.1)
- The District strives to provide ongoing growth opportunities for parents by actively sourcing appropriate and relevant educational seminars throughout the school year. (Action 3.1)
- Communication with parents and the wider community is constantly maintained by the administration, with the assistance of newsletters and digital communication tools, such as Apptegy, which offers instant messages and newsletters in both English and Spanish. This not only includes updates on the school's progress, but also upcoming events and schedules. (Action 3.1)
- A bilingual liaison will continue to be provided by the District, with a 1.0 full-time equivalent position – ensuring communication and translation services for parents are addressed effectively and efficiently. (Action 3.1)
- The District will bear the expenses for the web-service program (DTS), which is used for both the Local Control and Accountability Plan's (LCAP) development as well as its translation into Spanish, ensuring language inclusivity within the school's operation and planning. (Action 3.1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The objective under Goal 1 is to continue the progress accomplished in Priority 1, encompassing the essential conditions of learning, as well as improvements pertaining to the school's climate in Priority 6. This inclusively ensures a secure, healthy learning environment, access to appropriately assigned and fully certified teachers, and instructional materials perfectly in line with the standards. The timeline and the corresponding actions for this goal will engulf the entire academic year. Consistent focus will be geared toward guaranteeing the specified conditions, faithfully persisting in attaining the set objective. Progress and implemented actions will be monitored and evaluated frequently. This evaluation will be executed through regular checks, audits, and systematic feedback analysis from both students and teachers. The goal is to certify that specifics about a safe learning environment, teacher certification, and standard-aligned teaching materials are not only met but also sustained.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Under State Priority 1, which refers to the Basic Conditions of Learning, the District's objective was formulated to ensure the delivery of high-quality instructional material by fully qualified teachers in well-maintained facilities. This approach confronts issues of equity and allocation of resources. The District concentrates its efforts on maintaining a consistent rate of teacher assignments and standard-aligned instructional materials to provide equitable opportunities for all students, regardless of their backgrounds. Additionally, keeping the facilities in good repair demonstrates the District's dedication to cultivating a positive learning culture and environment. In a similar vein, with respect to State Priority 6, pertaining to School Climate, an aim was established to enhance the school environment and provide social-emotional support for students. The implementation of programs such as Positive Behavioral Interventions and Supports (PBIS) and the Multi-Tiered System of Supports (MTSS) underscores the District's commitment to creating a nurturing and inclusive academic milieu. This fortifies the District's equity focus while also working towards improving rates of pupil suspension and expulsion, thereby promoting a secure and interconnected school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers appropriately assigned and fully credentialed - Williams Audit	Williams Audit 85.51% Year: 2023-24	Williams Audit 59.45%. Three teachers left at the end of the year not giving sufficient notice. The district hired one teacher on a short-term staffing permit, one on a provisional internship permit, and the reading specialist is also on a provisional internship permit. 4.4 FTE's are fully credentialed out of a total of 7.4 FTE's.	Percentage of teachers appropriately assigned and fully credentialed 59.45% (two interns and one Short-Term Staffing Permit). Two teachers currently finishing an internship and one other finishing her credential. 4.4 FTE's fully credentialed and 3 FTE's finishing credential. On DataQuest, for 2023-24 it is 85.5%. (added 2/3/26).	Williams Audit 100%	-26.06%
1.2	Percent of content areas provided to ensure a Broad Course of Study including programs and services provided to unduplicated students and students with special needs Source: Curriculum Audit	100% completion for curriculum audit Year: 2023-24	Curriculum Audit - 100%	Curriculum Audit - 100%	Maintain 100% completion for curriculum audit	0%
1.3	Chronic Absenteeism Rate	2022-23 Dashboard	2023-24 Dashboard	2024-25	2025-26 Dashboard	- 8.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard	27.02%	16.3%	19.0%	Under 5%	
1.4	Degree to which safe, clean functional facilities are provided Source: FIT inspection	Inspection Results Good Year: 2023-24	Inspection Results Good Year: 2024-25	FIT inspection - Good	Inspection Results Maintain Good	0
1.5	Response rate for Parent Surveys Source:Internal records	35% Participation Rate Year: 2023-24	60% Participation Rate Year: 2024-25	46% Participation Rate Year: 2025-26	80% Participation Rate Year: 2026-27	+11%
1.6	Percentage of students with a high sense of safety and who are connected to the school Source: California Healthy Kids Survey (CHKS)	2023-24 Survey 100% Response Rate – Happy to be at School: Always: 19.64% Sometimes: 71.43% – Feel Safe at School: Always: 39.29% Sometimes 55.36% – Treated with Respect: Always: 83.64%	2024-25 Survey 100% Response Rate – Happy to be at School: Always: 27.27% Sometimes: 63.64% – Feel Safe at School: Always: 31.82% Sometimes 56.82% – Treated with Respect: Always: 86.36%	2025-26 Survey 95.21% Response Rate – Happy to be at School: Always: 35.14% Sometimes: 56.76% – Feel Safe at School: Always: 31.82% Sometimes 56.82% – Treated with Respect: Always: 91.89%	2026-27 Survey 100% Response Rate – Happy to be at School: Always: 80% Sometimes: 20% – Feel Safe at School: Always: 65% Sometimes 35% – Treated with Respect: Always: 100%	Response Rate: -4.79 – Happy to be at School: Always: +15.50% Sometimes: -14.67% – Feel Safe at School: Always: -7.47% Sometimes +1.46% – Treated with Respect: Always: +8.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Student Suspension Source: CA Dashboard	Student Suspensions: 5 (5.81%) English Learner: 4.9% Socioeconomically Disadvantaged: 4.8% Year: 2022-23	Student Suspensions: 5 (5.4%) Long Term English Learner: 11.1% English Learner: 3.6% Socioeconomically Disadvantaged: 5.8% Year: 2023-24	Student Suspensions: 3 (3.7%) Long Term English Learner: No Data displayed English Learner: 0.0% Socioeconomically Disadvantaged: 3.8% Year: 2024-25	2026-27 Dashboard Student Suspensions: Under 5%	Student Suspensions: -2.11% English Learner: -4.9% Socioeconomically Disadvantaged: -1.0%
1.8	Expulsion Rates Source: DataQuest	Expulsion Rates: 0% Year: 2022-23	Expulsion Rates 0% Year: 2023-24	Expulsion Rates 0% Year: 2024-25	Expulsion Rates: 0%	0%

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.

San Ardo made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Action 1.1: Safe and healthy learning environment/teacher credentials/instructional materials
This action was partially successful. Most of the planned actions and services were completed as scheduled. Students did not all have access to fully credentialed teachers because there were three of the classroom teachers were finishing their intern credentials. However, students had access to fully standards-aligned instructional materials, and the district has continued to purchase supplemental standards-aligned materials as necessary.

Action 1.2: Safe & healthy learning environment- facilities
This action was successful. We continue to provide students with a safe and healthy learning environment by monitoring facilities through the Facilities Inspection Tool (FIT) and making necessary and appropriate minor repairs as needed. The Maintenance and Operations Team

Lead oversees the work of maintaining the facilities, ensuring that issues are addressed promptly and that learning environments remain conducive to student well-being.

Action 1.3: School climate - PBIS/MTSS
This action was partially successful. The district has continued to implement Positive Behavioral Interventions and Supports (PBIS), a Multi-Tiered System of Supports (MTSS), and Character Counts programs over the past ten years and monitors school climate through the California Healthy Kids Survey and the Annual Parent Survey. The action of consulting with Sun Street Centers for bullying prevention and student health choices did not come to fruition due to a lack of staffing on their part. The district continued with Parsec Education for data integration and empathy interviews.

Multi-Tiered Systems of Support (MTSS) training and professional development began in 2022 and continued through 2024. However, in 2024-25, the district shifted its focus through Targeted Assistance with MCOE to academic language development, rather than continuing to expand MTSS or PBIS.

The district saw a significant decrease in student discipline referrals for the 2025-26 school year. The school suspension rate decreased to 1.38%. Students reported being happy at school at 91.9% of time always/sometimes, which is above the goal of 80%, and also reported feeling safe at school at a relatively high rate of 94.96% of time always/sometimes.

One challenge encountered was that the district was not able to find training for all staff members who supervise students; efforts to locate suitable training will continue into the following year.

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

San Ardo experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

There are material differences between Budgeted Expenditures and Estimated Actual Expenditures for the following actions:

Action 1: Safe and healthy learning environment/teacher credentials/instructional materials
Budgeted at $8,000.00, with an actual expenditure of $1,602.60.
The difference is due to the district's adoption of new curricula over the past two to three years, which made it unnecessary to purchase additional instructional materials as initially planned.

Action 2: Safe & healthy learning environment- facilities
Budgeted at $7,000 for maintenance supplies and repairs, with an actual expenditure of $20,222.73.
This variance occurred because of increased costs in janitorial supplies and several plumbing issues.
Additionally, $64,510.08 was budgeted for 0.50 FTE of the Maintenance and Operations Team (MOT) Lead's salary and benefits. Actual expenditures were to date are $62,680.29, due to the need for overtime work following staff reductions the previous year.

The total expended for this action was $82,903.02.

Action 3: School climate - PBIS/MTSS
Budgeted at $12,000.00, with actual expenditures totaling $12,559.48.
There was not a material difference. The consulting fees for Parsec Education were paid for with Lottery funds.

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

San Ardo used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective

The actions outlined in Goal One helped make progress towards the LEA's goal:

Action(s): 1.1 Safe and Healthy Learning Environment / Teacher Credentials / Instructional Materials
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 1.1, 1.2, 2.11
Analysis Statement:
San Ardo maintained access to instructional materials; only 59.45 of the teachers are appropriately assigned teachers, as verified by the Williams Report (Metric 1.1 – 59.45%); Administrator Checklist, and Curriculum Audit (Metric 1.2 – 100%). The district was only able to staff 4.4 out of 7.4 FTE positions with fully credentialed teachers. Two teachers are finishing their credentials as Interns and one is finishing on a short-term staffing permit. Historically, as a small, rural school district finding credentialed teachers has been an ongoing issue. We are forced to hire teachers without credentials because there are no other candidates. When the teachers finish their credentialing program, then they move on to a larger district for more pay.

Curriculum access was fully met, the staffing shortages contributed to limited instructional effectiveness, as reflected in student achievement outcomes. According to CAASPP 2025 data (Metric 2.11), only 12.50% of all students met or exceeded standards in English Language Arts, with English Learners at 0% (Ever ELs 4.35%), Hispanic students at 13.95%, and socioeconomically disadvantaged students at 12.77%. In Math, 14.58% of all students met or exceeded standards (down from 26.67% in the prior year), including 4.35% of English Learners and 14.89% of socioeconomically disadvantaged students. In Science, 5.88% of students met or exceeded standards.

Action 1.2: Safe and Healthy Learning Environment – Facilities
Effectiveness of Action(s): 3 – Effective
Metric(s): 1.4, 1.7, 1.8, 2.4, 2.11
Analysis Statement:
Facility modernization efforts, led by the Maintenance and Operations Team Lead, contributed to a "Good" rating on the 2025–26 Facilities Inspection Tool (FIT) (Metric 1.4). This rating reflects the district's effectiveness in maintaining safe, clean, and functional school facilities. Additionally, these efforts support broader goals tied to Metric 1.7 (Student Suspensions), Metric 1.8 (Expulsions), Metric 1.6 (School Climate – Sense of Safety), and Metric 2.4 (Chronic Absenteeism) by ensuring students and staff benefit from a secure and well-maintained learning

environment. Academic achievement continues to be an area of growth, as shown in Metric 2.11 (2024 CAASPP results), the continued investment in facility upgrades establishes a strong foundation for future instructional success and well-being. The facilities at San Ardo School continue to be a highlight.

Action 1.3: School Climate – PBIS/MTSS
Effectiveness of Action(s): 2 – Somewhat Effective
Metric(s): 1.5, 1.6, 1.7, 1.8, 2.4
Analysis Statement:
San Ardo made progress in improving school climate through PBIS, Character Counts, and MTSS initiatives. According to the California Healthy Kids Survey, 94.6% of students reported feeling safe at school "sometimes" or "all of the time," and 91.9% of students reported being "happy to be at this school" "sometimes" or "all of the time" (metric 1.6). Parent Survey participation decreased to 46% this year. We did not have as many parents attend the annual open house, which is where we collect the majority of the surveys. We only had 6 parents use the Survey Monkey link to complete the survey. Additionally, 100% of parents reported feeling welcomed at the school, 86.37% participated in school activities, and 91.31% reported having input into decision-making (metric 1.5). The student suspension rate also decreased from 5.4% in 2023–24 to 3.7% in 2024–25 and there were no expulsions (metrics 1.7 and 1.8). However, the action of providing empathy interviews and data analysis through Parsec Education was somewhat effective, as students did not take the surveys seriously. The system also did not provide any data that the State doesn't already provide and it is very costly. Consequently, this service will be discontinued. The Chronic Absenteeism rate also increased by 2.7 points from 2023-24 to 2024-25, but is still significantly lower than the base year (metric 2.4). Due to these mixed outcomes, this action is rated as "Somewhat Effective."

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

As a result of the analysis of this goal, and/or the analysis of the state and local data collected and analyzed, the following changes will be made to the actions to achieve this goal:
Action 1: The amount budgeted for this action has slightly increased to include the refurbishment of student Chromebooks for next year. Additionally, Lottery Instructional Materials funding will be used if necessary.
Action 2: Funds will be increased from the concentration grant to cover salary and statutory benefits for the MOT Lead, due to the necessity of working overtime. Materials and professional consulting for maintenance projects will also be increased.
Action 3: Parsec Education will not be included in the subsequent years. Consultation with Sunset Centers will also not be included in this action. The district will search for mental health counseling through a private consultant and utilize LREBG funds to fund.

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	Safe and healthy learning environment/teacher credentials/instructional materials	The District has a schedule in place to complete the Quarterly Report on Williams Compliance, as outlined by the Monterey County Office of Education. There will also be ongoing maintenance of a comprehensive list of the certified staff and their credentials by the District. Furthermore, the District will persist in purchasing instructional materials which align with Common Core standards, but only after thorough evaluations have been conducted. Spending Items: Supplemental: Common Core aligned instructional materials Supplemental: Refurbishment of student Chromebooks Concentration: State-adopted, standards-aligned Common Core instructional materials Metrics: Metric 2.11: CAASPP ELA and Math Metric 1.1: Percentage of teachers appropriately assigned and fully credentialed - Williams Audit Metric 1.2: Curriculum Audit	$15,000.00	Yes
1.2	Safe & healthy learning environment - facilities	The District will perpetually conduct minor repairs on school facilities using the funds available specifically for unduplicated students. Necessary supplies to maintain the upkeep of these facilities will also be procured by The District. In relation to the Maintenance and Operations Team, The District is tasked with remunerating 50% of the Team Lead's salary. The role of the Team Lead encompasses supervising the janitorial staff and managing repairs of the facilities. Spending Items: Concentration: Minor projects to fix and upkeep the facilities Concentration: Maintenance materials for facilities upkeep Concentration: Salary of MOT Lead to oversee maintenance and upkeep 50% Concentration: Statutory benefits for MOT Lead 50%	$88,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Concentration: Overtime for MOT Lead Metrics: Metric 2.11: CAASPP ELA and Math Metric 2.4: Chronic Absenteeism Metric 1.4: FIT inspection Metric 1.7: Student Suspension Metric 1.8: Expulsion Rates		
1.3	School climate - PBIS/MTSS	The District will continue the implementation of Positive Behavioral Interventions and Supports (PBIS). Additionally, the preservation of the Character Counts program will be guaranteed. The District will provide the necessary training for all staff members tasked with the supervision of students. The district will continue implementation of MTSS and send teachers and classified staff members to the annual conference. The district will look for mental health counseling through a private consultant. Spending Items: Concentration: Materials for PBIS, MTSS, Character Counts, and bullying prevention Concentration: Professional development for student supervision Learning Recovery Emergency Block Grant funding: Mental health counseling Metrics : Metric 2.4: Chronic Absenteeism Metric 1.5: Parent Surveys Metric 1.6: California Healthy Kids Survey (CHKS) Metric 1.7: Student Suspension Metric 1.8: Expulsion Rates LREBG Funds:	$21,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district has $9,381 in unexpended Learning Recovery Emergency Block Grant funds for 2026-27. These funds will be used in Goal 1, Action 1.3 for student mental health counseling. This use aligns with the allowable LREBG purpose of providing mental health support services. The action was selected based on the district's needs assessment, including chronic absenteeism of 19.0%, educational partner feedback requesting continued counseling and student wellness supports, and student survey data indicating the need to continue strengthening school connectedness and sense of safety. The counseling service is expected to support student social-emotional well-being, reduce barriers to attendance, and strengthen school climate. Metrics used to monitor effectiveness is 2.4 Chronic Absenteeism. Research supports this action because school-based mental health services increase access to care, reduce student distress, and are connected to improved academic functioning and outcomes. A 2024 study of a school-based mental health program found that school-based services are intended to improve access to care, decrease distress, and improve academic outcomes. In addition, the CDC identifies school connectedness as a protective factor that supports student well-being and reduces health and mental health risks, while CDC school mental health guidance recommends linking students to mental health services and creating safe, supportive school environments. Total action cost is $21,381, consisting of $12,000 in LCFF concentration funds for PBIS/MTSS, Character Counts, bullying prevention materials, and student-supervision professional development, and $9,381 in LREBG funds for mental health counseling.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The aim of Goal 2 is to enhance student performance in English Language Arts (ELA), Mathematics, and Science. This is achieved through high-quality instruction and efforts to improve English language proficiency. Regular attendance, access to comprehensive study across various subjects, are just as crucial. A detailed evaluation scheme will be set up to accurately measure action effectiveness in terms of student performance, proficiency, and course variety within the established timeline. A carefully planned schedule will be adhered to ensure appropriate progress monitoring.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal development of the District directly addresses four State-level priorities. To begin with, priority 2 featuring State Standards, is addressed with a specific goal assuring provision of standards-aligned academic content and English language development standards to all students. The District's initiatives are strategically set to enrich and streamline instruction in sync with assessment practices. The idea is to accurately determine student proficiency. The focal points in this enhancement are technology integration, improved accessibility for English learners, and differentiated learning materials. Secondly, for Priority 4, which pertains to Student Achievement, carefully designed interventions aim to enhance proficiency levels in English Language Art (ELA), mathematics, and science. The District plans to implement instructional strategies like targeted direct instruction and scaffolding to ensure a consistent improvement of student achievement levels. In respect to Priority 5, which focuses on Pupil Engagement, the District is formulating strategies for monitoring and improving student attendance, aiming at reducing chronic absenteeism. The emphasis in this regard is to foster a supportive, collaborative environment, where students can feel more engaged, which in turn could potentially increase attendance rates and lessen absences. Lastly, addressing Priorities 7 & 8, which speak to Course Access and Other Pupil Outcomes respectively, the District adopts a comprehensive approach to grant access to an all-inclusive curriculum covering all essential educational domains. The aspiration here is to make certain that all students, regardless of their socio-economic status or abilities, can access and participate with the curriculum, ultimately fulfilling the state's intention of equal educational opportunity. The District, through these alignments, has developed its goal focusing on the fundamental principle of equity and the steadfast improvement in every facet of a student's educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District Formative Assessments: ELA Source: ICA for ELA	November 2023 ICA's for E/LA Met or Exceeded Standard: 3rd - 25% 4th - 12% 5th - 0% 6th - 17% 7th - 25% 8th - 22% Total proficient - 17% March 2024 ICA's for E/LA Met or Exceeded Standard: 3rd - 21% 4th - 13% 5th - 0% 6th - 18% 7th - 21% 8th - 22% Total proficient - 15.66%	November 2024 ICA's for E/LA Met or Exceeded Standard: 3rd - 75% 4th - 30% 5th - 0% 6th - 25% 7th - 0% 8th - 14% Total proficient - 24% February 2025 ICA's for E/LA Met or Exceeded Standard: 3rd - 75% 4th - 27.27% 5th - 12.5% 6th - 11.11% 7th - 16.66% 8th - 22.22% Total proficient - 27.46%	November 2025 ICA's for E/LA Met or Exceeded Standard: 3rd - 0% 4th - 0% 5th - 9% 6th - 0% 7th - 33% 8th - 25% Total proficient - 11% February 2026 ICA's for E/LA Met or Exceeded Standard 3rd - 0% 4th - 67% 5th - 0% 6th - 0% 7th - 13% 8th - 34% Total proficient - 19.0%	District ICA percent proficient in E/LA (2027) 3rd - 40% 4th - 40% 5th - 40% 6th - 40% 7th - 40% 8th - 40% Total proficient - 40%	November 2025 ICA's for E/LA Met or Exceeded Standard: 3rd: -25% 4th: -12% 5th: +9% 6th: -17% 7th: +8% 8th: +3% Total proficient: -6% February 2026 ICA's for E/LA Met or Exceeded Standard: 3rd: -21% 4th: +54.0% 5th: 0% 6th: -18.0% 7th: -8.0% 8th: +12.0% Total proficient: +3.34%
	District Formative Assessments: ELA Source: iReady	iReady Reading Diagnostic #1 (Aug) Percent early on and mid or above grade level: K - 0% 1 - 17%	iReady Reading Diagnostic #1 (Aug) Percent early on and mid or above grade level:	iReady Reading Diagnostic #1 (Aug) Percent early on and mid or above grade level: K - 22%	iReady Reading Diagnostic #3 (April 2027) Percent early on and mid	iReady Reading Diagnostic #1 (Aug) Percent early on and mid or above grade level:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 - 25% 3 - 17% 4 - 0% 5 - 0% 6 - 20% 7 - 0% 8 - 0% iReady Reading Diagnostic #2 (Jan) Percent early on and mid or above grade level: K - 75% 1 - 66% 2 - 50% 3 - 33% 4 - 0% 5 - 14% 6 - 0% 7 - 8% 8 - 13% iReady Reading Diagnostic #3 (April/May) Percent early on and mid or above grade level: K - 69% 1 - 100% 2 - 60% 3 - 42% 4 - 13% 5 - 0% 6 - 17%	K - 14% 1 - 0% 2 - 0% 3 - 75% 4 - 10% 5 - 0% 6 - 10% 7 - 0% 8 - 0% iReady Reading Diagnostic #2 (Jan) Percent early on and mid or above grade level: K - 72% 1 - 33% 2 - 67% 3 - 50% 4 - 9% 5 - 0% 6 - 0% 7 - 0% 8 - 10% iReady Reading Diagnostic #3 (March) Percent early on and mid or above grade level: K - 86% 1 - 40% 2 - 100%	1 - 0% 2 - 22% 3 - 0% 4 - 33% 5 - 10% 6 - 0% 7 - 0% 8 - 0% iReady Reading Diagnostic #2 (Jan) Percent early on and mid or above grade level: K - 44% 1 - 0% 2 - 44% 3 - 25% 4 - 33% 5 - 9% 6 - 0% 7 - 0% 8 - 20% iReady Reading Diagnostic #3 (March) Percent early on and mid or above grade level: K - 78% 1 - 11% 2 - 66% 3 - 0% 4 - 33%	or above grade level: K - 80% 1 - 80% 2 - 75% 3 - 75% 4 - 75% 5 - 75% 6 - 75% 7 - 75% 8 - 75%	K: +22.0% 1: -17.0% 2: -3.0% 3: -17.0% 4: +33.0% 5: +10.0% 6: -20.0% 7: 0% 8: 0% iReady Reading Diagnostic #2 (Jan) Percent early on and mid or above grade level: K: -31.0% 1: -66.0% 2: -6.0% 3: -8.0% 4: +33.0% 5: -5.0% 6: 0% 7: -8% 8: +7.0% iReady Reading Diagnostic #3 (March) Percent early on and mid or above grade level: K: +9.0% 1: -89.0% 2: +6.0% 3: -42.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7 - 8% 8 - 10%	3 - 33% 4 - 8% 5 - 0% 6 - 33% 7 - 17% 8 - 14%	5 - 8% 6 - 0% 7 - 0% 8 - 20%		4: +20.0% 5: +8.0% 6: -17.0% 7: -8.0% 8: +10.0%
2.2	District Formative Assessments: Mathematics Source: ICA for Math District Formative Assessments: Mathematics	November 2023 ICA's for Mathematics Met or Exceeded Standard 3rd - 15% 4th - 0% 5th - 0% 6th - 0% 7th - 15% 8th - 11% Total proficient - 6.83% – March 2024 ICA's for Mathematics Met or Exceeded Standard 3rd - 32% 4th - 19% 5th - 10% 6th - 0% 7th - 9% 8th - 17% Total proficient - 14.5% iReady Percent Early-On & Mid or Above Grade Level:	November 2024 ICA's for Mathematics Met or Exceeded Standard 3rd - 100% 4th - 40% 5th - 0% 6th - 0% 7th - 0% 8th - 0% Total proficient - 23.33% February 2025 ICA's for Mathematics Met or Exceeded Standard 3rd - 75% 4th - 33% 5th - 0% 6th - 0% 7th - 16.66% 8th - 0% Total proficient - 20.77%	November 2025 ICA's for Mathematics Met or Exceeded Standard 3rd - 25% 4th - 67% 5th - 0% 6th - 0% 7th - 0% 8th - 0% Total proficient - 15.33% February 2026 ICA's for Mathematics Met or Exceeded Standard 3rd - 67% 4th - 67% 5th - 0% 6th - 0% 7th - 0% 8th - 0% Total proficient - 22.33%	District ICA percent proficient in Math (April 2027) 3rd - 35% 4th - 35% 5th - 35% 6th - 35% 7th - 35% 8th - 35% Total Proficient 35% iReady Math Diagnostic #3 (May	November 2025 ICA's for Mathematics Met or Exceeded Standard 3rd: +10.0% 4th: +67.0% 5th: 0% 6th: 0% 7th: -15% 8th: -11% Total proficient: +8.5% February 2026 ICA's for Mathematics Met or Exceeded Standard 3rd: +35.0% 4th: +48.0% 5th: -10.0% 6th: 0% 7th: -9.0% 8th: -17% Total proficient - +7.83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: iReady	Math Diagnostic #1 (Aug): K - 8% 1 - 0% 2 - 25% 3 - 0% 4 - 0% 5 - 0% 6 - 0% 7 - 0% 8 - 0% Math Diagnostic #2 (Jan) K - 25% 1 - 0% 2 - 25% 3 - 17% 4 - 0% 5 - 20% 6 - 0% 7 - 9% 8 - 14% iReady Math Diagnostic #3 (April/May) Percent early on and mid or above grade level: K - 54% 1 - 40% 2 - 20% 3 - 18% 4 - 13% 5 - 0% 6 - 0% 7 - 0%	iReady Math Diagnostic #1 (Aug) Percent early on and mid or above grade level: K - 28% 1 - 10% 2 - 0% 3 - 0% 4 - 10% 5 - 0% 6 - 0% 7 - 0% 8 - 0% iReady Math Diagnostic #2 (Jan) Percent early on and mid or above grade level: K - 43% 1 - 11% 2 - 0% 3 - 25% 4 - 30% 5 - 0% 6 - 0% 7 - 0% 8 - 0% iReady Math Diagnostic #3 (March) Percent early on and mid	iReady Math Diagnostic #1 (Aug) Percent early on and mid or above grade level: K - 22% 1 - 0% 2 - 0% 3 - 0% 4 - 0% 5 - 0% 6 - 0% 7 - 0% 8 - 0% iReady Math Diagnostic #2 (Jan) Percent early on and mid or above grade level: K - 55% 1 - 22% 2 - 0% 3 - 0% 4 - 33% 5 - 9% 6 - 0% 7 - 0% 8 - 0% iReady Math Diagnostic #3 (March) Percent early on and mid	2027) Percent early on and mid or above grade level: K - 55% 1 - 55% 2 - 55% 3 - 55% 4 - 55% 5 - 55% 6 - 55% 7 - 55% 8 - 55%	iReady Math Diagnostic #1 (Aug) Percent early on and mid or above grade level: K: +14.0% 1: 0% 2: -25% 3: 0% 4: 0% 5: 0% 6: 0% 7: 0% 8: 0% iReady Math Diagnostic #2 (Jan) Percent early on and mid or above grade level: K: +25.0% 1: +22.0% 2: -25% 3: -17.0% 4: +33.0% 5: -11.0% 6: 0% 7: -9.0% 8: -14.0% iReady Math Diagnostic #3 (March) Percent early on and mid

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8 - 0%	or above grade level: K - 71% 1 - 10% 2 - 33% 3 - 25% 4 - 17% 5 - 0% 6 - 0% 7 - 50% 8 - 13%	or above grade level: K - 66% 1 - 22% 2 - 22% 3 - 0% 4 - 0% 5 - 8% 6 - 0% 7 - 0% 8 - 25%		or above grade level: K: +12.0% 1: -18.0% 2: +2.0% 3: -18.0% 4: -13.0% 5: +8.0% 6: 0% 7: 0% 8: +25%
2.3	ELD progress monitoring - the English Language Proficiency Assessments for California (ELPAC) Source: CA Dashboard Reclassification Rate Source: Dataquest	69.4% of students progressed one level in their ELPAC testing (English Learner Progress Indicator ELPI) Year: 2022-23 11.39% EL reclassification rate (2023)	53.8% of students progressed one level in their ELPAC testing (English Learner Progress Indicator ELPI) Year: 2023-24 20% EL reclassification rate (2024)	45.2% of students progressed one level in their ELPAC testing (English Learner Progress Indicator ELPI) Year: 2024-25 22.5% EL reclassification rate (2025)	75% of students progressed one level in their ELPAC testing (English Learner Progress Indicator ELPI) 5% EL reclassification rate (2026)	ELPI: -24.2 EL Reclassification Rate: +11.11
2.4	School attendance rates Source: School Information System	92.5% School Attendance Rate 92.5% Chronic Absenteeism 2022-23 Dashboard All Students: 27.2%	94.36% School Attendance Rate Chronic Absenteeism	School Attendance rate (at this time) 94.9% Chronic Absenteeism rate	96% School Attendance Rate	School Attendance Rate: +2.40% CA Dashboard: All Students: -8.2% English Learners: -11.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Chronic Absenteeism Rate Source: CA School Dashboard	English Learners: 27.9% Hispanic: 25.3% Socioeconomically Disadvantaged: 29.1%	2023-24 Dashboard All Students: 16.3% English Learners: 14.5% Hispanic: 14.6% Socioeconomically Disadvantaged: 17.4%	2024-25 Dashboard All Students 19% English Learner 16.7% Hispanic 18.9% Socioeconomically Disadvantaged 19.5%	Under 5% Chronic Absenteeism Rate	Hispanic: -6.4% Socioeconomically Disadvantaged: -9.6%
2.5	Middle school dropout rates	0% Year: 2022-23	0% Year: 2023-24	0 to date	Maintain 0%	0%
2.6	Progress on IEP goals	IEP Goals Progress (2024) Overall: 75% Resource Goals: 70% Speech: 80%	IEP Goals Progress (2025) Overall: 76.7% Resource Goals: 76% Speech: 77%	IEP Goals Progress (2026) Overall: 78% Resource Goals: 76% Speech: 80%	IEP Goals Progress (2027) Overall: 90%	IEP Goals Progress Overall: +3.0% Resource Goals: +6.0% Speech: 0%
2.7	The administrator monitors the implementation of state adopted academic content and performance standards by weekly classroom checks and lesson plans utilizing a checklist maintained throughout the year.	Administer check-list for academic content and performance standards (2024) 100%	Administer check-list for academic content and performance standards (2025) 100%	Administrator walkthrough checklist for academic content and performance standards (2026) 100%	Administer check-list for academic content and performance standards (2027) 100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	All students are given access to the CCSS, as ELD is embedded into the general education classrooms. Monitored by administrator classroom walkthrough checklists.	Administrator walkthrough checklist (2024) 79% of time ELD observed in general education classrooms	Administrator walkthrough checklist (2025) 85% of time ELD strategies observed in general education classrooms	Administrator walkthrough checklist (2026) 82% of time ELD strategies observed in general education classrooms	Administrator walkthrough checklist (2027) 100% of time ELD observed in general education classrooms	+3%
2.9	The administrator monitors the broad course of study by conducting a yearly curriculum audit. Students with IEP's are given support in the content area by a resource teacher and mainstreamed in the general education classroom for access to a broad course of study. ELs are given support that is embedded into the general education classrooms	Curriculum audit survey for monitoring broad course of study (2024) 100%	Curriculum audit survey for monitoring broad course of study (2025) 100%	Curriculum audit survey for monitoring broad course of study (2026) 100%	Curriculum audit survey for monitoring broad course of study (2027) 100%	0
2.10	Standards-aligned instructional materials are measured in the Williams report.	Williams report for standards-aligned instructional materials (2024) 100%	Williams report for standards-aligned instructional materials (2025) 100%	Williams report for standards-aligned instructional materials (2026) 100%	Williams report for standards-aligned instructional materials (2027) 100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Performance on Statewide Standardized Tests - ELA Source: CAASPP Performance on Statewide Standardized Tests - Math Source: CAASPP Performance on Statewide Standardized Tests - Science Source: CAASPP	CAASPP 2023 E/LA: All students:11.32% met or exceeded standard English Learners: 5.26% Socioeconomically disadvantaged: 13.04% Hispanic: 13.04% CAASPP 2023 Math: All students:15.10% met or exceeded standard English Learners: 13.16% Socioeconomically disadvantaged: 10.87% CAASPP 2023 Science: All students:16.7% met or exceeded standard	CAASPP 2024 E/LA: All students:13.55% met or exceeded standard English Learners: 0% (Ever ELs 11.90%) Socioeconomically disadvantaged: 13.79% Hispanic: 13.46% CAASPP 2024 Math: All students: 26.67% met or exceeded standard English Learners: 16.67% Socioeconomically disadvantaged: 27.58%	Updated on 1/30/26 CAASPP 2025 ELA All students:12.5% met or exceeded standard English Learners: 0% (Ever ELs 4.35%) Socioeconomically disadvantaged: 12.77% Hispanic: 13.95% CAASPP 2025 Math: All students: 14.58% met or exceeded standard English Learners: 4.35% Socioeconomically disadvantaged: 14.89%	CAASPP 2026 E/LA: 26.3% EL: 26% SED: 26% Hispanic: 26% CAASPP 2026 Math: 30.1% EL: 30% SED: 30% Hispanic: 30% CAASPP 2026 Science: 31.7%	CAASPP 2025 E/LA: All students: +1.18% English Learners: -5.26% Socioeconomically disadvantaged: -0.27% Hispanic: +0.91% CAASPP 2025 Math: All students: -0.52% English Learners: -8.81% Socioeconomically disadvantaged: +4.02% CAASPP 2025 Science: All students: -10.82% English Learners: N/A for privacy Socioeconomically disadvantaged: N/A for privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: N/A for privacy Socioeconomically disadvantaged: N/A for privacy	CAASPP 2024 Science: All students:0% met or exceeded standard English Learners: N/A for privacy Socioeconomically disadvantaged: N/A for privacy	CAASPP 2025 Science: All students: 5.88% met or exceeded standard English Learners: N/A for privacy Socioeconomically disadvantaged: N/A for privacy		

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.

San Ardo made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

2.1 Professional development/coaching/additional teacher. Success in this area includes the professional development provided by a behavior analyst on tier I procedures for classroom management. The team also delved into data analysis with Parsec Education and the creation of empathy interviews. The district has been attempting to determine why students do not take their testing experiences seriously from a student viewpoint. All certificated staff with the exception of two attended the All in for Equity conference held in Monterey in March. Our reading specialist continued to educate the team on the Reading Difficulties screener and an appropriate response to data. She also attended numerous trainings on Smarter Balanced assessments. Another success was maintaining under 20 students per classroom and only two grade levels in the combination classrooms by utilizing concentration funds to hire an additional teacher. A challenge in during the year was the administrator overseeing the professional development of teachers on early release days. The administrator is currently shared between two districts making continuity in maintaining the two districts difficult.

2.2 Intervention/additional programs. There were several successes and challenges in implementation of this action last year. One success included the continuation of the resource teacher working with a paraprofessional to support our seventh and eighth grade students, assisting

students with reading difficulties in 5-8 grades, and intervention instruction in math. Another great success was the continuation and refinement of the reading specialist through the Literacy Coaches and Reading Specialists grant funding. The reading specialist continuously assessed students, placed them in appropriate groupings, and worked to ensure progress was made. Another success was filling the part time math intervention position this past year. She worked with small groups at all grade levels on math fundamentals the students were lacking.

2.3 Coordination with extended learning programs/auxiliary staff. The overall implementation of this action was not as successful as planned. This was the first year the district consulted with the organization ProYouth to entirely run the after school programs. The district found it had less control of the activities planned in the program and that homework was not being completed on a regular basis. The academic rigor was not addressed and the district may move to have the program returned to district employees to oversee. Another success was providing the six week summer session through the ELOP funding.

2.4 Technology/Visual and Performing Arts/RFEP. The overall implementation of this action went as planned with minor variances. The pull-out program for physical education and health was successful again this year. The district has continued the 0.40 FTE position with Education Protection Act funding. The district continued with several supplemental educational software programs. One challenge was that currently we do not have a teacher trained to teach Project Lead the Way (PLTW). The project-based learning science curriculum was placed on a hold for the past year. Another success was being able to fully fund an art class and a performing arts theatre class utilizing the Arts, Music, & PE Block Grant and the Arts & Music in Schools (Proposition 28) funding. Unfortunately, the Arts, Music, & PE Block Grant funding will be spent by the end of this year putting an end to the theatre program. The art classes will continue with the Proposition 28 funding. The district continued to reclassify several students as Redesignated Fluent English Proficient (RFEP) and celebrated their accomplishments. The exact number of students reclassified has not been determined yet. Another success was having a retired substitute, certificated teacher available to take our 5th & 6th grade students to Camp KEEP for the overnight science camp. The library program was sustained, however, the stipend was not paid using supplemental or concentration funds.

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.

San Ardo experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

There are material differences between Budgeted Expenditures and Estimated Actual Expenditures for the following actions:

2.1 Professional development/coaching/additional teacher was budgeted at $76,422.14 with expenditures totaling $72,344.73. This was due partially because there was no outside professional development brought in this past year. This complication was partly due to the fact the administrator was shared between two school districts. There was not a material difference.

2.2. Intervention/additional programs was budgeted at $137,980.60 with expenditures totaling $133,353.38. There was no material discrepancy and all additional interventions were provided.

2.3 Coordination with extended learning programs/auxiliary staff was budgeted at $130,738.26 with expenditures totaling $110,023.73. The discrepancy was due to the fact the district had a paraprofessional go out on leave and was unable to fill the position with a fulltime person.

2.4 Technology/Visual and Performing Arts/RFEP was budgeted at $62,016.20 and $78,085.57 was expended. The discrepancy was due to the fact that the art program consult fee doubled in cost. Also, the salary and statutory benefits for the health and PE teacher were slightly higher than anticipated.

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

San Ardo used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective

The actions outlined in Goal Two helped make progress towards the LEA's goal:

Action(s): 2.1 Professional development/coaching/additional teacher
Effectiveness of Action(s): 2 - Somewhat Effective
Metric(s): 2.1, 2.2, 2.3, 2.7, 2.8, 2.11
Analysis Statement: San Ardo Union Elementary School District was not as successful utilizing early release Wednesdays for professional development this past year because the administrator was shared between two districts. The district also exited Differentiated Assistance and did not have the support from the Monterey Office of Education in monthly meetings. The district was able to keep an additional teacher keeping the grade level combination classes to two grades per class.

These efforts yielded tangible gains:

Metric 2.1 (ELA): There was an increase in ELA ICA proficiency from a total of 15.66% in March 2024 to 19.0% by February 2026, with several grade levels demonstrating double-digit growth.

Metric 2.2 (Math): Similarly, the Math ICA total proficient rate improved from 14.5% to 22.33%, with the most significant growth observed in 3rd and 4th grades. It is unfortunate that these growth scores are not realized on the CAASPP final test.

Metric 2.3 (ELPAC): The reclassification rate of English Learners increased from 11.39% to 22.5%, despite a dip in the ELPI one-level growth indicator, suggesting greater focus on meeting reclassification criteria. Preliminary results for current year ELPAC show significant growth for most students.

Metric 2.7: The administrator continued to implement weekly monitoring of academic standards through checklists with full 100% implementation for 2024 through 2026, ensuring instructional consistency and fidelity.

Metric 2.8: Observations showed a growth in ELD integration during instruction, moving from 79% to 82% of classrooms demonstrating ELD strategies, validating the success of embedded professional development.

Metric 2.11 (CAASPP): CAASPP results did not reflect the improvement the district had worked hard to provide last year. Key takeaways from an empathy survey conducted with students regarding student thoughts on learning and testing included:
Provide more practice items that mirror the ICA format to enhance students' understanding and readiness for assessments.
Implement structured checkpoints during testing to provide guided review opportunities and reduce student anxiety.
Align daily lessons more closely with ICA test content and format to enhance student preparedness and confidence.
The percentage of students meeting or exceeding E/LA standards increased from 11.32% in 2024 to 12.5% in 2026. Two subgroups decreased: English Learners and Socioeconomically Disadvantaged students. Hispanic students slightly increased. The percentage of students meeting or exceeding Math standards decreased from 15.10% in 2024 to 14.58% in 2026. Notably, English Language Learners decreased by 8.81%. Socioeconomically Disadvantaged students increased math proficiency scores by 4.02%. The district maintained class sizes under 20 students per classroom and ensured a maximum of two grade levels per combination class, a strategic move enabled by hiring an additional teacher funded through concentration funds. This targeted staffing structure allowed for more personalized instruction and effective deployment of academic interventions. The district's exit from Differentiated Assistance status is a system-level indicator of comprehensive progress in both student performance and instructional quality.

Action(s): 2.2 Intervention/additional programs
Effectiveness of Action(s): 2 - Somewhat Effective
Metric(s): 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.11
Analysis Statement:
Metric Highlights and Supporting Data:
2.1 (ELA ICA/iReady): There was an increase in ELA ICA proficiency from a total of 15.66% in March 2024 to 19.0% by February 2026 with several grade levels demonstrating double-digit growth, indicating the reading specialist's interventions had a measurable impact. Students iReady data varied considerably by grade level.

2.2 (Math ICA/iReady): Math ICA total proficient rate improved from 14.5% to 22.33%, with the most significant growth observed in 3rd and 4th grades. This was supported by the implementation of a 0.50 FTE Math intervention teacher funded through the Education Protection Act. Similarly, students iReady math scores varied with significant growth in Kindergarten, fifth, and eighth grades.

2.3 (ELPAC): The reclassification rate of English Learners increased from 11.39% to 22.5%, suggesting intervention efforts did support English Learners’ language acquisition, even though fewer students progressed one level on the ELPI (-24.2%). Preliminary results of the current year ELPAC show significant improvements.

2.4 (Attendance): Chronic absenteeism decreased substantially, with the rate for all students dropping from 27.2% in 2023 to 19.0% in 2025, indicating that student engagement and attendance strategies had a positive effect.

2.5 (Dropout Rate): Maintained at 0%, demonstrating continued success in retaining students, especially in middle school grades where dropout risks typically increase.

2.6 (IEP Goals Progress): There was an overall increase of 3.0% of goals successfully met. An increase in resource goals of 8% and no growth in speech goals. The lack of growth in speech goals in likely due to the fact that the district is unable to provide an in-person speech

and language pathologist and services are provided online. The continuation of small-group instruction via paraprofessionals likely contributed to sustained support for students with IEPs.

2.7 & 2.8 (Admin Monitoring): Classroom walkthroughs and checklist implementation for academic and ELD standards both reached or exceeded 85–100% fidelity, reflecting consistent instructional oversight despite staffing challenges.

2.9 (Curriculum Audit): Maintained 100% implementation, ensuring that students continued to receive access to a broad course of study, including support for IEP and EL populations.

2.11 (CAASPP Performance): While scores remained low overall, the percentage of students meeting or exceeding standards increased in both ELA , reflecting the positive though incomplete impact of intervention programs.

Action(s): 2.3 Coordination with extended learning programs/auxiliary staff
Effectiveness of Action(s): 2 - Somewhat Effective
Metric(s): 2.11
Analysis Statement: The utilization of paraprofessionals to support small group instruction was effective as evidenced by the increase in the percentage of students meeting or exceeding the state standards on CAASPP testing in E/LA (metric 2.11). The ELOP 6 week summer session also provided deep enrichment for students for extended learning time. The district also utilized an online tutoring program from "Grow" in the after school program this year. We will not know the effect of the tutoring until CAASPP scores are released.

Action(s): 2.4 Technology/Visual and Performing Arts/RFEP
Effectiveness of Action(s): 3 - Effective
Metric(s): 2.3, 2.4, 2.7, 2.8, 2.9, & 2.10
Analysis Statement: Many students were reclassified as fluent English proficient (metric 2.3). A broad course of study including art classes, theatre production, PE, and health were provided to students increasing student engagement, including students with IEP's and EL's mainstreamed in the classrooms (metrics 2.4, 2.7, and 2.9). Administrator documented an increase by 3% of ELD strategies observed (metric 2.8). Students had the opportunity to use numerous supplemental educational software such as iReady, Waterford, EPIC, Renaissance Learning, Math Shelf, and Khan Academy (metric 2.10). Student attendance data also improved for the year (metric 2.4).

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

As a result of the analysis of this goal, and/or the analysis of the state and local data collected and analyzed, the following changes will be made to the actions to achieve this goal:

Action(s): 2.1 Professional development/coaching/additional teacher: The budget for professional development remains consistent with prior year. The budget amount for the additional teacher has increased due to salary and benefit increases.

Action(s): 2.2 Intervention/additional programs: The resource teacher will no longer support students in seventh-eighth grade experiencing reading difficulties or provide math intervention instruction with a paraprofessional. The support will be provided by the reading specialist for E/LA and support for math intervention will be provided by the math intervention teacher for grades TK-8. This expense was taken out of the LCAP.

Action(s): 2.3 Coordination with extended learning programs/auxiliary staff: The district had to eliminate positions this past year due to declining enrollment and decreased funding. The total cost is approximately $30,000 less than prior year.

Action(s): 2.4 Technology/Visual and Performing Arts/RFEP: The district has eliminated the Project Leads the Way participation fee and program due to the fact that there is currently not a teacher available who is trained to teach the program. The cost for the arts and visual performing arts program has been shifted to Prop 28 funding and supplemental funding. The costs have increased due to the fact that the Arts, Music, and Instructional Materials Discretionary Block Grant funds have been spent The district will maintain the health and PE teacher with Educational Protection Act funding.

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	Professional development/coaching/additional teacher	The District will provide high-quality professional development focused on State-adopted academic content, performance standards, and ELD standards for teachers. Furthermore, teachers will receive guidance from administration during early-release days to meet their professional development needs and offer better support to English Learners, long-term English Learners (and the language development programs- sheltered immersion), and low-income students. A class size average will be maintained at 20 students, and a minimum of two grade levels per class, through the continuous support of an additional teacher(1.00 FTE). Seventy-five percent of this teacher's salary will be derived from concentration funds. This action is specifically designed to address the Red Indicators for ELA for All Students, English Learners, Hispanic Students and Socioeconomically Disadvantaged Students. Spending Items: Supplemental: Professional Development in GLAD, reading, and mathematics Supplemental: 4% of Administration to oversee professional development Concentration: 1% of Administration to oversee professional development	$88,243.92	Yes

Action #	Title	Description	Total Funds	Contributing
		Concentration: 75% of Teacher's salary to reduce class sizes Supplemental: Statutory benefits for Administration Concentration: Statutory benefits for Administration Concentration: Statutory benefits for Teacher Metrics: Metric 2.1:District Formative Assessments ELA: ICA's and iReady Metric 2.2: District Formative Assessments Math: ICA's and iReady Metric 2.3: ELD Progress on ELPAC Metric 2.7: Administrator checklist on content and performance standards Metric 2.8: Administrator walkthrough checklist ELD Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)		
2.2	Intervention/additional programs	The objective of "Enhancement of Student Performance through Quality Instruction and Broad Course Study" is realized via numerous interventions and extra programs put into operation by the District. One focus is on the students who are facing the threat of failure in seventh or eighth grade. For these students, a well-structured intervention plan will be offered by the Reading Specialist and Math Intervention teacher. The District will uphold a mathematics pull-out program, administered by a part-time, experienced, and credentialed teacher. This program caters to mathematics interventions for students in grades TK through 8th grade. Ultimately, the grant program of Literacy Coaches and Reading Specialists lends monetary support to continue the role of a full-time reading specialist in the District focusing on E/LA interventions for students in grades TK-8. The Reading Specialist also oversees the testing and accountability program for the district. Spending Items: Education Protection Act funding: 50% of Mathematics Intervention Teacher's salary Education Protection Act funding: 50% of Mathematics Intervention Teacher's statutory benefits Resource 6211: Literacy Coaches & Reading Specialist's salary	$133,546.41	Yes

Action #	Title	Description	Total Funds	Contributing
		Resource 6211: Literacy Coaches & Reading Specialist's statutory benefits Metrics: Metric 2.1: District Formative Assessments ELA: ICA's and iReady Metric 2.2: District Formative Assessments Math: ICA's and iReady Metric 2.3: ELD Progress on ELPAC Metric 2.4: School attendance rates Metric 2.5: Middle school dropout rates Metric 2.6: Progress on IEP's Metric 2.7: Administrator checklist on content and performance standards Metric 2.8: Administrator walkthrough checklist ELD Metric 2.9: Curriculum audit survey Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)		
2.3	Coordination with extended learning programs/auxiliary staff	The District is committed to coordinating with extended learning programs and auxiliary staff to enhance student performance through high-quality instruction and a diverse course of study. Activities associated with extended learning, as well as homework assistance, are provided in our After School Education and Safety (ASES) program. This program is run by two paraprofessionals who each dedicate two hours per day to these services. Their key responsibilities include overseeing homework clubs and preparing materials that are consistent with the school's instructional objectives. As a result, two employees' salaries are covered – specifically, two at a .25 full-time equivalent (FTE). Concentration funds provide additional paraprofessional positions at a 0.95 FTE's who offer classroom support for small learning groups in multi-grade classrooms. These positions are also facilitated by the District. Furthermore, an expanded summer learning program that extends for six weeks is made available by funding from the Extended Learning Opportunities Program (ELOP). Spending Items: Supplemental: Paraprofessionals Educational units stipend Supplemental: Paraprofessionals Educational units statutory benefits Concentration: 0.15 FTE of Paraprofessionals salary and statutory benefits Resource 3010: 0.80 FTE of Paraprofessionals salary and statutory benefits	$107,143.71	Yes

Action #	Title	Description	Total Funds	Contributing
		Resource 6010: 0.20 FTE of Paraprofessionals salary and statutory benefits Resource 2600: 0.25 FTE of Paraprofessionals salary and statutory benefits Resource 2600: ELOP summer school program contracted with ProYouth Metrics: Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)		
2.4	Technology/Visual and Performing Arts/RFEP	The District is committed to the ongoing use of AERIES Analytics to monitor student performance and attendance. This commitment includes the generation of truancy notices after the third unexcused absence or tardy. The district will continue with the physical education and health teaching position at 0.40 FTE with the use of Education Protection Act funds. A comprehensive education, incorporating visual and performing arts standards (dance, music, theatre, visual arts) will be consistently delivered weekly by Sol Treasures. The District is dedicated to maintaining this initiative, which is funded by the Arts & Music in Schools funding (Proposition 28) and supplemental funds this next year, subject to further opportunities. The District is devoted to continuous monitoring of English Language Learners' progress, ensuring reclassification to Redesignated Fluent English Proficient (RFEP) when the criteria are met. Additionally, the District will organize regular recognition ceremonies for newly reclassified individuals. In harmony with the educational programs, the District will organize extended educational excursions, including a Science Camp for 5th-6th grade students. The District will sustain the operation of a library program, led by a teacher who will receive a stipend. The effectiveness of these actions will be measured through the tracking of progress reports and attendance rates, analysis of reclassification rates to RFEP, and the evaluation of student performance in both academic and extracurricular activities. An analysis of expenditure tracking will facilitate an evaluation of the efficient use of funds. Spending Items: Supplemental: Educational excursion - Science Camp	$85,548.67	Yes

Action #	Title	Description	Total Funds	Contributing
		Education Protection Act funding: Stipend for library program Education Protection Act funding: Statutory benefits for library program Education Protection Act funding: Salary for PE & health teacher 0.40 FTE Education Protection Act funding: Statutory benefits for PE & health teacher Concentration: Aeries, PLTW, library software, and supplemental educational software programs Concentration: Additional educational excursions Resource 6770 & Supplemental: Art and music program consult Metrics: Metric 2.3: ELD Progress on ELPAC/reclassification rates Metric 2.4: School attendance rates / Chronic Absenteeism Metric 2.7: Administrator checklist on content and performance standards Metric 2.8: Administrator walkthrough checklist ELD Metric 2.9: Curriculum audit survey Metric 2.10: Standards-aligned instructional materials are measured in the Williams report.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District's third goal aims to enhance parental involvement and refine communication with families. This seeks to encourage parent participation, foster a welcoming environment in schools, and strengthen the school community's engagement. Plans for this goal's achievement will be created and executed. Success will be measured by indicators reflecting increased parental interaction, better communication, and efficient community involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District has established a goal that specifically targets State Priority 3, which pertains to Parent Involvement. The intention behind this goal is to enrich the involvement of parents and to do so, a variety of innovative communication methods are being implemented. Additionally, we are organizing inclusive events for the school-community. An equal emphasis is placed on ensuring that all communications are made available in both English and Spanish. The creation of this goal is purposeful in endorsing the importance of a supportive school Culture and Climate. It strongly highlights our commitment to Equity, and it strengthens the Family and Community involvement within the pursuit of quality education. This goal is anticipated to yield a positive effect on parental contribution in decision-making. It is especially designed to intensify the involvement of parents linked primarily with unduplicated pupils and groups with special needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent surveys Parent Participation Logs (on file)	Parent Survey Questions (March 2024) Parents of all students: Q.3 Participate in School Activities: 95%	Parent Survey data: Parents of all students: Q.3 Participate in School Activities: 90%	Parent Survey data: Parents of all students: Q.3 Participate in School Activities: 86.37%	Parent Survey Questions (March 2027) Parents of each student group: Q.3 Participate in School Activities: 100%	Parent Survey data: Parents of all students: Q.3 Participate in School Activities: -8.63%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Q.5 Feel Welcomed at school: 100% Q.9 Input in Decision Making: 85% Families responding to survey: 35.71% Q.10 Timely Communication: 75% Parents of unduplicated students students: Q.3 Participate in School Activities: [to be disaggregated in future years] Q.5 Feel Welcomed at school: [to be disaggregated in future years] Q.9 Input in Decision Making: [to be disaggregated in future years] Families responding to survey: [to be disaggregated in future years]	Q.5 Feel Welcomed at school: 93.3% Q.9 Input in Decision Making: 86.66% Families responding to survey: 60% Q.10 Timely Communication: 83.3% Due to the fact that the survey is anonymous, the disaggregated data is not available. The unduplicated percentage of the district is 98.68%. It can be assumed the unduplicated percentage data would mirror the data of Parents of all students.	Q.5 Feel Welcomed at school: 100% Q.9 Input in Decision Making: 91.31% Families responding to survey: 46% Q.10 Timely Communication: 91.3% Due to the fact that the survey is anonymous, the disaggregated data is not available. The unduplicated percentage of the district is 77.33%. It can be assumed the unduplicated percentage data would mirror the data of Parents of all students.	Q.5 Feel Welcomed at school: 100% Q.9 - Input in Decision Making: 90% Families Responding to Survey: 80% Q10 - Timely Communication: 100%	Q.5 Feel Welcomed at school: 0% Q.9 Input in Decision Making: +6.31% Families responding to survey: +10.29% Q.10 Timely Communication: +16.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Q.10 Timely Communication: [to be disaggregated in future years] Parents of students with disabilties students: Q.3 Participate in School Activities: [to be disaggregated in future years] Q.5 Feel Welcomed at school: [to be disaggregated in future years] Q.9 Input in Decision Making: [to be disaggregated in future years] Families responding to survey: [to be disaggregated in future years] Q.10 Timely Communication: [to be disaggregated in future years]				

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.

San Ardo made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

3.1 Parent Involvement Actions: There were several successes San Ardo experienced this year with parent involvement. The San Ardo Parent Committee (SAPC) was not as active this past year as it was the previous year. This was due to the fact that the primary person who was assisting in planning for the events went back to work. Activities planned this past year included: the continuation of a Scout Troop, a Fall Festival, a Winter Toys-4-Tots program and clothing drive, a Valentine's dance, a Read Across America event, an Easter Egg hunt, and a Day of the Child celebration. All of these events were very well attended. The school also provided for other opportunities for parents to be involved through back-to-school night, School Site Council (SSC), the District English Learner Advisory Committee (DELAC), numerous sporting events and tournaments, a Thanksgiving dinner fundraiser, a winter performance, award ceremonies, and the annual open house. Another success was the continuation of timely communication being sent to parents in the form of a monthly paper flyer, the use of Parent Square, and through the live feed on the district website in both English and Spanish. A further highlight was the continuation of the bilingual liaison to aid in communication and translation for parents. One challenge experienced was the inability to secure parent educational seminars. The rural location of the district is not ideal for such seminars and the district struggles to find quality educational seminars for parents. The district will continue to seek out relevant parent educational seminars for the following year.

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

San Ardo experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

3.1 Parent Involvement Actions was budgeted at $100,436.79 and $95,108.87 were expended. There were no material differences.

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

San Ardo used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective

The actions outlined in Goal Three helped make progress towards the LEA’s goal:

Action(s): 3.1 Parent Involvement Actions
Effectiveness of Action(s): 3 - Effective
Metric(s): 3.1

Analysis Statement: Parent survey responses indicate the majority of parents participate in school activities 86.37%, feel welcomed at the school 100%, and have parental input in decision making 91.3%.

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.

Goal: Some phrases were removed, such as "timelines and specific actions are not detailed."

3.1 Parent Involvement Actions: Activities of the San Ardo Parents Committee are included. Parent communication tools through Apptegy and ParentSquare have been added.

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	Parent involvement actions	The District will undertake necessary steps to ensure active parental involvement for English Learners, Students with Disabilities, Low Income students and all students. This will entail involving parents in school-wide decisions via the School Site Council (SSC) and District English Language Advisory Committee (DELAC). The District will emphasize the consistent promotion of events inclusive of parents, students, and the community, such as back-to-school nights, student performances, the yearly open house, among others. The District will also continue to support the San Ardo Parents Committee and use funding to support the activities. The District will provide parent educational seminars to promote engagement and support of student education. To facilitate effective communication, the District will strive to provide newsletters and correspondence in both English and Spanish promptly. The District will utilize Apptegy and ParentSquare, a parental communication tool, for immediate messaging in English and Spanish, and on the school website. The District will sustain a bilingual liaison to aid in communication and translation for parents. The District will also fund the web-service program (DTS) used for the development of LCAP and its translation to Spanish. Effectiveness of parental engagement will be measured by various metrics. Attendance at parent, student, and community events, participation rates in the SSC and DELAC, and the frequency of communication between the	$109,000.70	Yes

Action #	Title	Description	Total Funds	Contributing
		school and parents will be analyzed. Parental feedback will be routinely collected and evaluated. Financial tracking will be meticulously done, accounting for the cost for Apptegy implementation, parent educational seminars, expenses related to the bilingual liaison, parent and community events, and the DTS service. Spending Items: Supplemental: Parent education seminars Supplemental: Salary for Bilingual Liaison Supplemental: Statutory benefits for Bilingual Liaison Supplemental: Parent communication tools such as Apptegy and ParentSquare Concentration: Parent, student, and community events Metrics: Metric 3.1: Parent Surveys, Parent Participation Logs (on file)		

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
$353,392	$46,069

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
29.775%	0.000%	$0.00	29.775%

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:** Safe and healthy learning environment/teacher credentials/instructional materials **Need:** Needs: The primary catalyst behind this action was the pressing requirement for a uniform educational setting that is readily accessible to all student groups, including English learners	Explanation: The reach of this action plan extends to all the student groups within the district, reinforcing the commitment towards an equitable and inclusive educational environment. The action plan upholds a district-wide scope due to the fundamental need of uniformity in an educational setting that is accessible for all student demographics, regardless of their distinct circumstances. This action is principally directed toward English	Metric 2.11: CAASPP ELA and Math Metric 1.1: Percentage of teachers appropriately assigned and fully credentialed - Williams Audit

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
	and low-income students, regardless of their individual circumstances. The establishment of an inclusive, standardized learning environment is thus the heart of this action, designed specifically to guarantee equal learning opportunities for all. In addition, English learners and low-income students demonstrated significant academic need, including 0% of English learners meeting or exceeding standards in ELA and 4.35% meeting or exceeding standards in mathematics on the 2025 CAASPP. Educational partner feedback also identified the need for consistent access to updated instructional tools and supplemental materials that support language development and foundational skill development. Assessment: There is an emphasis on the documentation of certificated staff and their respective credentials, an effort to ascertain that all educators are well-qualified to deliver a standardized level of education. In keeping with the focus on holistic wellbeing, the District will be adhering to the guidelines of the Monterey County Office of Education, compiling the Quarterly Report on Williams Compliance to ensure a safe, healthy learning atmosphere. This will be complemented by the appraisal and procurement of instructional materials that harmonize with Common Core standards, thereby pledging equal resource quality for all learners.	learners and low-income students by funding supplemental standards-aligned instructional materials and refurbished student Chromebooks that provide access to intervention, assessment, and language-support resources Rationale: There is a recognized correlation between the level of a teacher's preparation and certification and the academic achievement of students, thereby emphasizing the requirement for administering a list of certificated staff. Furthermore, the availability of necessary tools such as textbooks, instructional materials, and technology is crucial in setting a standards-based education system. Therefore, this action is constructed on the premise that all students should be taught by fully qualified teachers and have access to suitable instructional materials. The action is provided LEA-wide because the district is a single-school LEA with a high unduplicated pupil percentage, and English learners and low-income students are enrolled across classrooms and grade levels. Effectiveness will be monitored using CAASPP ELA/math, iReady and ICA data, Williams instructional materials sufficiency, and teacher credentialing data.	Metric 1.2: Curriculum Audit

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Safe & healthy learning environment - facilities **Need:** Needs: This action stems from the understanding that a well-preserved school environment plays a pivotal role in boosting effective learning and cultivating a promising wellbeing for the students, especially for English learners and low-income students who may face additional challenges. Our primary aim is to ensure the safety and health of our diverse student body by fostering an environment conducive to effective learning and overall wellbeing. Addressing community concerns, minor repairs of school facilities using available funds have been planned. We see differences manifest in different academic outcomes and standardized test results for different student groups in our school. English learners and low-income students have experienced elevated chronic absenteeism and low academic outcomes. Educational partners identified safe, clean, and well-maintained facilities as a condition that supports regular attendance, student wellness, and readiness to learn. Assessment:	Explanation: Our decision to implement an LEA-wide scope is guided by the understanding that deteriorated or outdated school facilities compromise English Learner and low income students' health and, consequently, their academic performance. To realize this, we have proposed to keep up with minor repairs of school facilities, buy necessary maintenance supplies, and assigned half the salary of the Maintenance and Operations Team Lead to oversee the custodial staff, and handle the management of facility repairs. This action is principally directed toward unduplicated pupils by increasing maintenance capacity and responsiveness so that classrooms, restrooms, and shared learning spaces remain clean, safe, and usable throughout the school year. Rationale: Academic achievement can fluctuate by 5-17 percentile points when comparing above-standard buildings to those below standard, as confirmed by Schneider, M. (2002). It is therefore crucial to keep facilities in good repair to uphold student success. Our district, historically, has prioritized facility maintenance, which can be evidenced by our Facilities Master Plan and the completion of modernization endeavors. The current projects awaiting approval further emphasize our commitment to this cause. Because San Ardo is a single-school district and unduplicated pupils are	Metrics: Metric 2.11: CAASPP ELA and Math Metric 2.4: Chronic Absenteeism Metric 1.4: FIT inspection Metric 1.7: Student Suspension Metric 1.8: Expulsion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In order to fulfill these identified needs, the District has ideated a comprehensive action plan. This ensures that all potential issues related to the physical infrastructure impeding the learning experiences are promptly rectified. Additionally, the action plan includes procurement of maintenance supplies to aid in maintaining the upkeep of school facilities, thus upholding a clean and healthy learning environment. A chief element of the action plan incorporates the allocation of 50% of the Maintenance and Operations Team Lead's salary towards overseeing the custodial staff and managing facility repairs. This strategy promises efficient administration of the maintenance team and effective accomplishment of repair tasks. **Scope:** LEA-wide	served across the entire campus, the action is provided LEA-wide.	
1.3	**Action:** School climate - PBIS/MTSS **Need:** Needs: The need for constant application of Positive Behavioral Interventions and Supports (PBIS) was identified as a primary necessity. This tool aids in fostering a beneficial academic environment by instigating good behavior among all student groups. The District believes it is vital to continuously uphold the Character Counts program, designed to infuse	Explanation: The implementation of the action plan is across the entire Local Education Agency (LEA), given our goal of nurturing a sense of connectivity and safety within the school environment. Commencing in the academic year 2023/24, our collaboration with the Monterey Office of Education will serve to enhance the influence of these actions in mitigating chronic absenteeism and suspensions while simultaneously increasing student contentment within the school environment. As such, deploying these actions at an LEA-wide scale presents the most optimal	Metric 2.4: Chronic Absenteeism Metric 1.5: Parent Surveys Metric 1.6: California Healthy Kids Survey (CHKS) Metric 1.7: Student Suspension Metric 1.8: Expulsion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students with ethical values and traits – an indispensable component to the overall school climate. There was also a notable need for all staff involved in student supervision to undergo relevant training, enabling them to manage and support students effectively. There is also a need for mental health counseling for student support to address a positive climate and chronic absenteeism. Assessment: To adequately address the needs identified, the District has resorted to the implementation of a Multi-Tiered System of Supports (MTSS), using a State-awarded grant. The MTSS scheme would offer levels of support that vary according to the students' diverse necessities, enhancing the overall learning atmosphere. The core aim behind the development of this action: enhancing the school climate. **Scope:** LEA-wide	approach to addressing the identified requirements of our diverse student groups. Rationale: This strategy was initially bolstered through PBIS, a proven effective method in amplifying school organizational health and student performance (Bradshaw, Koth, Thorton, and Leaf, 2009). The subsequent introduction of MTSS during the Summer of 2022 further augmented tiered interventions for academics, social-emotional learning, and behavior. Mental health counseling will further support student behavior and address chronic absenteeism.	
2.1	**Action:** Professional development/coaching/additional teacher **Need:** Needs:	Explanation: The district-wide scope is valuable as it not only elevates the skills and capabilities of our teachers but also guarantees an optimal learning environment for our students. The district plans to implement the Interim Comprehensive Assessments twice a year for E/LA and math, as	Metric 2.1: District Formative Assessments ELA: ICA's and iReady Metric 2.2: District Formative Assessments Math: ICA's and iReady Metric 2.3: ELD Progress on ELPAC

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
	A key necessity is for teachers to undergo comprehensive professional development that focuses on State-adopted academic content, performance standards, and ELD standards. This demand was primarily precipitated by the diverse student population, which includes English Learners and low-income students whose unique learning needs call for specialized instructional strategies. Additionally, the district sees the value in maintaining an average class size of 20 students and limiting the number of grade levels taught in a single class to two, to guarantee individual attention and effective teaching for every student. Assessment: To address the recognized needs, the district's plan includes provision of professional development for teachers, specifically on early release days, thereby enhancing their teaching abilities. Hiring an additional teacher, whose 75% salary will be covered by concentration funds, is also proposed to help maintain the desired student-teacher ratio. **Scope:** LEA-wide	well as iReady diagnostic assessments for reading and mathematics throughout the academic year. These measures will yield important data regarding student proficiency levels, thus informing instruction and strategies for intervention. Rationale: Research has demonstrated that such extensive professional development and reduced class sizes can considerably boost learning outcomes, especially for English Learners and students from high poverty backgrounds. Therefore, the rationale behind this approach derives from the positive impact it promises for both our teaching staff and the diverse student community they serve. (http://projectgladstudy.educationnorthwest.org/#1)	Metric 2.7: Administrator checklist on content and performance standards Metric 2.8: Administrator walkthrough checklist ELD Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)
2.2	**Action:** Intervention/additional programs **Need:** Needs:	Explanation: The intended scope of our action plan envisions an LEA-wide application, to ensure that all students stand to benefit from these measures. It's	Metric 2.1: District Formative Assessments ELA: ICA's and iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Needs are primarily centered on providing support for students at risk of failing the 7th or 8th grade, students struggling to meet standards in grades 3-8, and students in grades K-8 requiring interventions in English Language Arts. Moreover, All students, English Learners, Hispanic Students and Socioeconomically disadvantaged students all appear in the lowest performance category (Red) on the California Dashboard for ELA. The necessity for these intervention programs originated from various situations such as learning difficulties, scarcity of resources, and personal issues that may affect the academic performance of the students. Assessment: The action plan puts forward an intervention program, to be executed by a reading specialist, specifically for students at risk of failing the seventh or eighth grade. This action also includes intervention instruction in mathematics for students in grades TK-8 by a 0.50 FTE credentialed teacher. Moreover, the district will further engage the reading specialist, funded by the Literacy Coaches and Reading Specialists grant program. It is a comprehensive plan, employing a 1.0 FTE reading specialist and a 0.50 FTE part-time math intervention teacher for effective implementation, serving to all student groups and aiming to provide every student the opportunity to successfully complete their grade.	been designed specifically to cater to English Learners and low-income students who will not only reap the benefits of added support, but also acquire learning strategies that are imparted in a smaller, more personal setting. By providing targeted support and interventions, the action plan works to address the identified needs, creating a more supportive and inclusive learning environment for all students. Rationale: A more nuanced and personable learning experience enables a stronger grasp of the subject matter, thus enhancing their learning trajectory. It's been observed that such environments facilitate better understanding and application of the skills learned, ensuring a benefit for all students involved in these programs.	Metric 2.2: District Formative Assessments Math: ICA's and iReady Metric 2.3: ELD Progress on ELPAC Metric 2.4: School attendance rates Metric 2.5: Middle school dropout rates Metric 2.6: Progress on IEP's Metric 2.7: Administrator checklist on content and performance standards Metric 2.8: Administrator walkthrough checklist ELD Metric 2.9: Curriculum audit survey Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.3	**Action:** Coordination with extended learning programs/auxiliary staff **Need:** Needs: These needs are largely rooted in the necessity for strengthened academic support and more comprehensive learning opportunities accessible to all student groups. The diverse student groups within our district face a series of challenges necessitating additional educational support services, more significantly during extended school hours and the summer break. Assessment: The district is committed to expanding learning activities and offering homework assistance via the After School Education and Safety (ASES) program. The district has allocated for two dedicated paraprofessionals to assist in the homework club while concurrently ensuring the ASES program aligns with the broad instructional goals of the school. Extra paraprofessionals shall provide additional classroom support in multi-grade classrooms. It's anticipated that these measures will significantly enhance the educational	Explanation: The implementation of these actions on a district-wide scale assures that all students, most notably English learners and low-income students, are recipients of these additional resources and interventions. Rationale: Acquiring additional assistance to complete standards-aligned assignments helps to streamline the learning path for students. Furthermore, conducting focused instruction in small groups enables a thorough understanding of the course material, catered to individual strengths and weaknesses. All these, combined with the avoidance of summer learning loss through the ELOP, are robust steps towards supporting our students. Our approach is bolstered by numerous studies that highlight how summer programs can notably reverse learning loss and foster cognitive gains.	Metric 2.11: Performance on Statewide Standardized Tests - California Assessment of Student Performance and Progress (CAASPP)

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
	experience and boost the academic performance of all student groups. Notably, resource allocation has been measured to facilitate the efficient implementation of these solutions. **Scope:** LEA-wide		
2.4	**Action:** Technology/Visual and Performing Arts/RFEP **Need:** Needs: Our student body had expressed several needs for improvement in our educational approach. These identified needs included increased transparency in regards to their progress and attendance, enriched physical education and health guidance, a comprehensive education that incorporates visual and performing arts, a proficient system to monitor and reclassify our English Language Learners (ELLs), and prolonged educational excursions. Assessment: In response to these needs, we have instituted a number of actions. Among these actions are the introduction of AERIES Analytics to boost transparency. Also, establishing a partnership with Sol Treasures for weekly arts programs. Additionally, we have implemented a thorough	Explanation: Acting on a school-wide level ensures that we meet the needs of all our students, while optimally using the resources available to us. But more importantly, these actions are geared predominantly towards addressing the specific needs of our English Language Learners (ELLs) and socio-economically disadvantaged students. Rationale: Our justification for these actions lies in their extensive reach and effectiveness in utilizing our resources. Our implemented actions will greatly contribute to bridging educational gaps and provide opportunities for a more equitable education. It is duly backed by various educational mandates and resources such as the California School Dashboard, Learning Recovery Emergency Block Grant, and the Arts & Music in Schools funding.	Metric 2.3: ELD Progress on ELPAC/reclassification rates Metric 2.4: School attendance rates / Chronic Absenteeism Metric 2.7: Administrator checklist on content and performance standards Metric 2.8: Administrator walkthrough checklist ELD Metric 2.9: Curriculum audit survey Metric 2.10: Standards-aligned instructional materials are measured in the Williams report.

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
	procedure for monitoring and reclassification of English Language Learners (ELLs). We have organized educational field trips and commenced a library program for comprehensive learning. The organization of extended educational trips like Science Camp for middle schoolers and operating a teacher-supervised library program hints at efforts towards enriching learning beyond the classroom. To financially support these initiatives, the district ensured judicious use of various grants and funds such as the Arts & Music in Schools funding (Proposition 28) and concentration funds. **Scope:** LEA-wide		
3.1	**Action:** Parent involvement actions **Need:** Needs: The school community has identified a pertinent requirement that drove the conception of the Parent Involvement Actions. The primary need was to amplify parent engagement in school-wide consultations and exercises. The community has recognized the universal advantage all student groups stand to gain from an enhanced integration between the school and its community. Assessment:	Explanation: The scope of this initiative covers the entire region under the jurisdiction of the entire district. This is essential as it guarantees every parent, regardless of their socio-economic or linguistic background, an opportunity to contribute significantly to the school community. This is especially beneficial for families with lower incomes or those who communicate in a language other than English. Rationale: Our approach is grounded on conclusive research that has shown a positive correlation between robust school-parent relations and improved student performance (Marshall, 2006) by building stronger school-parent relations. By increasing	Metric 3.1: Parent Surveys, Parent Participation Logs (on file)

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
	The administration promises to promote events catering to parents, students and the community at large. In addition, the District proposes to offer educational seminars for parents and issue timely newsletters in both English and Spanish to keep all parents updated. A bilingual liaison is part of the action plan to aid in effective communication and translation for parents. Additionally, a web-service program will be utilized for the LCAP development, as well as for its translation into Spanish. **Scope:** LEA-wide	parental involvement, we anticipate an escalation in their participative roles, contribution in decision making, and overall contentment with the communication efforts of the school.	

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

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.

San Ardo does not have 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. We plan to meet the required percentage in the actions and funds allotted listed above.

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.

San Ardo UESD received an additional $46,069 in LCFF Concentration Grant Add-on funds due to our Unduplicated Count. The additional funding was used to hire an additional staff member (Goal 1, Action 2), which expanded our capacity to maintain clean, safe, and well-sanitized facilities for all students, particularly those with the highest needs. This staffing increase contributed to improved campus safety and cleanliness, supporting overall student wellness and school readiness.

Additionally, San Ardo UESD hired a paraprofessional to provide instructional support in multi-grade classrooms (Goal 2, Action 3). This role is designed to address the individual academic and behavioral needs of unduplicated students, including English Learners and low-income pupils, through small group intervention and targeted support.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:10.75
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:7.97

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	1,186,892	353,392	29.775%	0.000%	29.775%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$386,392.00	$224,501.54	$0.00	$37,470.87	$648,364.41	$463,037.48	$185,326.93

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	Safe and healthy learning environment/teacher credentials/instructional materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	$0.00	$15,000.00	$10,000.00	$5,000.00			$15,000.00	
1	1.2	Safe & healthy learning environment - facilities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27	$65,701.12	$22,798.88	$88,500.00				$88,500.00	
1	1.3	School climate - PBIS/MTSS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$0.00	$21,381.00	$12,000.00	$9,381.00			$21,381.00	
2	2.1	Professional development/coaching/additional teacher	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$79,657.14	$8,586.78	$88,243.92				$88,243.92	
2	2.2	Intervention/additional programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$133,546.41	$0.00	$33,000.00	$100,546.41			$133,546.41	
2	2.3	Coordination with extended learning programs/auxiliary staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$67,143.71	$40,000.00	$10,296.38	$59,376.46		$37,470.87	$107,143.71	
2	2.4	Technology/Visual and Performing Arts/RFEP	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$34,697.67	$50,851.00	$35,351.00	$50,197.67			$85,548.67	
3	3.1	Parent involvement actions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$82,291.43	$26,709.27	$109,000.70				$109,000.70	

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
1,186,892	353,392	29.775%	0.000%	29.775%	$386,392.00	0.000%	32.555 %	**Total:**	$386,392.00
								LEA-wide Total:	$386,392.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Safe and healthy learning environment/teacher credentials/instructional materials	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
1	**1.2**	Safe & healthy learning environment - facilities	Yes	LEA-wide	English Learners Low Income	All Schools	$88,500.00	
1	**1.3**	School climate - PBIS/MTSS	Yes	LEA-wide	English Learners Low Income	All Schools	$12,000.00	
2	**2.1**	Professional development/coaching/additional teacher	Yes	LEA-wide	English Learners Low Income	All Schools	$88,243.92	
2	**2.2**	Intervention/additional programs	Yes	LEA-wide	English Learners Low Income	All Schools	$33,000.00	
2	**2.3**	Coordination with extended learning programs/auxiliary staff	Yes	LEA-wide	English Learners Low Income	All Schools	$10,296.38	
2	**2.4**	Technology/Visual and Performing Arts/RFEP	Yes	LEA-wide	English Learners Low Income	All Schools	$35,351.00	
3	**3.1**	Parent involvement actions	Yes	LEA-wide	English Learners Low Income	All Schools	$109,000.70	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$599,104.07	$585,980.78

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**	Safe and healthy learning environment/teacher credentials/instructional materials	Yes	$8,000.00	1,602.00
1	**1.2**	Safe & healthy learning environment - facilities	Yes	$71,510.08	82,903.02
1	**1.3**	School climate - PBIS/MTSS	Yes	$12,000.00	12,559.48
2	**2.1**	Professional development/coaching/additional teacher	Yes	$76,422.14	72,344.73
2	**2.2**	Intervention/additional programs	Yes	$137,980.60	133,353.38
2	**2.3**	Coordination with extended learning programs/auxiliary staff	Yes	$130,738.26	110,023.73
2	**2.4**	Technology/Visual and Performing Arts/RFEP	Yes	$62,016.20	78,085.57
3	**3.1**	Parent involvement actions	Yes	$100,436.79	95,108.87

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)
355,855.00	$375,687.00	$585,980.78	($210,293.78)	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	Safe and healthy learning environment/teacher credentials/instructional materials	Yes	$3,000.00	1,602.00		
1	1.2	Safe & healthy learning environment - facilities	Yes	$71,510.08	82,903.02		
1	1.3	School climate - PBIS/MTSS	Yes	$2,000.00	12,559.48		
2	2.1	Professional development/coaching/additional teacher	Yes	$76,422.14	72,344.73		
2	2.2	Intervention/additional programs	Yes	$19,579.73	133,353.38		
2	2.3	Coordination with extended learning programs/auxiliary staff	Yes	$87,738.26	110,023.73		
2	2.4	Technology/Visual and Performing Arts/RFEP	Yes	$15,000.00	78,085.57		
3	3.1	Parent involvement actions	Yes	$100,436.79	95,108.87		

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)
1,155,271	355,855.00	0%	30.803%	$585,980.78	0.000%	50.722%	$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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