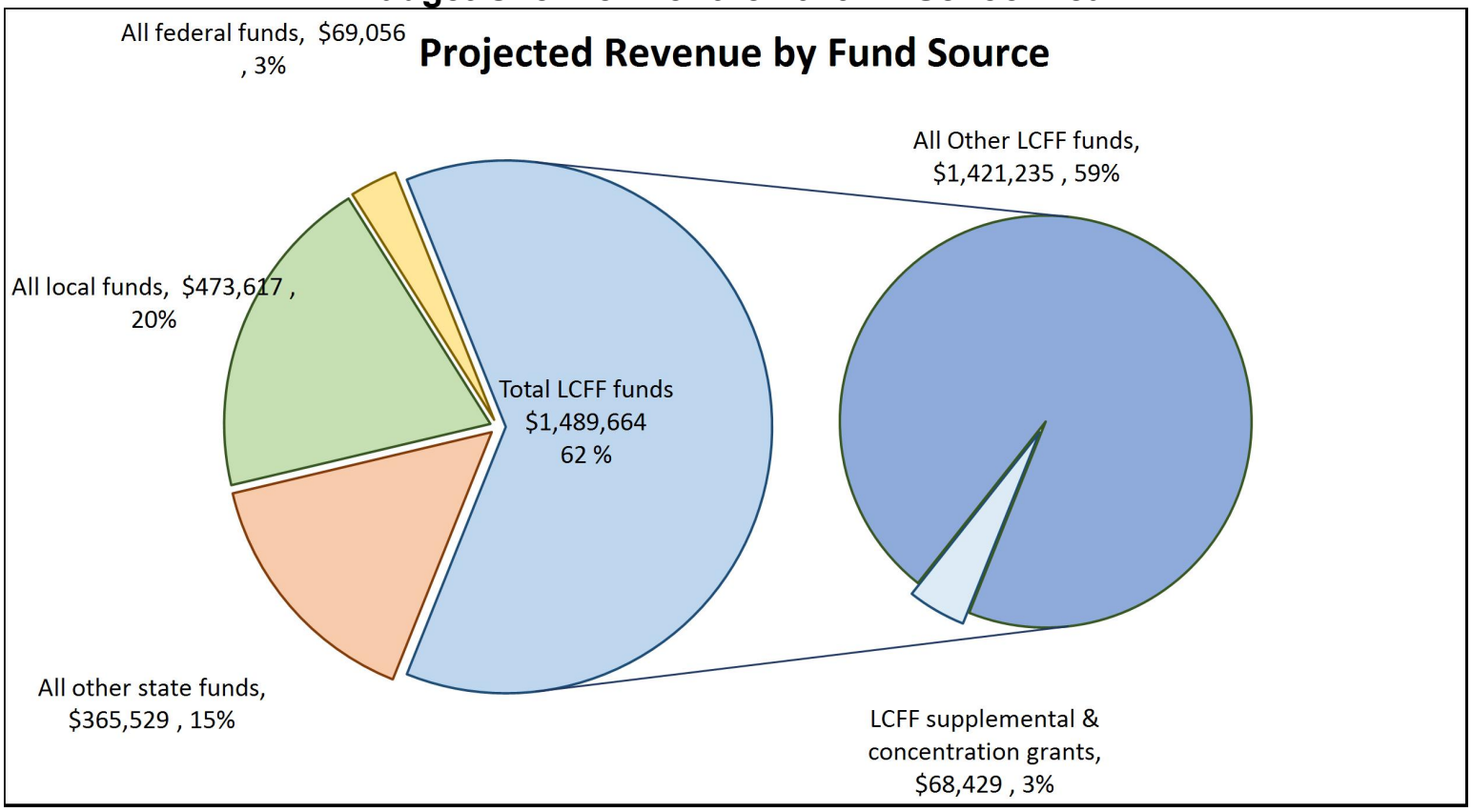
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mt. Baldy Joint Elementary School District
CDS Code: 36-67793-6036065
School Year: 2026-27
LEA contact information:
Kate Huffman
Superintendent
kate_huffman@mtbaldy.k12.ca.us
(909) 985-0991

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

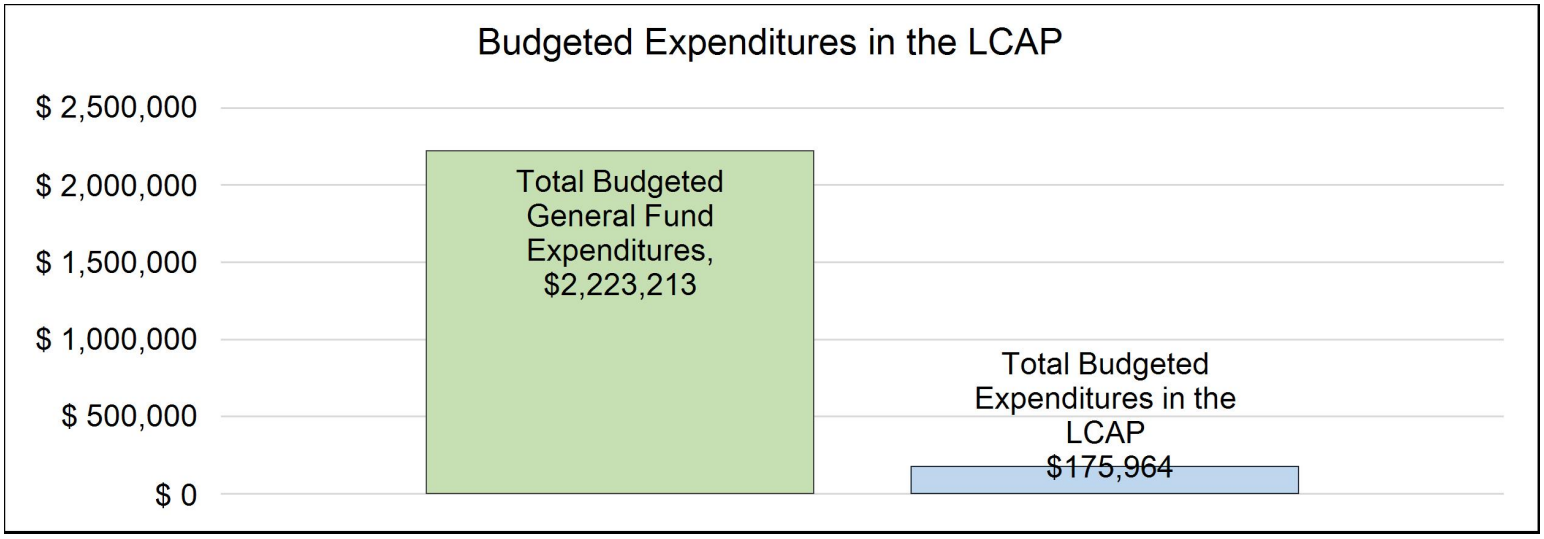


This chart shows the total general purpose revenue Mt. Baldy Joint Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mt. Baldy Joint Elementary School District is $2,397,866, of which $1,489,664.00 is Local Control Funding Formula (LCFF), $365,529 is other state funds, $473,617 is local funds, and $69,056 is federal funds. Of the $1,489,664.00 in LCFF Funds, $68,429 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 Mt. Baldy Joint 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: Mt. Baldy Joint Elementary School District plans to spend $2,223,213 for the 2026-27 school year. Of that amount, $175,964 is tied to actions/services in the LCAP and $2,047,249 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

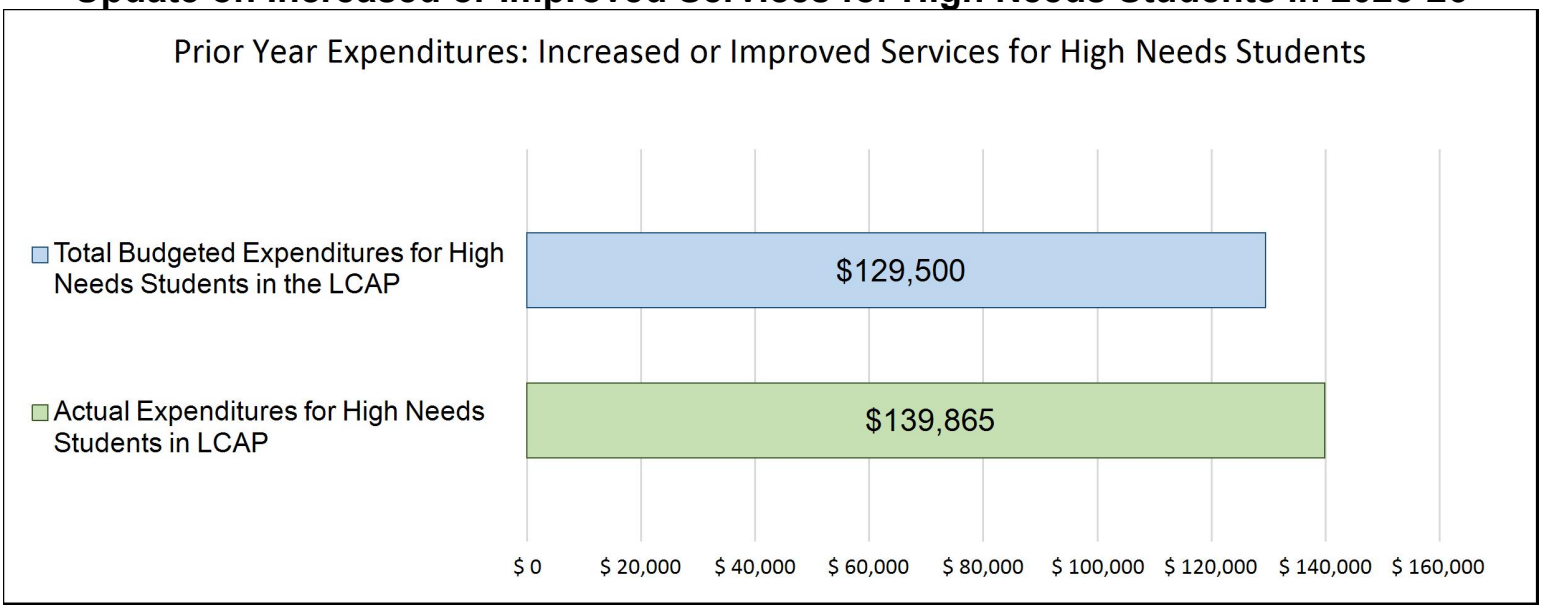
The majority of the general fund is dedicated to salary, benefits and statutory expenditures. The remaining is allotted for school maintenance and repair, school transportation, and other support materials.

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

In 2026-27, Mt. Baldy Joint Elementary School District is projecting it will receive $68,429 based on the enrollment of Foster Youth, English learner, and low-income students. Mt. Baldy Joint Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mt. Baldy Joint Elementary School District plans to spend $74,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Mt. Baldy Joint 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 Mt. Baldy Joint 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, Mt. Baldy Joint Elementary School District's LCAP budgeted $129,500.00 for planned actions to increase or improve services for high needs students. Mt. Baldy Joint Elementary School District actually spent $139,865.00 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
Mt. Baldy Joint Elementary School District	Kate Huffman Superintendent	kate_huffman@mtbaldy.k12.ca.us (909) 985-0991

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.

Mt. Baldy Joint Elementary School District (MBS) is a single-school district located in the village of Mt. Baldy at 4,000 feet in the San Gabriel Mountain range approximately 50 miles northeast of Los Angeles. MBS is a multiage school with 6 full time teachers that serves approximately 115 students from transitional kindergarten to 8th grade. 68% percent of the student body attends school with inter-district permits. Approximately 26% percent of the student population is identified as low income while 2% is identified as English Learners and 0% are identified as foster youth. The district uses iReady as a local metric and CAASPP, the statewide assessment, scores as multiple measures to assess the percentage of students who meet grade level standards. MBS has a strong parent community involvement, with at least one PTA sponsored event a month. Students are offered a dynamic program that meets Common Core State Standards through free choice, center activities, novel units, labs, classroom simulations, independent and group projects and cross age tutoring, as well as multiple field trips, hikes, and time spent in the garden or at the creek.

Mt. Baldy School recognizes students must have a sense of belonging and emotional groundedness in order to be ready and able to learn. The program is committed to developing social emotional needs of students by implementing strategies across content areas to help students feel seen, heard, and valued and to help them self-regulate their emotions and resolve their own conflicts. The focus of MBS is to cultivate self-reliant children who will leave MBS equipped to be stewards of the environment.

Reflections: Annual Performance

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

2025 California School Dashboard Update

The 2025 California School Dashboard shows that while the district does not have districtwide “All Student” indicators in the lowest performance level (Red), White students are performing in the Red level for Suspension Rate under Priority 6: School Climate

Under Academic Performance (Priority 4), All Students scored 10.3 points above standard in ELA, reflecting a 6.3-point decline from the previous year but remaining above standard overall. In Mathematics, All Students scored 13.1 points below standard, showing a 1.0-point improvement year over year . ELA remains a district strength, though the decline signals the need to sustain literacy gains. Math continues to require focused instructional support despite incremental improvement.

Among student groups, Socioeconomically Disadvantaged students improved in both ELA and Math, though they remain below standard. Students with Disabilities demonstrated substantial growth in both content areas but continue to perform significantly below standard. These shifts indicate positive movement, even as achievement gaps remain.

Under School Climate (Priority 6), the All Student Suspension Rate is 4.2%, reflecting a 2.3% increase Notably, White students are identified in the Red performance level for Suspension Rate, indicating a disproportionately high suspension rate compared to other groups. This requires targeted review of discipline practices, consistency in behavior interventions, and proactive supports to ensure equitable outcomes.

Under Pupil Engagement (Priority 5), Chronic Absenteeism for All Students is 10.3%, reflecting a slight improvement of 0.8 percentage points. However, Socioeconomically Disadvantaged students and Students with Disabilities continue to show elevated absenteeism rates, indicating the need for continued attendance monitoring and early intervention strategies.

Overall, the 2025 Dashboard reflects stable ELA performance above standard, modest improvement in mathematics, and areas of concern in suspension rates—particularly for White students—and chronic absenteeism for specific student groups. In response to these identified needs, the district has included actions within the 2026–27 LCAP focused on strengthening academic instruction through targeted intervention supports, professional development, and data-informed instructional practices. To address chronic absenteeism, the district will continue implementing attendance monitoring systems, family outreach, and student engagement strategies designed to improve school connectedness and consistent attendance. Additionally, the district will continue emphasizing restorative discipline practices, positive behavior supports, and social-emotional learning strategies to reduce suspension rates and improve overall school climate for student groups demonstrating elevated rates of disciplinary incidents. These findings and corresponding actions will guide the district’s continued focus on improving outcomes for all students in 2026–27.

The $3,073 allocation available to MBS through the Learning Recovery Emergency Block Grant (LREBG) will be spent on allowable expenses related to professional development and coaching on the Mathematics Framework, as well as learning recovery programs designed to accelerate pupil academic proficiency (Action 3.9). Based on our comprehensive needs assessment, an area that needs support is math instruction and supporting student achievement - our 2025 dashboard data shows a distance from standard (DFS) of -13.1. The action will be partially funded by LREBG and is supported through research. The Institute of Education Sciences, affiliated with the US

Department of Education, recommends "provid[ing] systematic instruction during intervention to develop student understanding of mathematical ideas" (Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades, March 2021). Providing professional development, coaching, and a learning recovery intervention program will support all students in accessing mathematics instruction by both building teacher content knowledge and capacity around effective math supports and providing additional staff to support students in filling foundational math gaps.

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide

Academic Engagement
Chronic Absenteeism - All students, Socioeconomically disadvantaged students and white students

Reflections: Technical Assistance

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

The San Bernardino County Superintendent of Schools provides technical assistance to the district by providing a Program Manager that supports small school districts to address their unique challenges and needs.

Additionally, the San Bernardino County Superintendent of Schools provides funding to support a district advisor who works on site at the district to provide academic coaching support, planning and implementation support as well as technical advisory support.

As part of the System of Support (SOS) for differentiated assistance, technical assistance was provided to support the district in building leadership and staff capacity through participation in the Learning & the Brain professional development series. This support aligned with the district's identified needs related to instructional engagement, cognitive development, and social-emotional learning.

District and school leaders, along with selected instructional staff, engaged in a multi-day Learning & the Brain conference that focused on the science of learning, student motivation, and strategies for improving academic outcomes for diverse learners. The training provided research-based tools to enhance instructional practices, promote student well-being, and strengthen school climate.

As a result of this technical assistance:

- Leaders deepened their understanding of how brain-based research informs instructional decision-making.
- Teams collaborated on strategies to integrate neuroscience principles into Tier 1 instruction and intervention.
- Participants developed implementation plans to scale evidence-based practices across school sites, aligned with LCAP goals related to student engagement and academic achievement.

The capacity built through this training is being used to inform site-based professional learning and guide the development of instructional practices that address the district's priority performance challenges.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Student Advisory Committee (SAC)	LCAP development and input meeting was held in person on March 4, 2026 with a group students in grades 3rd-8th; a full draft of the LCAP was presented on May 20, 2026. During the meeting, the district discussed and taught students what the LCAP is, the purpose of the LCAP, and asked for input on how MBS is doing currently to the meet the needs of students. Students discussed input on current systems, ideas on what could be done in the future, and analyzed data from the most recent student climate survey. As no comments were submitted from the SAC, there was not a written response from the superintendent.
All Educational Partners (school site staff, including teachers, classified, parents, students, principal/superintendent, and TOSA/other school personnel)	Educational Partners were notified of the 2025/2026 LCAP engagement activities through several means of communication, including letters, District website, District all call system and district sign. On November 20, 2025, March 10, 2026, and May 21, 2026, any educational partner's input was presented, discussed as a group, and decisions made as a group as to changes to the LCAP goals and actions associated with the goals. Several surveys (October-November 2025, January-February 2026, and May-June 2026) were developed to gather community input regarding views on academics, school culture and climate as well as educational partner engagement. The Survey was sent to all educational partners through an email with a link to the survey, as well as hard copies going home with all students.

Educational Partner(s)	Process for Engagement
Mt Baldy Teachers Association (MBTA)	LCAP development and input meetings were held in person November 20, 2025, March 10, 2026, and May 21, 2026. During the meetings, the district discussed their vision and mission. The District presented an overview of the 2025 California Dashboard along with data from local indicators, including iReady and climate survey data. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the staff members regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. Staff members were encouraged to discuss concerns and way the district can provide support.
Community Members	Family and Community Engagement Activities: Informal meeting with individual and community groups at daily drop off / pick up, Pancake Breakfast (October 2025), community meetings (March 2025), Parent Education Nights (monthly through 25-26 school year), Coffee with the Principal (monthly through 25-26 school year), Steak Fry (July 2025), Gratitude Feast (November 2025), Family Day (May 2026), Drum Circle (Jan 2026), and other community engagement events (dates throughout 25-26 school year). Events were publicized through weekly newsletter, fliers home, posting at the school and post office, on the school chalkboard, and through the Mt Baldy email system. Input and feedback was collected from community members via surveys and conversations and brought back to the LCAP team (PAC and MBTA) to incorporate into the 26-27 goals and actions.
Parent Advisory Committee (PAC)	LCAP development and input meetings were held via zoom on November 5, 2025 and March 4, 2026, and in person on May 20, 2026. During the May 20, 2026 meeting, a full draft of the LCAP was presented. During the meetings, the district discussed their vision and mission. The District presented an overview of the 2025 California Dashboard along with data from local indicators, including iReady and climate survey data. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the team regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. PAC members were encouraged to discuss concerns and way the district can provide

Educational Partner(s)	Process for Engagement
	support. As no comments were submitted from the PAC, there was not a written response from the superintendent.
SELPA Consultation	The 2026-2027 LCAP Draft was presented to the West End SELPA on May 21, 2026 for consultation and feedback.
Governing Board Community Members	The 2026/2027 LCAP draft was posted publicly on the district website on May 18, 2026. The 2026-27 LCAP draft was presented at a regularly scheduled Board of Education meeting on May 28, 2026, for public hearing. The Board of Education adopted the 2026-27 LCAP at the meeting on June 4, 2026.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 19, 2026.

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

A primary area of feedback centered on student achievement in mathematics. Educational partners noted that, while progress is being made, a significant number of students remain just below grade-level expectations. In response, the LCAP reflects a strengthened focus on mathematics instruction, including increased support for teachers through professional development, coaching, and targeted instructional strategies aimed at accelerating learning for students who are close to proficiency (Goal 3, Actions 3.9).

Feedback also highlighted the importance of ensuring that school climate and social-emotional data accurately reflect student experiences. Educational partners raised concerns about the clarity and interpretation of certain survey questions. As a result, the LCAP includes a commitment to review and revise select climate survey items to improve their validity and usefulness in guiding decision-making.

Additionally, educational partners emphasized the value of student voice in understanding school experiences and outcomes. In response, the district plans to expand opportunities for upper-grade students to engage with and reflect on school data, fostering greater transparency and student ownership of their learning environment.

Partners identified a need for more comprehensive inclusion of all student groups in data analysis. Specifically, the district will work to better align and integrate Transitional Kindergarten through grade 3 (TK–3) data into future analyses, ensuring that early-grade student experiences are more fully represented in LCAP planning and evaluation.

Finally, educational partners shared feedback consistently over the course of the 25-26 school year related to transportation services. The shift from our previous bus service to a private company brought multiple issues, including the bus being late to pick up/drop off, breaking down on the mountain road, and failing to provide consistent service. The district collected data on parents who depend on transportation services and the impact on enrollment if the transportation services were discontinued (Goal 1, Action 1.5). The data collected was in the form of parent surveys and a schoolwide parent town hall related to transportation - the survey and town hall clarified that a small percentage of families would struggle to get kids to school without daily transportation and all other transportation options had been exhausted. With

input from partners, clarity on the problems of the current transportation system and the different solutions that had been investigated, it was agreed upon within the district to eliminate transportation (Goal 1, Action 1.5) for the 26-27 school year and continue to explore other transportation options.

Collectively, this feedback has strengthened the LCAP by sharpening the district's focus on high-impact instructional practices, improving the quality and inclusivity of data systems, considering the cost/benefit of our transportation services, and deepening engagement with students and the broader school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	MBS will provide a safe and engaging learning environment where all students feel a sense of belonging by prioritizing the social and emotional needs of all students through integrating research based SEL (social emotional learning) programs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through meaningful engagement with our staff, parents, and educational partners, Goal 1 was developed to address student engagement and school climate - we want kids that are ready to learn, able to self-regulate, and solve their own problems. Currently, our SEL student survey is showing that MBS students, particularly in grades 3-8, lack a sense of self-efficacy (belief in their ability to achieve) - we're in the 20th-39th percentile compared nationally. Our SEL student survey data shows a drop across the board in the 23-24 school year for our 3-5 students - scores in the areas of self-awareness (down 6 points), self-management (down 5 points), growth mindset (down 13 points), self-efficacy (down 4 points), and emotion regulation (down 20 points) all dropped since 2022. For our 6-8 students, scores have not shown a significant drop, but their scores show little to no growth (self-management increased 7 points, social awareness had no change, growth mindset increased 6 points, social perspective taking increased 7 points, and emotion regulation increased 2 points) and self-efficacy results decreased by 2 points since 2022. 75% of our students are interdistrict transfers who don't live in our community, therefore it is critical for us to build a strong sense of community for all.

The actions and metrics identified for Goal 1 aim to focus our efforts on training staff and supporting students and families in improving SEL understanding and strengthening the student to school connection. When all educational partners (staff, parents, community) are included in the effort to support student SEL development, we expect to see our SEL student survey data, parent survey data, teacher survey data, number of student-led activities, and attendance improve, while decreasing our office referrals and suspension rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Middle School Dropout Rate	2023/24 0%	2024/25 0%	2025/26 0%	0%	In the current year, there has been no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Rate State Metric: Priority 5 CALPADS End of Year Report 2.16					change from the baseline.
1.2	Measure of Self-Efficacy Percentage Rate Local metric: Priority 8 Student Climate Survey - Self Efficacy Section	2023-24 52% of 2nd-8th graders responded favorably to questions measuring self-efficacy	2024/25: 52% of 2nd-8th graders responded favorably to questions measuring self-efficacy	2025/26: 67% of 2nd-8th graders responded favorably to questions measuring self-efficacy	75% of 2nd-8th graders respond favorably to questions measuring self-efficacy	+15% of 2nd-8th graders responded favorably to questions measuring self-efficacy
1.3	Suspension Rate Percentage Rate State metric: Priority 6 CA Dashboard	2023-24: 2% of students were suspended during the school year 2.1% of white students were suspended during the school year	2024/25: 1.9% of students were suspended during the school year 2% of white students were suspended during the school year	2025/26: 4.2% of all students were suspended during the school year 8.3% of white students were suspended during the school year	All: 0% White: 0%	All: +2.2% White: +6.2%
1.4	Expulsion Rate Percentage Rate State metric: Priority 6 CA Dashboard	2023-24: 0% of students were expelled during the school year	2024/25: 0% of students were expelled during the school year	2025/26: 0% of students were expelled during the school year	0%	In the current year, there has been no change from the baseline.
1.5	Educational Partner Climate Surveys Participation	2023-24:	2024-25: average of 44 responses from	2025-26: average of 40 responses from	80 responses	15 less responses were submitted.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of Response Local metric: Priority 6 Parent/Guardian Survey	55 responses from parents/guardians in climate surveys	parents/guardians in climate surveys (fall and winter survey response rate)	parents/guardians in climate surveys (fall and winter survey response rate)		
1.6	Parent/Guardian Climate Survey Percentage Rate Local metric: Priority 3 Parent/Guardian Survey	2023-24 Winter: 2024 results indicate 51% of parents and guardians favorably responded to questions regarding the degree families become involved with and interact with their child's school.	2024-25: 2025 results indicate 54% of parents and guardians favorably responded to questions regarding the degree families become involved with and interact with their child's school	2025-26: 2026 results indicate 41% of parents and guardians favorably responded to questions regarding the degree families become involved with and interact with their child's school	75% of parents and guardians favorably respond	25-26 -10% fewer parents indicated a favorable response.
1.7	School Attendance Rate Percentage State metric: Priority 5 Student Management System (AERIES)	2023-24: Average attendance rate was 95% for 23-24 school year.	2024-25: average attendance rate is 95% for 24-25 school year	2025-26: average attendance rate is 95% for the 25-26 school year.	Average attendance rate will be 97% for school year.	No change from baseline - the district maintained 95% average attendance rate
1.8	Chronic Absenteeism Percentage State metric: Priority 5 CA Dashboard	2023-24: District population was 26% chronically absent; socio-economically disadvantaged were 38.6% chronically absent and white students were 33.3% chronically absent.	2024/25: District population was 11.1% chronically absent; socio-economically disadvantaged were 10.3% chronically absent and white students	2025/26: District population was 10.3% chronically absent; socio-economically disadvantaged were 17.4% chronically absent and white students	Chronic absences will drop to: district population - 17%, socio-economically disadvantaged - 20%, and white - 20%.	District-wide decrease of 15.7% in students being reported as chronically absent; socio-economically improved 21.2%; white students improved 26.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			were 8.2% chronically absent.	were 6.8% chronically		
1.9	Walkthrough data/rubric for level of implementation (SEL) Rubric Rating Local Metric: Admin Evaluation	2024-25: MBS SEL rubric data shows that classrooms are on average, implementing SEL at a level of proficient (level 3)	2024-25: MBS SEL rubric data shows that classrooms are on average, implementing SEL at a level of proficient (level 3)	2025-26: MBS SEL rubric data shows that classrooms are on average, implementing SEL at a level of proficient (level 3), with 4 classes at exemplary (level 5)	Level of implementation will increase to exemplary (level 5)	No change from baseline, the district maintained the level of proficient.
1.10	Walkthrough data/rubric for level of implementation (neuro) Rubric Rating Local Metric: Admin Evaluation	2024-25: MBS neuro rubric data shows that classrooms are on average, implementing neuro at a level of developing (level 2)	2024-25: MBS neuro rubric data shows that classrooms are on average, implementing neuro at a level of developing (level 2)	2025-26: MBS neuro rubric data shows that classrooms are on average, implementing neuro at a level of developing (level 2)	Level of implementation will increase to exemplary (level 4)	In the current year, there has been no change from the baseline.
1.11	Office Referrals Number of Daily Referrals Local Metric: Office Referral Form Log	2024-25: 25 office referrals	2024-25: 25 office referrals	2025-26: 22 office referrals	Office referrals will decrease to 12 per year	12% decrease from baseline.
1.12	Student led activities Percentage Rate Local Metric: Student Council Log	2024-25: 50% of special events (planning/guiding) and 3/3 days a week of morning movement led by student council	2024-25: 50% of special events (planning/guiding) and 3/3 days a week of morning movement led by student council	2025-26: 75% of special events (planning/guiding) and 3/3 days a week of morning movement led by student council	75% of special events and 100% of morning movement are led by student council.	Increased by 25% the number of special events and no change from baseline for morning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						movement led by student council
1.13	Parents attending parent engagement events Number of Attendees Local Metric: Sign In Sheets	2024-25: average attendance of 15 parents at CWP, Mixers, Feral Friday, and engagement nights	2024-25: average attendance of 15 parents at CWP, Mixers, Feral Friday, and engagement nights	2025-26: average attendance of 15 parents at CWP, Mixers, Feral Friday, and engagement nights	Average attendance will increase to 30 parents.	In the current year, there has been no change from the baseline.
1.14	Teacher Climate Survey Percentage Rate Local metric: Priority 6 Teacher Climate Survey	2023-24 Winter: 2024 results indicate 81% of teachers favorably responded to perceptions of the overall social and learning climate of the school.	2024-25 Winter: 2025 results indicate 84% of teachers favorably responded to perceptions of the overall social and learning climate of the school.	2025-26 Winter: 2026 results indicate 93% of teachers favorably responded to perceptions of the overall social and learning climate of the school.	90% of teachers favorably respond	12% increase in favorable response from baseline.

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.

Action 1.1 – Teacher Professional Development

Teacher professional development is fully implemented schoolwide, with consistent integration of Inner Explorer, morning meetings, and structured movement activities across TK–8 classrooms multiple times per week. Staff participated in a “Good Inside” book study and completed RULER and additional SEL training to ensure cohesive implementation of social-emotional practices. A significant success was that five of six teachers attended the Learning and the Brain Conference together; attending as a nearly complete team strengthened collaborative learning, deepened shared understanding, and enhanced collective implementation of strategies across classrooms. There were no implementation challenges, as this work is ongoing and embedded into the school’s continuous improvement model.

Action 1.2 – Neuroeducation

Neuroeducation practices are fully implemented across classrooms, with all instructional staff trained and applying brain-based strategies to support regulation, engagement, and learning readiness. A transition in staffing required newly hired teachers to receive onboarding and

training to ensure consistency and fidelity of implementation. Despite this adjustment, the school successfully maintained alignment in practice, and collaboration among staff strengthened the integration of neuroeducation strategies into daily instruction. A clear success has been the development of a shared understanding of how brain-based practices support student behavior and academic engagement.

Action 1.3 – Student Voice

Student Voice initiatives are fully embedded in the school culture. Student council leads regular morning movement activities, participates in planning schoolwide events, and supports cross-grade buddy programs that foster connection and leadership. The visibility of student leadership has strengthened school culture and increased student ownership of campus activities. No challenges were encountered in implementation, and the structures in place continue to support authentic student participation.

Action 1.4 – Community Engagement & Communication

Community engagement and communication systems are fully implemented through consistent use of ParentSquare, Aeries, Zoom options, surveys, family mixers, and engagement events. These systems have strengthened two-way communication and increased accessibility for families. Implementation proceeded without challenges, and a key success has been the development of multiple pathways for families to engage with the school in ways that meet their needs and schedules.

Action 1.5 – Transportation

Transportation services are fully operational and continue to provide daily access for students and families who opt in. However, implementation was challenged by the transition to a new transportation company, resulting in frequent late arrivals, inconsistent scheduling, and difficulties navigating adverse weather conditions. These issues impacted reliability and required ongoing communication and problem-solving with the provider to improve service stability.

Action 1.6 – Attendance

Attendance initiatives are fully implemented, including parent education, proactive outreach, recognition systems, and consistent monitoring of attendance patterns. These strategies have strengthened awareness among families regarding the importance of daily attendance and reinforced positive attendance habits. No challenges were encountered during implementation, and the systems established continue to support sustained student engagement.

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.

The district considers a material difference to be any estimated actual expenditure that is either overspent or underspent by 25% or more in comparison to the budgeted expenditure for an LCAP action or service.

Action 1.1 – Teacher Professional Development reflected a material difference between budgeted and estimated actual expenditures due to the travel costs of the professional development opportunities being higher than originally budgeted.

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

Action 1.1 – Teacher Professional Development

Teacher Professional Development demonstrates overall effectiveness in strengthening school climate and SEL implementation. Metric 1.9 (SEL Walkthrough Rubric) shows classrooms averaging Level 3 (Proficient), with four classrooms scoring Level 5 (Exemplary), indicating strong and deepening implementation. Local rubric data in Metric 1.9 show that teachers are effectively implementing the training received with classrooms averaging Level 3 (Proficient), with four classrooms scoring Level 5 (Exemplary), indicating strong and deepening implementation. Further, Metric 1.14 (Teacher Climate Survey) reflects 93% favorable responses, signaling strong staff perception of school climate. Walkthrough data demonstrate that professional development has strengthened SEL practices and classroom consistency, supporting improved regulation and engagement for all students, particularly SED, Foster Youth, and English Learners.

Action 1.2 – Neuroeducation

Neuroeducation implementation shows emerging effectiveness. Metric 1.10 (Neuro Walkthrough Rubric) reflects an average score of Level 2 (Developing), indicating that brain-based strategies are present but not yet consistently implemented at a proficient level. Despite this developing implementation, broader engagement indicators show improvement. Metric 1.7 (Attendance Rate) remained steady at 95%, and Metric 1.8 (Chronic Absenteeism) decreased to 10.3% overall, suggesting improved student connection and regulation may be contributing to engagement gains. While the action is progressing, walkthrough data confirms that deeper instructional integration is needed to fully realize its intended impact.

Action 1.3 – Student Voice

Student Voice initiatives demonstrate strong effectiveness in increasing engagement and self-efficacy. Metric 1.12 (Student-Led Activities) shows that 75% of special events are now planned or guided by students, with student-led morning movement occurring three times weekly. Additionally, Metric 1.2 (Self-Efficacy Survey) increased to 67% favorable responses among students in grades 4–8, reflecting meaningful growth in student confidence and leadership identity. These measurable improvements indicate that expanding authentic leadership opportunities is positively impacting student agency and belonging, particularly benefiting English Learners and Foster Youth who may otherwise feel disconnected from school culture.

Action 1.4 – Community Engagement & Communication

Community Engagement efforts show moderate effectiveness. Metric 1.6 (Parent/Guardian Survey – Favorable Engagement Responses) increased from 51% to 54% favorable, demonstrating improved family perception of engagement opportunities. However, Metric 1.5 (Educational Partner Survey Participation) averaged 40 responses, reflecting a slight decrease in overall participation. Metric 1.13 (Parent Attendance at Events) remained steady at an average of 15 attendees per event. These data indicate that while the quality of engagement is improving, broader participation remains an area for continued focus to ensure equitable outreach to unduplicated student families.

Action 1.5 – Transportation

Action 1.5 has demonstrated limited effectiveness in making progress toward Goal 1. While transportation services were intended to support equitable access to school, particularly for students who rely on daily transportation, the implementation challenges significantly reduced its overall impact.

Daily transportation did contribute to maintaining overall attendance stability, with the school sustaining a 95% attendance rate (Metric 1.7). However, during the 25-26 school year, far fewer chronically absent students relied on daily transportation.

The effectiveness of this action was undermined by substantial operational issues. As described above, the transition to a new transportation provider resulted in frequent late arrivals, inconsistent scheduling, and reliability concerns due to breakdowns and weather-related challenges - the district fielded consistent communication from families about student safety concerns. These issues disrupted instructional time, impacted students' ability to start the day ready to learn, and created frustration for families and staff. Additionally, extensive feedback from educational partners indicated that the service did not meet expectations for reliability or quality. Data collected through parent surveys and a town hall revealed that while a small number of families depended heavily on transportation, the majority of families were not reliant on the service, and alternative solutions (such as carpooling) were viable.

As a result, although in past years, transportation has addressed access needs for a limited group of students, its inconsistent implementation and limited reach this year reduced its overall effectiveness in advancing the broader goals of student engagement, belonging, and school climate. Based on this analysis and stakeholder feedback, the district determined that the action was ineffective and will be discontinued for the 2026–27 school year, while continuing to explore more reliable and sustainable transportation options for the future.

Action 1.6 – Attendance

Attendance interventions have been highly effective in reducing chronic absenteeism. Metric 1.8 (Chronic Absenteeism) decreased significantly to 10.3% overall, down from 26% at baseline. Subgroup improvements were especially notable: SED students decreased from 38.6% to 17.4%, and White students decreased from 33.3% to 6.8%. While Metric 1.7 (Overall Attendance Rate) remained steady at 95%, the substantial reduction in chronic absenteeism reflects strong effectiveness of layered strategies, including family education, monitoring, and recognition systems. Metric 1.13 (Parent Engagement Event Attendance) did not demonstrate measurable growth, as average parent attendance at events such as CWP, Mixers, Feral Friday, and engagement nights remained consistent at approximately 15 attendees. However, the lack of growth in parent event participation did not appear to negatively impact student classroom attendance rates, as chronic absenteeism rates continued to improve significantly during the same period. These results demonstrate meaningful progress toward the goal, particularly for students historically at higher risk of disengagement, including SED, Foster Youth, and English Learners.

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.

Metric 1.3 (Suspension Rate) was updated to revise the baseline, Year 1 outcome, Year 2 outcome, and Year 3 target to include the white student group, as they were red on the 2025 CA Dashboard.

Action 1.5 (Transportation) was eliminated for the 2026-27 school year based on educational partner feedback & analysis of its ineffectiveness. Educational partners shared feedback consistently over the course of the 25-26 school year related to transportation services. The district collected data on parents who depend on transportation services and the impact on enrollment if the transportation services were discontinued. The data collected was in the form of parent surveys and a school-wide parent town hall related to transportation - the survey and town hall clarified that a small percentage of families would struggle to get kids to school without daily transportation and all other transportation options had been exhausted. Questions were raised about the possibility of transportation in the future (could we continue to search for other options?), how field-trips could continue (by continuing the current contract with SBCSS for field-trips only), and how to support families who will not be able to transport students daily (PTA created a survey to connect families who need or can provide car transportation/carpooling). With clarity on the problems of the current transportation system and the different solutions that had been investigated, it was agreed upon to eliminate transportation for the 26-27 school year and continue to explore other transportation options for future years.

Action 1.6 (now Action 1.5 - Attendance) was revised to remove Metric 1.13 (Parent Engagement Event Attendance) from the attendance action metrics. Upon reflection of prior practice and review of local data, the district determined that participation in parent engagement events did not demonstrate a direct relationship to improving classroom attendance or reducing chronic absenteeism rates. While parent engagement activities remain valued as part of the district's broader school climate and community connection efforts, the metric was not closely aligned to the intended outcomes of the attendance action. As a result, Action 1.6 will continue to focus on metrics more directly connected to student attendance outcomes, including overall attendance rates and chronic absenteeism.

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	Teacher Professional Development	District personnel will equip teachers to assist kids in developing self-regulation strategies, problem solving skills, and learning SEL competencies by providing professional development on a variety of SEL topics. This action is for all student but principally directed to SED students as measured by M1.9.	$14,000.00	Yes
1.2	Neuroeducation	MBS will train all staff and students on the foundational understandings of the basics of neuroscience and regulating and understanding emotions, and the impacts of both on teaching and learning to improve student outcomes as measured by M1.10.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Student Voice	District personnel will provide structures and support so that students are able to take initiative and feel empowered to improve the community around them by leading events such as: peer mediation, morning movement, buddies, school tours, Creek Freak Week, assemblies, school events, as measured by M1.2, 1.11 and 1.12.	$1,000.00	No
1.4	Community Engagement & Communication	District personnel will increase engagement with our parent community through events and updated communication platforms allowing parents a simpler path to communicate and ensuring all communications from MBS make it to families. The district will actively seek input from the parents of unduplicated students and students with disabilities (SWD) to ensure those students have access to all educational curriculum & programs, as measured by M 1.5, 1.6 and 1.13.	$28,849.00	No
1.5	Attendance	District personnel will implement attendance strategies, including awards, celebrations, and parent education nights to increase the daily attendance rate and decrease chronic absenteeism. This action is principally directed toward the needs of SED students as measured by M1.7, and M1.8.	$500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	MBS makes intentional use of our natural surroundings to integrate CCSS & NGSS in an outdoor learning environment to improve percentage of students meeting or exceeding the standard, as measured by the California Science Test (CAST) over the course of the three-year LCAP cycle - equipping our students to be responsible stewards of the environment.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The mission and vision of the governing board has been to use our natural surroundings as a vehicle for our curricula at Mt. Baldy School. In order to do this effectively, there is a need for staff development, collaboration with local experts, and improvement to outdoor facilities. There has been overwhelming request and input from all educational partners to increase the integration of the outdoors into our educational program. A shift in focus in our science supports and our educational partner requests are the reasons why we have identified this as a focus goal.

The actions and metrics identified for Goal 2 aim to focus our efforts on training staff and bringing together our staff, parents, and community to implement our vision of MBS as a Student-Led Outdoor Education Magnet School. With the support of all educational partners, we will ensure that our facilities meet the needs of students who spend time learning outdoors, that our Magnet Committee works alongside our staff to create a clear vision for MBS through the development of Magnet Core Practices, and that our staff are trained on the strategies to implement a rigorous outdoor educational program - all of our actions should lead to students who show greater emotional regulation and are more engaged in their learning, resulting in improved CAST scores.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair Percentage Rage	2023-24: 100% of facilities are in good repair	2024-25: 100% of facilities are in good repair	2025-26: 100% of facilities are in good repair	100% of facilities are in good repair	In the current year, there has been no change from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Metric: Priority 1 JPA walkthrough					
2.2	level of implementation of outdoor education programming Implementation Rubric Rating Local Metric: Walkthrough data/rubric	2024-25: MBS OE rubric data shows that classrooms are on average, implementing outdoor education at a level of basic (augmentation - level 2)	2024-25: MBS OE rubric data shows that classrooms are on average, implementing outdoor education at a level of basic (augmentation - level 2)	2025-26: MBS OE rubric data shows that classrooms are on average, implementing outdoor education at a level of basic (augmentation - level 2)	Level of implementation will increase to transformative (redefinition - level 4)	In the current year, there has been no change from the baseline.
2.3	implementation of magnet core practices Implementation Rubric Rating Local Metric: Walkthrough data/rubric	2025-26: MBS Core Practice rubric data shows that classrooms are on average, implementing Magnet Core Practices at a level of basic (augmentation - level 2) Baseline established in the 2025-26 school year.	N/A this is a new metric for 25-26.	2025-26: MBS Core Practice rubric data shows that classrooms are on average, implementing Magnet Core Practices at a level of basic (augmentation - level 2)	Level of implementation will be at exemplary (level 5)	Baseline established in the 2025-26 school year.
2.4	Student Climate survey data Percentage Local Metric: Student climate survey Emotional Regulation Section	2023: Student climate survey 2nd-8th grade 46% favorable responses to emotional regulation questions	2024/25: student climate survey 2nd-8th 51% favorable responses to emotional regulation questions	2025/26: student climate survey 2nd-8th 63% favorable responses to emotional regulation questions	Student climate survey data shows 80% positive response to emotional regulation questions 2-8 grade	+17% increase in favorable responses for emotional regulation
2.5	California Science Test (CAST) data	2022-23: 35% of students met standard	2023-24: 21.05% of students met standard and	2024-25: 44.44% of students met standard and	45% of students meet standard and	+9.44% of students met standard, +16.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage State Metric: Priority 4 CA Dashboard	and 0% of student exceeded standard	21.05% of student exceeded standard	16.7% of student exceeded standard	10% of students exceed standard.	of students exceeded standard

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.

Action 2.1 – Teacher Professional Development
This action was fully implemented during the 2025–26 school year with minor changes to reduce the need for substitute teachers. The original plan was to have the professional development throughout the year, the plan was adjusted to take advantage of summer opportunities. The district provided ongoing professional development opportunities focused on instructional practices designed to support the long-term development of outdoor and student-led learning models. Staff participated in professional learning during summer training sessions to build consistency in instructional practices and classroom implementation. During implementation, the district prioritized establishing foundational instructional practices and shared staff understanding before expanding outdoor education-specific training components. This phased approach required ongoing communication and coordination to ensure staff understood the sequencing and long-term goals of the action. Professional development activities throughout the year focused on building staff capacity, aligning instructional expectations, and preparing teachers for future expansion of outdoor education programming and student-centered instructional models.

Action 2.2 – Curriculum Planning
This action was fully implemented during the 2025–26 school year with minor changes to reduce the need for substitute teachers. The original intent was to have the planning sessions throughout the year, the plan was adjusted to take advantage of summer opportunities. The district began aligning curriculum and initiated a shift toward more student-led instructional models. While full development of outdoor, environmental-based curriculum units has not yet been completed, foundational instructional shifts are actively underway. A key success has been strong teacher engagement in professional learning and early integration of student-led strategies into classroom practice. Staff have begun incorporating approaches that promote inquiry, collaboration, and student ownership of learning, laying the groundwork for expanded outdoor curriculum integration. The primary challenge has been sequencing the transition from conceptual learning to fully developed outdoor instructional units. Designing coherent, standards-aligned curriculum requires sustained collaboration time and structured planning. Maintaining instructional stability while implementing innovative shifts has also required thoughtful pacing. Despite these challenges, implementation remains aligned to the district's long-term instructional vision and continues to progress steadily.

Action 2.3 – Magnet Planning
This action was fully implemented during the 2025–26 school year with minor changes to reduce the need for substitute teachers. The original intent was to have the planning sessions throughout the year, the plan was adjusted to take advantage of summer opportunities. The

district's magnet committee continues to meet regularly and is actively engaged in defining core practices aligned with the district's vision of outdoor, experiential, and student-led education. Development of formalized magnet core practices is moving forward in alignment with the established timeline. A clear success has been the collaborative and inclusive nature of the planning process. Leadership and staff are unified around a shared magnet vision, and cross-functional alignment has strengthened coherence across programs. This deliberate planning phase has ensured that implementation will be thoughtful, sustainable, and grounded in strong instructional practices. A challenge has been maintaining momentum during a phased rollout. Because the work is unfolding in stages, ongoing communication is essential to sustain clarity and enthusiasm among stakeholders. There have been no substantive changes to the planned action; rather, the district is prioritizing a strategic and aligned rollout to ensure long-term program integrity.

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.

The district considers a material difference to be any estimated actual expenditure that is either overspent or underspent by 25% or more in comparison to the budgeted expenditure for an LCAP action or service.

Action 2.1 – Teacher Professional Development reflected a material difference between budgeted and estimated actual expenditures because professional development activities were implemented primarily through summer training opportunities rather than planning days embedded during the school year. Differences were attributable to the timing of implementation and planned summer expenditures.

Action 2.2 – Curriculum Planning reflected a material difference between budgeted and estimated actual expenditures because curriculum planning activities occurred primarily during summer professional development sessions instead of throughout the regular school year. Differences were attributable to implementation timing and expenditures.

Action 2.3 – Magnet Planning reflected a material difference between budgeted and estimated actual expenditures because magnet planning activities were conducted through summer planning and professional development opportunities rather than during the regular instructional calendar. Differences were attributable to the timing of implementation and planned expenditures.

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

Action 2.1 – Teacher Professional Development

The district's investment in professional development focused on integrating Common Core State Standards with local outdoor environments to strengthen teacher capacity in delivering relevant, experiential instruction. Metric 2.2 (Level of Implementation of Outdoor Education Programming) demonstrates that classrooms continued implementing outdoor education practices at a basic augmentation level (Level 2) during the 2025–26 school year, reflecting sustained integration of foundational outdoor learning strategies introduced through professional development activities. Because Metric 2.3 baseline was established in the 2025–26 school year, progress over time cannot yet be determined. However, the 2025–26 MBS Core Practice show that classrooms implemented Magnet Core Practices, on average, at the basic augmentation level (Level 2). These baseline findings will provide the district with a point of comparison for evaluating changes in the consistency and depth of implementation in future years. Although longitudinal implementation data are not yet available for Metric 2.3, academic indicators demonstrate positive trends in science achievement. Academic indicators also reflect positive momentum. From the

2022–23 baseline, when 35% of students met science standards and 0% exceeded standards, Year 2 outcomes (2024–25) showed 44.44% of students meeting standards and 16.7% exceeding standards (Metric 2.5). The 2025 California Dashboard further supports this upward trend, with Science performance increasing to 66.4 points above standard, reflecting a 6.8-point increase from the previous year. Together, these results suggest that increased experiential, standards-aligned instruction is supporting stronger academic performance and student engagement. For All Students—and particularly for Low-Income students, Foster Youth, and English Learners—this action expands equitable access to engaging, place-based learning experiences that build both academic relevance and meaningful connection to learning.

Action 2.2 – Curriculum Planning

This action supported teachers in designing outdoor-integrated, student-led curriculum through structured collaboration and alignment to district instructional priorities. At baseline, outdoor education implementation was measured at a foundational level. By Year 2, classroom implementation continues at Level 2 (Metric 2.2), reflecting steady progress toward deeper, more integrated instructional practice. Student climate outcomes also demonstrate notable growth. At baseline (2023), 46% of students in grades 2–8 responded favorably to emotional regulation questions. By Year 2 (2025–26), favorable responses increased to 63% among grades 2–8 (Metric 2.4). This improvement indicates strengthened student confidence, self-awareness, and emotional engagement—critical conditions for successful student-led and inquiry-based learning environments. The combination of steady instructional implementation and improved emotional regulation outcomes suggests that curriculum planning efforts are fostering more inclusive and responsive classrooms. These shifts are particularly impactful for Foster Youth and English Learners, who benefit from structured, engaging environments that connect academic content to real-world contexts. Continued curriculum development will further strengthen coherence and deepen implementation across grade levels.

Action 2.3 – Magnet Planning

Through the development of core magnet practices and a systemwide implementation framework, this action aims to institutionalize student-led outdoor learning aligned to MBS's mission. At baseline (2024–25), Magnet Core Practices were in draft form, with implementation measurement scheduled for future years (Metric 2.3). By Year 2, planning and alignment efforts have progressed, positioning the district for formalized implementation and evaluation in the upcoming cycle. Academic growth trends provide early evidence that these systemwide shifts are supporting student outcomes. From the 2022–23 baseline, when 35% of students met science standards and none exceeded standards, Year 2 results (2024–25) showed 44.44% meeting standards and 16.7% exceeding standards (Metric 2.5). The 2025 California Dashboard further demonstrates continued improvement, with Science performance increasing to 66.4 points above standard, representing a 6.8-point increase from the previous year. This increase in both proficiency and advanced performance suggests that instructional innovation and increased student engagement are beginning to translate into measurable academic gains. By embedding magnet-aligned practices across classrooms, the district is building a cohesive instructional model that benefits all students—especially Low-Income students, Foster Youth, and English Learners—through hands-on, inquiry-driven learning experiences that connect curriculum to their lived environment. As implementation becomes fully operational, continued monitoring of Magnet Core Practices will further clarify the long-term impact of this work.

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.

No major changes are planned for the goal, metrics, target outcomes, or actions for the upcoming year. One minor change is implementing all three actions (2.1 - Teacher PD, 2.2 - Curriculum Planning, 2.3 Magnet Planning) as part of summer professional development, rather than planning days during the school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Teacher Professional Development	The District will provide time and opportunity for teachers to build capacity to implement instruction that integrates CCSS with our local environment. By providing two weeks of collaborative professional development during the summer and ongoing support/professional development throughout the school year, the district will support teachers and staff in meeting the expectations and vision for outdoor education at MBS. Based on what research tells us about the benefits of purposeful learning from a natural environment, we have developed a plan for our outdoor education program, as measured by M 2.2 and 2.3.	$14,311.00	No
2.2	Curriculum Planning	The District will gather curricular resources and provide time for teachers to plan with content experts. This time for teachers will focus on shifting our delivery model of instruction to students (from traditional classroom based teacher directed instruction towards an engaging, student-led education that incorporates our environment), while tying in content standards, as measured by M2.2 & 2.4	$200.00	No
2.3	Magnet Planning	The District will develop a system for student-led outdoor education for students - ensuring the MBS mission and vision are executed daily in all classes. This will be accomplished by our magnet committee, which will develop core practices, systems and processes in a magnet implementation plan, as measured by metric 2.3.	$200.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MBS gives all kids the best opportunity to learn standards-based grade level and instructional level content and skills the first time they receive instruction to increase our CAASPP scores in ELA and math.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MBS has had an inconsistent implementation and understanding of best first instruction and research based teaching practices. Feedback from teachers has been that they have had trainings that contradict each other. Leadership needs assessment has found gaps in foundational teaching strategies that have been proven to improve outcomes for students.

The actions and metrics identified for Goal 3 aim to focus our efforts on training staff on critical elements of best first instruction and providing them with the supports and tools needed to implement daily best first instruction for all students. Providing PD and PLC time for staff, in addition to providing curriculum and instructional supports, will ensure that all students have access to a broad course of study, with appropriately assigned teachers and curriculum - these supports will prepare all students for success.

Additionally, Goal 3 was developed to address Priority 1 and Priority 7 and associated metrics. An analysis of available data and input received from educational partners has not identified concerns or needs within Priority 1 or Priority 7; therefore, MBS will maintain these actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP. The metrics below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and maintained.

Based on our 2025 needs assessment, the district will be adding Action 3.9 for additional math support for the 26-27 school year. This action will support training and coaching for staff on effective math instruction and will ensure we have the staffing to fill foundational gaps to improve achievement in math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	teachers appropriately assigned Percentage Rate State metric: Priority 1 Local Data: per review of students served and master schedule	2023-24: 100% of teachers appropriately assigned	2024/25: 100% of teachers appropriately assigned	2025/26: 100% of teachers appropriately assigned	100%	In the current year, there has been no change from the baseline.
3.2	Students with access to state-adopted materials, including ELD Percentage Rate State metric: Priority 1 Local Data: review of current curriculum and student materials	2023-24: 100% of students have access to state-adopted materials, including ELD	2024/25: 100% of students have access to state-adopted materials, including ELD	2025/26: 100% of students have access to state-adopted materials, including ELD	100%	In the current year, there has been no change from the baseline.
3.3	Students with access to a broad course of study Percentage Rate State metric: Priority 7 Local Data: per review of students served and master schedule	2023-24: 100% of students have access to a broad course of study	2024/25: 100% of students have access to a broad course of study	2025/26: 100% of students have access to a broad course of study	100%	In the current year, there has been no change from the baseline.
3.4	Percent of EL making progress toward proficiency	2022/2023	2024/25:	2025/26:	100%	There are no EL students currently enrolled.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Rate State Metric: Priority 4 English Language Proficiency Assessment for California (ELPAC)	100% of students are making progress toward English proficiency	100% of students are making progress toward English proficiency	There are no EL students currently enrolled.		
3.5	English Learner reclassification rate Percentage Rate State Metric: Priority 4 Local Data	2023/2024 50% of students identified as English Learners were reclassified	2024/25: 50% of students identified as English Learners were reclassified	2025/26: There are no EL students currently enrolled.	100%	There are no EL students currently enrolled.
3.6	Student growth in reading on i-Ready diagnostics Percentage Rate State Metric Priority 8 Local iReady Data	2024 Diagnostic results - 56% of students grades 2-8 at MBS are at or above grade level in reading	2025 Diagnostic results - 63% of students grades 2-8 at MBS are at or above grade level in reading	Spring 2026 Diagnostic results - 51% of students grades 2-8 at MBS are at or above grade level in reading	90%	-5%
3.7	Student growth in math on i-Ready diagnostics Percentage Rate State Metric Priority 8 Local iReady Data	2024 Diagnostic results - 51% of students grades 2-8 at MBS are at or above grade level in math	2025 Diagnostic results - 52% of students grades 2-8 at MBS are at or above grade level in math	Spring 2026 Diagnostic results - 48% of students grades 2-8 at MBS are at or above grade level in math	90%	-3%
3.8	English Language Arts CAASPP	2023 Dashboard: all students +7.2 DFS	2024 Dashboard: all students +16.6 DFS	2025 Dashboard: all students +10.3 DFS	all students +17.2 DFS	+3.1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(DFS = Distance from standard) State metric: Priority 4 CAASPP scores					
3.9	Math CAASPP (DFS = Distance from standard) State metric: Priority 4 CAASPP scores	2023 Dashboard: all students -10.9 DFS	2024 Dashboard: all students -14.1 DFS	2025 Dashboard: all students -13.1 DFS	all students +1 DFS	-2.2 DFS
3.10	Indicators of an effective team Percentage Rate Local Metric: walkthrough data	Fall 2024: learning environment average score = 92% favorable, learning processes & practices average score = 86% favorable and leadership average score = 84% favorable Spring 2025: learning environment average score = 93% favorable, learning processes & practices average score = 92% favorable and leadership average score = 92% favorable	Fall 2024: learning environment average score = 92% favorable, learning processes & practices average score = 86% favorable and leadership average score = 84% favorable Spring 2025: learning environment average score = 93% favorable, learning processes & practices average score = 92% favorable and leadership average	Fall 2025: learning environment average score = 100% favorable, learning processes & practices average score = 100% favorable and leadership average score = 100% favorable Spring 2026: learning environment average score = 88% favorable, learning processes & practices average score = 100% favorable and leadership	learning environment = 95% average score; learning processes & practices = 95% average scores; leadership = 95% average score	Fall 2025: learning environment average score = +8% favorable, learning processes & practices average score = +14% favorable and leadership average score = +16% favorable Spring 2026: learning environment average score = -5% favorable, learning processes & practices average score = +8% favorable and leadership average

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			score = 92% favorable	average score = 94% favorable		score = +2% favorable
3.11	MTSS Tracking Percentage Rage Local Metric: MTSS Tracking system	Fall 2024: tier 1 academic - 60%, tier 1 behavioral - 59%, tier 2 academic - 34%, tier 2 behavioral - 32%, tier 3 academic - 6%, tier 3 behavioral - 9% Spring 2025: tier 1 academic - 64%, tier 1 behavioral - 69%, tier 2 academic - 30%, tier 2 behavioral - 27%, tier 3 academic - 6%, tier 3 behavioral - 4%	Fall 2024: tier 1 academic - 60%, tier 1 behavioral - 59%, tier 2 academic - 34%, tier 2 behavioral - 32%, tier 3 academic - 6%, tier 3 behavioral - 9% Spring 2025: tier 1 academic - 64%, tier 1 behavioral - 69%, tier 2 academic - 30%, tier 2 behavioral - 27%, tier 3 academic - 6%, tier 3 behavioral - 4%	Fall 2025: tier 1 academic - 52%, tier 1 behavioral - 68%, tier 2 academic - 34%, tier 2 behavioral - 24%, tier 3 academic - 14%, tier 3 behavioral - 8% Spring 2026: tier 1 academic - 70%, tier 1 behavioral - 76%, tier 2 academic - 21%, tier 2 behavioral - 18%, tier 3 academic - 9%, tier 3 behavioral - 6%	Tier 1 academic & behavioral = 80%, Tier 2 academic & behavioral = 15%, Tier 3 academic & behavioral = 5%	Fall 2025: tier 1 academic - -8%, tier 1 behavioral - +9%, tier 2 academic - 0%, tier 2 behavioral - -8%, tier 3 academic - +8%, tier 3 behavioral - -1% Spring 2026: tier 1 academic - +6%, tier 1 behavioral - +7%, tier 2 academic - -9%, tier 2 behavioral - -9%, tier 3 academic - +3%, tier 3 behavioral - +2%

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.

Action 3.1 – Teacher Professional Development

This action was fully implemented through bi-monthly professional development sessions focused on instructional strategies including Kagan cooperative learning, clarity practices, MTSS/UDL alignment, and outdoor education integration. The range of topics reflects the district's commitment to strengthening instructional practice across multiple domains while supporting diverse learner needs. A significant success has been the consistent delivery of high-quality professional learning opportunities that promote student engagement, differentiation, and inclusive instructional practices. Staff participation and exposure to varied strategies have expanded the district's instructional toolkit. A challenge has been maintaining coherence across multiple professional development themes to ensure alignment and sustained impact. Continued refinement of a unified instructional framework will help maximize the long-term effectiveness of these efforts.

Action 3.2 – Collaborative Planning Time
This action was fully implemented with the establishment of structured Professional Learning Communities (PLCs) designed to strengthen collaboration, vertical articulation, and shared accountability for student outcomes. Dedicated time for collaborative planning has allowed teachers to align instruction, discuss student needs, and refine curriculum collectively. A clear success has been the creation of consistent structures that promote professional dialogue and collective problem-solving. Teachers now have intentional opportunities to plan strategically and align instructional practices. A continuing challenge will be to ensure that PLC time remains focused, outcomes-driven, and closely tied to student-centered goals. Sustaining depth and rigor within collaborative structures will be essential to continued growth.

Action 3.3 – MTSS and UDL
This action was fully implemented through the continued development of Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) practices. Staff have established clear processes for identifying and supporting students across tiers of intervention, and instructional strategies reflect an increased emphasis on accessibility and differentiation. A success of this implementation is the strengthened system-wide approach to student support, ensuring that academic and behavioral needs are addressed proactively and systematically. Teachers have greater clarity regarding intervention pathways and inclusive instructional design. A challenge has been deepening staff capacity to deliver intensive interventions when universal supports are not sufficient.

Action 3.4 – Technology
This action was fully implemented through the purchase and deployment of additional Chromebooks, maintaining a 1:1 student-to-device ratio. The district ensured that all students have consistent access to digital learning tools that support instruction, assessment, and communication. A major success has been the preservation of equitable technology access across grade levels, enabling blended learning, intervention programs, and digital skill development. This infrastructure supports instructional flexibility and prepares students for modern learning environments. A continuing challenge will be to maintain device upkeep and ensure ongoing professional development so that technology integration continues to enhance instruction rather than function as a standalone tool.

Action 3.5 – Teacher Assignment
This action was fully implemented, with all teachers appropriately assigned and credentialed in alignment with district and state requirements. Staffing decisions reflect careful attention to qualifications and instructional alignment. A significant success has been the district's ability to maintain stability and ensure that students are served by properly credentialed educators. This contributes directly to instructional quality and program integrity. The primary challenge in this area is sustaining staffing stability in a competitive labor market. Continued recruitment and retention efforts will be critical to maintaining this standard.

Action 3.6 – Curriculum Supports

Curriculum supports were fully implemented, with all subjects utilizing standards-aligned instructional materials. The district ensured that core curriculum resources are consistent, coherent, and aligned to grade-level expectations. A key success has been strengthened instructional alignment across classrooms, supporting equitable access to rigorous content for all learners. Teachers now have consistent resources that reinforce academic expectations and standards coherence. A continuing challenge will be to ensure that curriculum materials are implemented with fidelity while also allowing for differentiation and instructional innovation.

Action 3.7 – Broad Course of Study
This action was fully implemented, ensuring that all students have access to a broad and comprehensive course of study. Enrollment practices and scheduling structures support well-rounded academic development and exposure to diverse subject areas. A clear success has been the district's commitment to maintaining inclusive access to enrichment and core programming for all student groups. This supports both academic growth and student engagement.

Action 3.8 – Instructional Support
This action was fully implemented through the provision of instructional tools and structured peer collaboration opportunities. Students have access to digital platforms that support assessment and skill development, and teachers engage in professional learning activities such as peer observation and instructional reflection. A success has been the expansion of instructional supports that promote data-informed teaching and professional growth. These structures encourage continuous improvement and shared instructional responsibility. A challenge lies in ensuring consistent implementation across grade levels and maximizing the impact of peer observation and enrichment structures. Ongoing calibration and clear expectations will strengthen sustainability and coherence.

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.

The district considers a material difference to be any estimated actual expenditure that is either overspent or underspent by 25% or more in comparison to the budgeted expenditure for an LCAP action or service.

Action 3.4 – Technology reflected a material difference between budgeted and estimated actual expenditures because the district was able to replace technology gradually over time rather than through large-scale replacement purchases.

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

Action 3.1: Teacher Professional Development

Action 3.1 focuses on building instructional capacity through research-based professional development, including clarity strategies, Kagan cooperative learning, formative assessment, and differentiated instruction. The effectiveness of this action is reflected in Metric 3.6 (i-Ready Reading), Metric 3.7 (i-Ready Math), Metric 3.9 (Math CAASPP), and Metric 3.10 (Indicators of an Effective Team). From baseline to Year 2, results show mixed outcomes. Metric 3.6 (i-Ready Reading) declined slightly from 56% of students at or above grade level in reading at baseline to 51% in 2025–26, suggesting that reading performance remained relatively stable overall but did not demonstrate meaningful growth during the implementation period. Mathematics performance remains an area of concern. Metric 3.7 (i-Ready Math) shows that the percentage of students in grades 2–8 performing at or above grade level in mathematics decreased from 51% at baseline to 48% in 2025–26. Additionally, Metric 3.9 (Math CAASPP) shows the district's mathematics Distance from Standard (DFS) declined from -10.9 at baseline

to -13.1 in 2025, indicating that students continue to perform below standard overall and that achievement gaps in mathematics persist. These outcomes suggest that while instructional systems and professional development structures have strengthened overall classroom practices, additional targeted and coherent mathematics supports are needed to improve student outcomes. In contrast, Metric 3.10, Indicators of an Effective Team, shows mixed Year 2 results comparing Spring administration data, with favorable ratings of 88% for learning environment, 100% for learning processes and practices, and 94% for leadership. Overall, these results suggest that professional development and collaborative structures have positively supported instructional culture, learning conditions, and leadership across the district. However, academic outcomes—particularly in mathematics—indicate the need to more directly align future professional development with targeted mathematics instructional strategies, intervention practices, and standards-based instruction to accelerate student achievement.
Action 3.2: Collaborative Planning Time

Action 3.2 strengthens teacher teams through Professional Learning Communities (PLCs) and is measured by Metric 3.10 (Indicators of an Effective Team). From baseline to Year 2, Metric 3.10 improved from strong but varied favorable ratings to 100% favorable ratings across learning environment, instructional practices, and leadership. This growth indicates enhanced collaboration, shared expectations, and professional coherence. While team effectiveness has strengthened, continued focus is needed to ensure collaborative planning directly translates into improved student academic outcomes across subject areas.

Action 3.3: MTSS and UDL

Action 3.3 promotes inclusive instructional practices through Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL), measured through Metric 3.10 (Indicators of an Effective Team) and Metric 3.11 (MTSS Tracking). From baseline to Year 2, Metric 3.10 reflects strengthened instructional systems and leadership alignment. Metric 3.11 shows continued distribution of students across Tier 1, Tier 2, and Tier 3 supports. While Tier 1 structures remain strong, the sustained percentage of students in Tier 2 and Tier 3 indicates that core instruction and intervention alignment require continued refinement. The comparison suggests that systems are in place and collaboration has improved, but deeper alignment between universal instruction and targeted interventions will be necessary to reduce reliance on supplemental supports.

Action 3.4: Technology

Action 3.4 ensures equitable access to instructional technology and is measured by Metric 3.2 (Access to State-Adopted Materials). From baseline to Year 2, Metric 3.2 remains at 100% student access to state-adopted materials, including digital resources. This consistency demonstrates strong infrastructure and stable implementation. However, when considered alongside academic performance trends in other metrics, the data suggests that access alone does not guarantee academic growth. Continued attention to instructional integration and effective use of digital tools is necessary to maximize impact.

Action 3.5: Teacher Assignment

Action 3.5 ensures that all teachers are appropriately assigned and credentialed and is measured by Metric 3.1 (Teachers Appropriately Assigned). From baseline to Year 2, Metric 3.1 remains at 100%, demonstrating consistent compliance and staffing stability. This provides a strong foundation for instructional continuity. While assignment and credentialing remain fully implemented, academic performance trends in

other metrics indicate uneven growth across content areas. Ensuring that staffing stability is paired with targeted instructional refinement will be essential to strengthen overall student outcomes.

Action 3.6: Curriculum Supports

Action 3.6 ensures adoption and implementation of standards-aligned instructional materials and is measured by Metric 3.2 (Access to State-Adopted Materials), Metric 3.4 (EL Progress Toward Proficiency), and Metric 3.5 (EL Reclassification Rate). From baseline to Year 2, Metric 3.2 remains at 100% access to state-adopted materials. Metrics 3.4 and 3.5 reflect no currently enrolled English Learners in Year 2, resulting in no change in those measures. While curriculum access remains strong and consistent, academic performance trends in reading and mathematics indicate that continued attention to instructional implementation and alignment is needed to ensure materials translate into measurable achievement growth.

Action 3.7: Broad Course of Study

Action 3.7 ensures access to a broad course of study for all students and is measured by Metric 3.3 (Access to a Broad Course of Study). From baseline to Year 2, Metric 3.3 remains at 100%, demonstrating sustained and equitable access to comprehensive programming. This stability supports well-rounded academic development. Ensuring that access continues to be paired with high-quality instructional delivery will remain important for strengthening overall academic outcomes.

Action 3.8: Instructional Support

Action 3.8 provides instructional tools and teacher collaboration supports and is connected to Metric 3.6 (i-Ready Reading), Metric 3.7 (i-Ready Math), Metric 3.9 (Math CAASPP), and Metric 3.10 (Indicators of an Effective Team). From baseline to Year 2, Metric 3.6 shows a slight decline in reading performance, while Metric 3.7 and Metric 3.9 reflect continued mathematics challenges. In contrast, Metric 3.10 improved significantly to 100% favorable ratings. This comparison suggests that while instructional climate and professional collaboration have strengthened, greater alignment between instructional supports, diagnostic tools, and targeted math strategies is necessary to drive improved academic outcomes.

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

Based on reflection of prior implementation, the district has refined Goal 3 actions to strengthen coherence in mathematics instruction and ensure more targeted support for student learning by adding Action 3.9. While the overall goal of improving academic achievement through high-quality first instruction remains unchanged, adjustments have been made to prioritize a more structured and comprehensive system of support for mathematics. This includes the addition of a dedicated math specialist to provide targeted 1:1 and small group intervention, as well as a stronger emphasis on progress monitoring and data-driven instructional decision-making. Additionally, professional development has been more intentionally aligned to the California Math Framework to ensure consistency in instructional practices across classrooms.

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	Teacher Professional Development	The District will provide staff development in order to build capacity around research based practices that increase student outcomes and achievement. Professional development may include: clarity, Kagan, gradual release, inclusion/co-teaching, service learning, and formative assessment - as measured by metrics 3.6, 3.7, 3.9, 3.10.	$0.00	No
3.2	Collaborative Planning Time	The District will build sustainable teacher teams by developing PLCs that can collaborate effectively with protocols around student data, as measured by M3.10.	$0.00	No
3.3	MTSS and UDL	The District will provide training on MTSS and UDL to ensure staff is equipped to meet the needs of all kids academically and behaviorally every day, as measured by M3.10 and M3.11.	$0.00	No
3.4	Technology	The district will purchase additional Chromebooks to maintain 1:1 student to technology ratio, as measured by M3.2.	$2,000.00	No
3.5	Teacher Assignment	The Superintendent/Principal will continue to review and place teachers that are appropriately assigned and credentialed for all students in order to assure high quality instruction for all students as measured by the percentage of teachers appropriately assigned, as measured by M3.1.	$8,889.00	No
3.6	Curriculum Supports	The Superintendent/Principal will continue to oversee the implementation and adoption of CCSS aligned textbooks and materials for all students in order to provide access to high quality instructional materials for all students as measured by the percentage of students with access to state adopted materials, including ELD, as measured by M3.2, 3.4 and 3.5.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Broad Course of Study	The Superintendent/Principal will continue to ensure student enrollment in a broad course of study for all students including programs and services developed and provided for unduplicated students and students with disabilities (SWD) in order to provide opportunities for instructional growth and enrichment for all students as measured by the percentage of students who have access to a broad course of study, as measured by M3.3.	$31,111.00	No
3.8	Instructional Support	District personnel will provide access to local metric tools such as iReady, ESGI, and Edutyping. Enrichment programs and release days for teachers to observe one another will be provided to support student learning, as measured by M3.6, 3.7, 3.9, and 3.10.	$11,331.00	No
3.9	Math Systems of Support	District personnel will implement a comprehensive system of support for mathematics achievement by providing professional development and coaching aligned to the California Mathematics Framework, targeted intervention, progress monitoring, and personalized instruction to address identified mathematics achievement gaps. A dedicated math specialist will provide 1:1 and small-group intervention for students with foundational skill deficits identified through local and state assessment data, with a particular focus on supporting Socioeconomically Disadvantaged students and other student groups demonstrating below-standard performance in mathematics. As measured by M3.7, and M3.9. This action is partially funded with Learning Recovery Emergency Block Grant (LREBG) funds: $3073.	$63,073.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$68,429.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.881%	0.000%	$0.00	4.881%

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:** Teacher Professional Development **Need:** An identified need of our unduplicated population of SED (Socio-Economically Disadvantaged) students is a lack of self-regulation strategies and ability to solve their own problems. Local data indicates that approximately 50% of our students do not identify themselves as having self-efficacy.	The district will provide comprehensive Professional Development (PD) focused on self-regulation strategies, problem-solving skills, and Social Emotional Learning (SEL) to address these needs effectively. By equipping teachers with advanced training in these areas, we aim to empower them to foster environments where students can develop essential skills for managing their emotions, resolving conflicts, and enhancing their self-efficacy.	This action will be measured by the metrics identified in the action description.

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
	28% of those 50% students lacking self-efficacy are identified as SED. Currently, teachers frequently request support from administrators for interpersonal struggles between students. Parents have given feedback that they are struggling to support students at home with social emotional development. **Scope:** LEA-wide	The PD program will include specific areas such as training teachers on implementing SEL curricula, utilizing supplemental materials designed to enhance students' problem-solving abilities, and incorporating self-regulation techniques into daily classroom routines. Research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) indicates that SEL programs can lead to an 11% increase in academic achievement and significant improvements in social behaviors and attitudes. Additionally, teachers will learn strategies to integrate mindfulness practices and conflict resolution exercises into their lessons, providing students with tools to navigate interpersonal struggles independently. Studies have shown that mindfulness practices can reduce stress and improve attention and emotional regulation in students, which is particularly beneficial for those from disadvantaged backgrounds. Providing this PD on an LEA-wide basis, even though it targets SED students, ensures a cohesive and unified approach across the district. This approach not only supports the targeted SED students but also benefits the broader student population, creating a positive and inclusive school climate. By training all teachers, we promote equity and ensure that all students, regardless of their socioeconomic status, have access to the same high-quality SEL instruction and support.	
1.5	**Action:** Attendance **Need:**	Implementing attendance strategies, such as awards, celebrations, and parent education nights, can significantly address the needs of socioeconomically disadvantaged students by creating a supportive and engaging school	This action will be measured by the metrics identified in the action description.

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
	Our socio-economically disadvantaged (SED) population is a significant part of our current chronic absenteeism rate of 26%. Our SED population is currently 38.6% chronically absent - an increase of 21.5% from 2022 to 2023. These students and families have a hard time making it to school every day and on time for a variety of reasons - through anecdotal conversations with parents of our SED students, we have realized that lack of stability in the home and lack of understanding of the importance of attendance are contributing to the SED population's chronic absences. **Scope:** LEA-wide	environment. Research indicates that consistent attendance is crucial for academic success and is particularly impactful for students from low-income families, who may face numerous barriers to regular school attendance, such as lack of transportation, health issues, or unstable housing conditions (Chang & Romero, 2008). MBS will recognize and reward good attendance to motivate students to attend regularly, thus fostering a positive school culture that emphasizes the importance of education. Celebrations and awards will be provided as tangible incentives and reinforce positive behavior, making students feel valued and acknowledged. Parent education nights will be held to empower families by providing them with resources and strategies to overcome attendance challenges, thereby creating a stronger support system for students at home and increasing overall engagement in their child's education. Providing these attendance strategies on an LEA-wide basis is essential for ensuring equity and consistency across the district. These strategies help to standardize the approach to attendance, ensuring that all students have access to the same support and incentives. This is particularly important for socioeconomically disadvantaged students, all students, and white student groups that are identified in the lowest performance area as it ensures that those who are most in need of support are not left behind due to variations in resources or policies. Research supports the effectiveness of district-wide interventions in creating systemic change and improving attendance rates (Balfanz & Byrnes, 2013).	

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
3.9	**Action:** Math Systems of Support **Need:** Unduplicated pupils - specifically our socio-economically disadvantaged students have an identified need for additional support in mathematics based on local and state data showing persistent gaps in achievement. In Spring 2026, only 48% of students in grades 2–8 were at or above grade level in mathematics on i-Ready (Metric 3.7), with Low-Income student performance remaining below overall district averages. On the 2025 CAASPP, the district's Mathematics Distance from Standard (Metric 3.9) was -13.1 for All Students, compared to -17.8 for Low-Income students, indicating continued performance below standard and a wider achievement gap for this student group. District reflection on implementation data and educational partner feedback identified mathematics achievement as a priority area and emphasized the need for more targeted intervention, coherent instructional support, and consistent implementation of effective mathematics instructional practices. Because Low-Income students are more likely to experience barriers that affect consistent academic progress and access to supplemental academic support, this action is principally directed toward addressing their mathematics achievement needs through targeted intervention, personalized instruction, and standards-aligned mathematics support. **Scope:**	This action addresses the identified needs by implementing a comprehensive, multi-tiered system of support for mathematics achievement that includes targeted intervention, progress monitoring, and personalized instruction. A dedicated math specialist will provide 1:1 and small-group instruction focused on addressing foundational gaps, ensuring that unduplicated pupils receive intensified, data-driven support aligned to their specific needs. In addition, districtwide professional development and coaching on the California Mathematics Framework will strengthen Tier 1 instruction, ensuring that all students—including unduplicated pupils—have access to high-quality, research-based instructional practices. This action is provided on an LEA-wide basis because the district operates as a single-school system with integrated, multi-grade classrooms in which unduplicated pupils are served across all grade levels. The district determined that implementing the action schoolwide is the most effective use of funds because isolating supports only to a subset of classrooms or students would reduce instructional coherence, limit consistency in mathematics practices, and decrease the overall effectiveness of intervention efforts. Alternative approaches, such as providing intervention-only support without strengthening Tier 1 instruction through professional development and coaching, were considered but rejected because they would not adequately address the broader instructional inconsistencies contributing to persistent mathematics achievement gaps. By strengthening both core instruction and targeted intervention	M3.7, M3.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	within a cohesive schoolwide system, the district is able to maximize impact, ensure equitable access to high-quality mathematics instruction, and prioritize support for students with the greatest academic need.	

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.

Not Applicable

Additional Concentration Grant Funding

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

Mt. Baldy does not receive concentration funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

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	$1,401,970.00	$68,429.00	4.881%	0.000%	4.881%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$171,391.00	$3,073.00	$1,500.00	$0.00	$175,964.00	$123,524.00	$52,440.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$14,000.00	$14,000.00				$14,000.00	
1	1.2	Neuroeducation	All	No			All Schools	Ongoing	$0.00	$500.00			$500.00		$500.00	
1	1.3	Student Voice	All	No			All Schools	Ongoing	$0.00	$1,000.00			$1,000.00		$1,000.00	
1	1.4	Community Engagement & Communication	All	No			All Schools	Ongoing	$8,061.00	$20,788.00	$28,849.00				$28,849.00	
1	1.5	Attendance	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
2	2.1	Teacher Professional Development	All	No			All Schools	Ongoing	$14,311.00	$0.00	$14,311.00				$14,311.00	
2	2.2	Curriculum Planning	All	No			All Schools	Ongoing	$0.00	$200.00	$200.00				$200.00	
2	2.3	Magnet Planning	All	No			All Schools	Ongoing	$200.00	$0.00	$200.00				$200.00	
3	3.1	Teacher Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	Collaborative Planning Time	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	MTSS and UDL	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Technology	All	No			All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.5	Teacher Assignment	All	No			All Schools	Ongoing	$8,889.00	$0.00	$8,889.00				$8,889.00	
3	3.6	Curriculum Supports	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Broad Course of Study	All	No			All Schools	Ongoing	$31,111.00	$0.00	$31,111.00				$31,111.00	
3	3.8	Instructional Support	All	No			All Schools	Ongoing	$952.00	$10,379.00	$11,331.00				$11,331.00	
3	3.9	Math Systems of Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$60,000.00	$3,073.00	$60,000.00	$3,073.00			$63,073.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,401,970.00	$68,429.00	4.881%	0.000%	4.881%	$74,500.00	0.000%	5.314 %	**Total:**	$74,500.00
								LEA-wide Total:	$74,500.00
								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**	Teacher Professional Development	Yes	LEA-wide	Low Income	All Schools	$14,000.00	
1	**1.5**	Attendance	Yes	LEA-wide	Low Income	All Schools	$500.00	
3	**3.9**	Math Systems of Support	Yes	LEA-wide	Low Income	All Schools	$60,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$233,820.00	$228,817.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Professional Development	Yes	$9,000.00	$12,665.00
1	**1.2**	Neuroeducation	No	$500.00	$448.00
1	**1.3**	Student Voice	No	$1,000.00	$1,000.00
1	**1.4**	Community Engagement & Communication	No	$24,906.00	$27,228.00
1	**1.5**	Transportation	Yes	$120,000.00	$126,700.00
1	**1.6**	Attendance	Yes	$500.00	$500.00
2	**2.1**	Teacher Professional Development	No	$21,720.00	$13,133.00
2	**2.2**	Curriculum Planning	No	$5,000.00	$200.00
2	**2.3**	Magnet Planning	No	$1,588.00	$238.00
3	**3.1**	Teacher Professional Development	No	$0.00	$0.00
3	**3.2**	Collaborative Planning Time	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	MTSS and UDL	No	$0.00	$0.00
3	**3.4**	Technology	No	$2,000.00	$1,000.00
3	**3.5**	Teacher Assignment	No	$8,061.00	$7,632.00
3	**3.6**	Curriulum Supports	No	$0.00	$0.00
3	**3.7**	Broad Course of Study	No	$28,214.00	$26,711.00
3	**3.8**	Instructional Support	No	$11,331.00	$11,362.00

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)
$65,938.00	$129,500.00	$139,865.00	($10,365.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Teacher Professional Development	Yes	$9,000.00	$12,665.00		
1	**1.5**	Transportation	Yes	$120,000.00	$126,700.00		
1	**1.6**	Attendance	Yes	$500.00	$500.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,348,462	$65,938.00	0	4.890%	$139,865.00	0.000%	10.372%	$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).

California Department of Education
November 2024